

TEACHING THE GOSPEL

A CES TRAINING RESOURCE FOR TEACHING IMPROVEMENT



THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS
CHURCH EDUCATIONAL SYSTEM

TEACHING THE GOSPEL

A CES TRAINING RESOURCE FOR TEACHING IMPROVEMENT

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

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Printed in the United States of America
English approval: 4/02

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HOW TO USE THIS TEACHING IMPROVEMENT PACKAGE

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles declared, “Now, at a time when our prophet is calling for more faith through hearing the word of God, we must revitalize and reenthroned superior teaching in the Church—at home, from the pulpit, in our administrative meetings, and surely in the classroom. Inspired teaching must never become a lost art in the Church, and we must make certain our quest for it does not become a lost tradition” (in Conference Report, Apr. 1998, 31; or *Ensign*, May 1998, 25).

This teaching improvement package is intended to help “revitalize and reenthroned superior teaching” as well as unify and enhance all Church Educational System teaching improvement efforts by providing in-service material for those in CES who train teachers in full-time, part-time, volunteer, or preservice settings. The materials in this training resource are designed to help the in-service leader, and ultimately the teachers, better understand and apply the principles and skills taught in *Teaching the Gospel: A Handbook for CES Teachers and Leaders* (1994; item 34829).

What Does This Teaching Improvement Package Include?

The teaching improvement package includes (1) a video resource, entitled *Teaching the Gospel Video Presentations* (item 53953), and (2) this manual, entitled *Teaching the Gospel: A CES Training Resource for Teaching Improvement* (item 35306).

The videos contain presentations that correspond to certain lessons in the printed training resource. The video presentations illustrate principles of religious education and show teachers demonstrating the teaching skills from *Teaching the Gospel: A Handbook*.

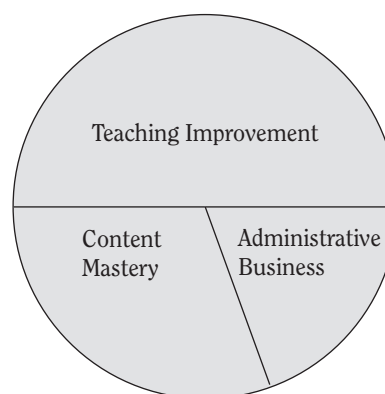
This manual contains lessons that provide suggested training activities for the principles and skills found in *Teaching the Gospel: A Handbook*. Following each lesson are handouts intended for photocopying that contain quotations and learning activities from the lessons.

The organization and content of the CES teaching improvement package are based exclusively upon the principles and skills discussed in *Teaching the Gospel: A Handbook*. Teachers will need their own copies of the handbook, as the lessons in this manual frequently instruct teachers to read and study it.

Another excellent resource for teachers and leaders is *Teaching, No Greater Call* (1999; item 36123).

How Should This Teaching Improvement Package Be Used?

Three Components of In-service Training



There are generally three components of in-service training: teaching improvement, content mastery, and administrative business. While content mastery and administrative business are essential, “the primary purpose of in-service training is to improve teaching” (*Teaching the Gospel: A Handbook*, 18). This teaching improvement package is designed to assist the in-service leader in meeting this primary purpose.

The lessons in this manual are not necessarily intended to be taught sequentially, nor is it expected that teachers will receive training in all areas in a given year. Each lesson is designed to be completed in sixty minutes or less, but in-service leaders may choose to emphasize all the principles in a given lesson, select only certain principles from a lesson, or combine principles from different lessons. In-service leaders should prayerfully consider the needs and abilities of teachers and adapt lessons to their time constraints and training circumstances.

The “Planning Guide” on page 4 provides an overview of the principles and skills emphasized in the lessons; it can be used as a planning tool. In-service leaders should assess teachers’ needs, plan to meet teachers’ in-service needs, and counsel with and report to leaders when deciding what to train and how to train it.

How Is This Manual Organized?

This manual is organized into four units, fourteen sections, and thirty-seven lessons. The unit and section names correspond with those in *Teaching the Gospel: A Handbook*. Within each section are

lessons and handouts that help teachers search, analyze, and apply the material in the handbook.

In each lesson, in-service leaders may choose from suggested training activities such as case studies, writing exercises, scripture activities, discussions, group work, object lessons, and others. Each activity leads teachers to search, analyze, or apply:



Activities with this icon help teachers *search* the handbook, the scriptures, or other material to define a principle or skill.



Activities with this icon help teachers *analyze* the meaning of the principle or skill.



Activities with this icon help teachers *apply* the principle or skill.

The handouts at the end of each lesson are intended to be photocopied by the in-service leader and distributed to teachers.

How Are the Video Presentations to Be Used?

There are two videocassettes in *Teaching the Gospel Video Presentations*. The video presentations are primarily designed to be used with the lessons found in this printed manual. The following chart, "Video Presentations and Corresponding Lessons," shows the relationship.

The first video presentation, "An Orientation for the CES In-service Leader" (3:51), is designed to be used with the introductory material in this manual, to help orient you to the organization and use of the teaching improvement package.

VIDEO PRESENTATIONS AND CORRESPONDING LESSONS

| Video Presentation | Corresponding Training Resource Lesson |
|--|--|
| 1. An Orientation for the CES In-service Leader | How to Use This Teaching Improvement Package |
| 2. “Heavenly Things” | 1. Religious and Secular Education Differ 2. Edifying Teaching |
| 3. The Role of Teaching in God’s Work 4. A Brief History of CES | 3. CES and the Mission of the Church |
| 5. <i>The Charted Course of the Church in Education</i> 6. Teaching Students the Gospel of Jesus Christ | 5. The Four Aspects of the CES Objective |
| 7. “Even As I Am” | 7. Live the Gospel |
| 8. Jesus, the Master Teacher | 8. Teach Effectively |
| 9. The Woman at the Well | 2. Edifying Teaching 8. Teach Effectively 12. The Role of the Student |
| 10. <i>Equally Yoked Together</i> | 9. Administer Appropriately |
| 11. Helping Others to Be Spiritually Led 12. Teaching by the Spirit | 10. The Role of the Holy Ghost in Gospel Learning |
| 13. “A Man without Eloquence” | 11. The Functions of the Holy Ghost |
| 14. The Role of the Student in Gospel Learning <ul style="list-style-type: none"> • Segment 1 • Segments 2–3 | 12. The Role of the Student 13. Learner Conditions |
| 15. Teachers Make a Difference 16. The School of the Elders 17. Faith in the Students | 15. Prepare Yourself |
| 18. Using the Curriculum 19. Decide the <i>What</i> | 17. Decide the <i>What</i> |
| 20. Decide the <i>How</i> | 18. Decide the <i>How</i> |
| 21. The Importance of Devotionals 22. Establishing a Spiritual Setting | 20. Establish an Appropriate Spiritual Setting |
| 23. Maintaining an Appropriate Setting | 21. Maintain an Appropriate Setting |
| 24. Help Students Study the Scriptures | 22. Scripture Study and Teaching |
| 25. Use “Look for” Skills | 24. Use “Look for” Skills |
| 26. Mark the Scriptures | 25. Mark the Scriptures |
| 27. Take a Broader Perspective | 26. Take a Broader Perspective |
| 28. Summarize the Scriptures | 27. Summarize the Scriptures |
| 29. “Liken” the Scriptures | 28. “Liken” the Scriptures |
| 30. Develop Scripture Mastery | 29. Develop Scripture Mastery |
| 31. Questions and Class Discussion <ul style="list-style-type: none"> • Segments 1–3 • Segment 4 | 31. Ask Questions That Help Students Search, Analyze, and Apply 33. Directing Class Discussions |
| 32. Using Visuals | 34. Using the Board 35. Using Objects, Pictures, and Sacred Music |
| 33. Naaman and Elisha | 36. Using Audiovisual Presentations |
| 34. Writing Exercises and Group Work | 37. Writing Exercises and Group Work |

PLANNING GUIDE

In-service leaders should consider the following steps when deciding what to train and how to train it:

1. *Assess teachers' needs.* Prayerfully identify, consider, and prioritize teachers' needs.
2. *Plan to meet teachers' in-service needs.* Prepare and carry out a plan to meet teachers' in-service needs.
3. *Counsel with and report progress to leaders.*

Assess Needs

An in-service leader must prayerfully identify, consider, and prioritize teachers' needs. One way to identify these needs is to ask: What problems are these teachers facing? Another way is to consult with teachers and ask: What areas would you like help with? Because some needs are more serious or urgent than others, in-service leaders will need to prioritize them. Record these needs according to priority in the "Teachers' Needs" section in the chart that follows. (You may wish to photocopy the chart on pages 5–6 so it may be reused.)

Plan to Meet In-service Needs

Another important function of an in-service leader is to identify which principles to focus on in training so that teachers' assessed in-service needs will be met. The "Principles to Emphasize" section in the chart that follows provides a way for in-service leaders to match the assessed needs to the principles emphasized in this manual.

Conventions, workshops, and faculty meetings play an essential role in meeting ongoing teacher training needs. Each in-service leader should develop a training plan that includes some combination of summer, midyear, and year-end conventions or workshops, along with faculty meetings (generally held each month). The training plan could also allow time for one-on-one meetings with teachers.

In meeting teachers' needs, in-service leaders have the flexibility to emphasize all the principles in each lesson in this package, only certain principles in each lesson, or a combination of the principles from several lessons. In this way they can customize the lessons to meet teachers' needs.

Report to Leaders

In-service leaders should counsel with CES and priesthood leaders about how to best meet teachers' in-service needs. They should also report teachers' progress.

Teachers' In-service Needs and Principles to Emphasize

Use the following charts to identify teachers' in-service needs and the principles you wish to emphasize in training. After you have identified the principles, develop a training plan based on the priority of teachers' needs.

| Teachers' In-service Needs | Priority (rank by number) |
|---|------------------------------|
| Briefly describe teachers' in-service needs and prioritize these needs according to the degree of seriousness or urgency. | |
| | |
| | |
| | |
| Principles to Emphasize | Needs Being Met |
| This lists shows the principles taught in this manual. Identify which principles need to be trained to meet the assessed needs, and place the number of the teachers' need in the right-hand column next to the associated principle. | |
| Religious Education in the Church Educational System | |
| 1. Religious and Secular Education Differ (p. 8) | |
| 2. Edifying Teaching (p. 11) | |
| 3. CES and the Mission of the Church (p. 14) | |
| a. Help Heavenly Father accomplish His work (p. 14) | |
| b. Help the Church accomplish its mission (p. 14) | |
| 4. Introduction to the Objective of CES (p. 18) | |
| a. Fulfilling the objective of CES (p. 18) | |
| b. Fostering an attitude of inquiry and seeking (p. 18) | |
| 5. The Four Aspects of the CES Objective (p. 20) | |
| a. Teaching students the gospel of Jesus Christ (p. 20) | |
| b. Teaching students by precept and example (p. 20) | |
| c. Providing a spiritual and social climate (p. 20) | |
| d. Preparing young people for effective Church service (p. 20) | |
| 6. Accept and Fulfill Your Commission (p. 26) | |
| 7. Live the Gospel (p. 30) | |
| 8. Teach Effectively (p. 31) | |
| 9. Administer Appropriately (p. 35) | |
| a. Administer appropriately (p. 35) | |
| b. CES and the priesthood (p. 35) | |
| c. Administrative tasks (p. 35) | |
| Gospel Learning | |
| 10. The Role of the Holy Ghost in Gospel Learning (p. 38) | |
| a. Teachers and the role or functions of the Spirit (p. 38) | |
| b. The Spirit and mastery of methods or skills (p. 38) | |
| c. Teaching by the Spirit (p. 38) | |
| 11. The Functions of the Holy Ghost (p. 41) | |
| 12. The Role of the Student (p. 44) | |
| a. The student's responsibility (p. 44) | |
| b. Focus on the learner (p. 44) | |
| 13. Learner Conditions (p. 47) | |
| a. The conditions of learner readiness, participation, and application (p. 47) | |
| b. Teachers do not create learner conditions (p. 47) | |
| 14. Students with Limited Abilities or with Disabilities (p. 50) | |
| Gospel Teaching: The Role of the Teacher | |
| 15. Prepare Yourself (p. 52) | |
| a. Spiritual preparation (p. 52) | |
| b. Purpose of CES in-service (p. 52) | |
| c. Power of faith (p. 52) | |
| 16. Decide <i>What</i> to Teach and <i>How</i> to Teach It (p. 58) | |
| a. Decide <i>what</i> and <i>how</i> to teach (p. 58) | |
| b. Balance the <i>what</i> and the <i>how</i> (p. 58) | |
| c. Sequential scripture teaching (p. 58) | |

PLANNING GUIDE

| Principles to Emphasize | Needs Being Met |
|---|-----------------|
| 17. Decide the <i>What</i> (p. 61) | |
| a. Gather curricular resources (p. 61) | |
| b. Immerse yourself in the content (p. 61) | |
| c. The power of three readings (p. 61) | |
| d. Decide what is important for students to know (p. 61) | |
| e. Organize the lesson (p. 61) | |
| 18. Decide the <i>How</i> (p. 66) | |
| a. Consider what students will do or feel as they learn (p. 66) | |
| b. Search, analyze, and apply (p. 66) | |
| c. Fundamental considerations (p. 66) | |
| 19. Establish an Appropriate Physical Setting (p. 72) | |
| 20. Establish an Appropriate Spiritual Setting (p. 73) | |
| 21. Maintain an Appropriate Setting (p. 74) | |
| a. “Read” the students, and respond appropriately (p. 74) | |
| b. Maintain order and mutual respect (p. 74) | |
| Gospel Teaching: Skills for Effective Teaching | |
| 22. Scripture Study and Teaching (p. 78) | |
| a. Help students learn how to read and study the scriptures for themselves (p. 78) | |
| b. Read the scriptures together in class (p. 78) | |
| 23. Use the Study Aids (p. 80) | |
| 24. Use “Look for” Skills (p. 82) | |
| a. Use “look for” skills (p. 82) | |
| b. Analysis can reveal principles and is part of the spirit of inquiry (p. 82) | |
| 25. Mark the Scriptures (p. 89) | |
| 26. Take a Broader Perspective (p. 92) | |
| a. Take a broader perspective (p. 92) | |
| b. Synthesis can show patterns and principles (p. 92) | |
| 27. Summarize the Scriptures (p. 97) | |
| 28. “Liken” the Scriptures (p. 99) | |
| a. Understand how principles and doctrines apply, and use them (p. 99) | |
| b. The Spirit is essential in helping students “liken” the scriptures to themselves (p. 99) | |
| 29. Develop Scripture Mastery (p. 103) | |
| 30. Teacher Presentation or Instruction (p. 106) | |
| a. Teacher presentation is a primary activity (p. 106) | |
| b. True stories enhance scripture teaching (p. 106) | |
| c. Plan teacher presentation (p. 106) | |
| d. Combine teacher presentation with other methods (p. 106) | |
| e. Use variety in the presentation (p. 106) | |
| 31. Ask Questions That Help Students Search, Analyze, and Apply (p. 112) | |
| a. Ask questions that help students search, analyze, and apply (p. 112) | |
| b. Avoid controversial or sensational questions (p. 112) | |
| 32. Planning Class Discussions (p. 119) | |
| a. Good questions and effective discussions benefit students (p. 119) | |
| b. Plan the discussion (p. 119) | |
| 33. Directing Class Discussions (p. 121) | |
| a. Follow the Lord’s model (p. 121) | |
| b. Direct inspiring and persuasive discussions (p. 121) | |
| 34. Using the Board (p. 124) | |
| a. Involve more than one of the senses (p. 124) | |
| b. Use the board (p. 124) | |
| 35. Using Objects, Pictures, and Sacred Music (p. 128) | |
| a. Involve more than one of the senses (p. 128) | |
| b. Use objects and pictures (p. 128) | |
| c. Use sacred music (p. 128) | |
| 36. Using Audiovisual Presentations (p. 131) | |
| 37. Writing Exercises and Group Work (p. 136) | |

RELIGIOUS EDUCATION IN THE CHURCH EDUCATIONAL SYSTEM

RELIGIOUS EDUCATION

CES AND THE MISSION OF THE CHURCH

THE OBJECTIVE OF CES

THE COMMISSION OF CES TEACHERS AND LEADERS



1 RELIGIOUS AND SECULAR EDUCATION DIFFER

Principle to Emphasize

Religious education is different from secular education in both *what* is taught—saving principles—and *how* it is taught—by the Spirit in a way that edifies (see *Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 2).

Suggested Training Activities

(40 minutes)

Discussion

Ask teachers: What are some of the similarities and differences between religious and secular education? (see handbook, 2). Discuss teachers' answers.

Definitions

Distribute copies of handout 1. Read the definitions together as a group. Invite teachers to analyze how these definitions help us distinguish the differences between religious and secular education. Ask: In what ways are the saving principles of the gospel “ultimate reality”?

Religious: “Relating to or manifesting faithful devotion to an acknowledged ultimate reality or deity” (*Merriam-Webster’s Collegiate Dictionary*, 10th ed. [1998], 988).

Secular: “Of or relating to the worldly or temporal . . . not overtly or specif. religious” (*Webster’s Collegiate*, 1056).

Educate: “To persuade or condition to feel, believe, or act in a desired way” (*Webster’s Collegiate*, 367).

Handbook

Invite teachers to read the first paragraph on page 2 of the handbook. Ask: What are the two categories of differences between religious and secular education? (*What* is taught and *how* it is taught.)

After teachers identify these two categories, invite them to carefully read the paragraph under “What Is Taught” and the first two paragraphs under “How It Is Taught” on that page. Ask:

- What should be taught in religious education? (see handbook, 2).
- How should it be taught?
- How does the Lord describe effective teaching? (see handbook, 2).
- What does it mean to edify? (see handbook, 2).

- Why do you think it is important to understand the differences between religious and secular education?
- What might happen if a CES teacher attempted to provide religious education in a secular manner?

Video

Show presentation 2, “Heavenly Things” (8:46). Ask teachers to look for two aspects of religious education as the Savior teaches Nicodemus of heavenly things—*what* the Savior taught (the saving principles of the gospel) and *how* He taught it (by the Spirit in a way that edified).

Ask teachers:

- What did you learn about religious education from the Savior’s example?
- What examples of “teaching saving principles” did you notice as the Savior taught Nicodemus?
- What examples of “teaching by the Spirit in a way that edifies” did you notice?
- How can you tell if you have taught “by the Spirit in a way that edifies”?
- What difference would it make in your classroom if you were to focus more on teaching the saving principles of the gospel by the Spirit in a way that edifies?

Scripture Activity

Read Doctrine and Covenants 42:14 together as if it were a statement of fact. Ask teachers: What does this verse seem to mean when read this way? Now read the verse together again as if it were a command. Ask:

- How did reading the verse this way change its meaning?
- Does this verse advise teachers to dismiss class if they feel the Spirit is not present? Why not?
- How can a “prayer of faith” change such a situation?

Quotation

Read and discuss the statement from handout 1 by President Howard W. Hunter, who was then President of the Quorum of the Twelve Apostles:

Teach with the Spirit

“I take this verse [D&C 42:14] to mean not only that we *should not* teach without the Spirit, but also that we really *cannot* teach without it. Learning of spiritual things simply cannot take place without the instructional and confirming presence of the Spirit of the Lord” (*Eternal Investments* [address to religious educators, 10 Feb. 1989], 3).

**Handbook**

Invite teachers to read the statement by President David O. McKay in the gray box on page 2 of the handbook. Ask teachers: How can you apply this principle in your teaching?

**Writing Exercise**

Invite teachers to write how they will focus more on teaching the saving principles of the gospel by the Spirit in a way that edifies.

Definitions

Religious: “Relating to or manifesting faithful devotion to an acknowledged ultimate reality or deity” (*Merriam-Webster’s Collegiate Dictionary*, 10th ed. [1998], 988).

Secular: “Of or relating to the worldly or temporal . . . not overtly or specif. religious” (*Webster’s Collegiate*, 1056).

Educate: “To persuade or condition to feel, believe, or act in a desired way” (*Webster’s Collegiate*, 367).

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President Howard W. Hunter, then President of the Quorum of the Twelve Apostles, said:

“I take this verse [D&C 42:14] to mean not only that we *should not* teach without the Spirit, but also that we really *cannot* teach without it. Learning of spiritual things simply cannot take place without the instructional and confirming presence of the Spirit of the Lord” (*Eternal Investments* [address to religious educators, 10 Feb. 1989], 3).

 Notes

2 EDIFYING TEACHING

Principle to Emphasize

“Gospel teaching has to do with edification. . . . To edify means to build up spiritually or to bring one closer to the Father, the Son, and the Holy Ghost” (*Teaching the Gospel: A Handbook*, 2).

Suggested Training Activities

(50 minutes)

Handbook

Invite teachers to carefully read the second paragraph under “How It Is Taught” (handbook, 2) and look for what it means to edify. On the board write: *To edify is to _____ or to _____*. Invite teachers to provide a brief definition of *edify* by filling in the blanks.

Scripture Activity

Read Romans 14:19 together. Ask teachers: What “things” do you think a religious educator must “follow after” to be able to teach in an edifying way?

Read Doctrine and Covenants 50:10–26 and look for what is taught about edification. Ask teachers:

- What do these verses teach about edification?
- What will students experience if they are being edified?
- How might a teacher know if edification has taken place?
- Might some in a class be edified and others not? Why?
- Will a teacher always know who has been edified? Why or why not?

Handbook

Invite teachers to individually or in pairs review one of the bulleted principles of edification identified on pages 2–3 of the handbook. As part of the review, invite teachers to read the scripture passages noted in parentheses and look for further insight about their assigned principle. Have them report their findings to the in-service group.

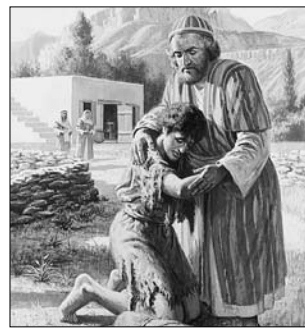
Discussion

Examine and discuss principles of edification in light of each of the following relationships:

- Teacher and student
- Teacher and parent
- Teacher and priesthood leader
- Student and student

- Student and parent
- Student and priesthood leader

Writing Exercise



Distribute handout 2. Choose one or more of the following examples of religious education and invite teachers to look for how principles of edification are illustrated in the examples. Have them write their answers in the chart on the handout.

- Read John 3:1–21 or show presentation 2, “Heavenly Things” (8:46). (You may have already shown this presentation as part of lesson 1, “Religious and Secular Education Differ.”) Discuss the way Jesus taught Nicodemus.
- Read John 4:1–30 or show presentation 9, “The Woman at the Well” (7:18). Discuss the way Jesus taught the woman of Samaria.
- Read Luke 15:11–32 and discuss the way Jesus presented the parable of the prodigal son.
- Read Alma 18 and discuss the way Ammon taught King Lamoni.

Ask teachers to discuss their findings with the in-service group.

Handbook

Read together the last paragraph in the “Religious Education” section (handbook, 3). Ask teachers:

- How does a teacher’s violation of principles of edification affect religious education? Why? (see handbook, 3).
- How does a student’s violation of principles of edification affect religious education? Why? (see handbook, 3).

Application

Invite teachers to determine which principle of edification on pages 2–3 of the handbook they would like to better implement in their teaching. Ask them to write down what efforts they will make to improve. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

Identify how the bulleted principles of edification on pages 2–3 of *Teaching the Gospel: A Handbook* are illustrated in the examples provided by your instructor. Write your thoughts in the spaces provided. Be prepared to share your answers with the in-service group.

| Principles of Edification | How Is This Principle Illustrated in the Example? | How Might This Apply to Your Classroom? |
|-----------------------------------|---|---|
| The worth of a soul | | |
| The agency of others | | |
| Relationships of trust | | |
| Growth through participation | | |
| Vision | | |
| Unity | | |
| An eye single to the glory of God | | |

RELIGIOUS EDUCATION IN THE CHURCH EDUCATIONAL SYSTEM

RELIGIOUS EDUCATION
CES AND THE MISSION OF THE CHURCH
THE OBJECTIVE OF CES
THE COMMISSION OF CES TEACHERS AND LEADERS



3 CES AND THE MISSION OF THE CHURCH

Principles to Emphasize

Help Heavenly Father Accomplish His Work

“Teaching the gospel is one of the most important ways of helping [Heavenly Father] accomplish his work” (*Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 3).

Help the Church Accomplish Its Mission

“The Church Educational System’s purpose is to help the Church accomplish its mission by providing religious education. All who are asked to teach and lead in CES become part of this great mission” (*Teaching the Gospel: A Handbook*, 3).

Suggested Training Activities: Help Heavenly Father Accomplish His Work

(15 minutes)

Handbook

Invite teachers to read the section entitled “CES and the Mission of the Church” (handbook, 3–4). Ask teachers:

- What is the role of teaching in accomplishing Heavenly Father’s work? (see handbook, 3).
- How did the Savior exemplify the importance of teaching in accomplishing Heavenly Father’s work?
- When has your life been influenced by someone teaching you the gospel?

Video

Distribute *handout 3* in preparation for the video. Show presentation 3, “The Role of Teaching in God’s Work” (0:52). This presentation shows an excerpt of an April 1998 conference address by Elder Jeffrey R. Holland, a member of the Quorum of the Twelve Apostles. A portion of the excerpt is provided on the *handout*. As teachers view the presentation, have them listen for what Elder Holland identifies as the two most significant purposes or tasks of our lives. Following the video, ask teachers:

- What did Elder Holland identify as the two most significant purposes or tasks of our lives?
- Why do you think teaching is one of the most important ways we can help Heavenly Father accomplish His work?

Read 1 Corinthians 1:17–21 together and invite teachers to look for the significance of teachers in the Church. Ask: What do you think Paul meant when he used the word *foolishness* to describe what teachers do?

Quotation

Read together the following comments by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles about 1 Corinthians 1:17–21. The statement is also provided on *handout 3*.

The Foolishness of Teaching

“Now let me point to the source of my text and my title, ‘The Foolishness of Teaching.’ It is a paraphrase of Paul’s words. ‘For Christ sent me not to baptize, but to preach the gospel’ (1 Corinthians 1:17). And I will use *preach* and *teach*, for our purposes, as synonyms. Preaching is teaching and teaching, in many respects, is a perfected form of preaching. . . .

“For after that in the wisdom of God the world by wisdom knew not God, it pleased God by the foolishness of preaching to save them that believe.’ (1 Corinthians 1:21.)

“Now I turn it to the teaching aspect:

“It pleased God by the foolishness of [teaching] to save them that believe.” (*The Foolishness of Teaching* [address to religious educators, 18 Sept. 1981], 2–3).

Suggested Training Activities: Help the Church Accomplish Its Mission

(25 minutes)

Handbook

Invite teachers to review the second paragraph under “CES and the Mission of the Church” (handbook, 3). Then ask:

- What is the mission of the Church? (see handbook, 3).
- What are the three aspects of the Church’s mission? (see handbook, 3).
- In what ways do you think students are invited to “come unto Christ, and be perfected in him” as they participate in religious education? (Moroni 10:32).

Discussion

Invite teachers to review the material under “CES and the Mission of the Church” (handbook, 3–4). Write the following list on the board, and ask teachers to define the four elements listed. Write teachers’ descriptions on the board, beginning with the bottom

element, “Your Commission,” and moving to the top element, “Heavenly Father’s Work.”

Heavenly Father’s Work
The Church’s Mission
The Objective of CES
Your Commission

Ask teachers:

- How does a CES teacher’s commission relate to the CES objective?
- How does the CES objective relate to the mission of the Church?
- How does the mission of the Church relate to Heavenly Father’s work?
- How are Heavenly Father’s work, the mission of the Church, and the CES objective influenced by a teacher’s acceptance and fulfillment of his or her commission?

Video

Show presentation 4, “A Brief History of CES” (10:33). As teachers view the presentation, have them look for how CES helps the Church accomplish its mission by providing religious education. Following the video, ask teachers: In what ways are you and your CES colleagues vital in accomplishing the great mission of the Church?

Quotation

Read and discuss the following statement from handout 3 by Elder Boyd K. Packer, then a member of the Quorum of the Twelve Apostles.

A Godsend for the Salvation of Modern Israel

“In the history of the Church there is no better illustration of the prophetic preparation of this people than the beginnings of the seminary and institute program. These programs were started when *they were nice but were not critically needed*. They were granted a season to flourish and to grow into a bulwark for the Church. They *now become a godsend for the salvation of modern Israel* in a most challenging hour. We are now encircled. Our youth are in desperate jeopardy. These are the last days, foreseen by prophets in ancient times” (*Teach the Scriptures* [address to religious educators, 14 Oct. 1977], 4; italics added; or *Charge to Religious Educators*, 3rd ed. [1994], 88).

Ask teachers: In what ways is teaching the gospel in seminary and institute an answer for youth “in desperate jeopardy”?

The Role of Teaching in God's Work

 Notes

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles said:

“To teach effectively and to feel you are succeeding is demanding work indeed. But it is worth it. We can receive ‘no greater call.’ . . .

“For each of us to ‘come unto Christ’ [D&C 20:59], to keep His commandments and follow His example back to the Father is surely the highest and holiest purpose of human existence. To help others do that as well—to teach, persuade, and prayerfully lead them to walk that path of redemption also—surely that must be the second most significant task in our lives. Perhaps that is why President David O. McKay once said, ‘No greater responsibility can rest upon any man [or woman], than to be a teacher of God’s children’ [in Conference Report, Oct. 1916, 57]” (in Conference Report, Apr. 1998, 31; or *Ensign*, May 1998, 25).

The Foolishness of Teaching

Elder Bruce R. McConkie of the Quorum of the Twelve Apostles said:

“Now let me point to the source of my text and my title, ‘The Foolishness of Teaching.’ It is a paraphrase of Paul’s words. ‘For Christ sent me not to baptize, but to preach the gospel’ (1 Corinthians 1:17). And I will use *preach* and *teach*, for our purposes, as synonyms. Preaching is teaching and teaching, in many respects, is a perfected form of preaching. . . .

“‘For after that in the wisdom of God the world by wisdom knew not God, it pleased God by the foolishness of preaching to save them that believe.’ (1 Corinthians 1:21.)

“Now I turn it to the teaching aspect:

“‘It pleased God by the foolishness of [teaching] to save them that believe.’” (*The Foolishness of Teaching* [address to religious educators, 18 Sept. 1981], 2–3).

A Godsend for the Salvation of Modern Israel

Elder Boyd K. Packer, then a member of the Quorum of the Twelve Apostles, said:

“In the history of the Church there is no better illustration of the prophetic preparation of this people than the beginnings of the seminary and institute program. These programs were started when *they were nice but were not critically needed*. They were granted a season to flourish and to grow into a bulwark for the Church. They *now become a godsend for the salvation of modern Israel* in a most challenging hour. We are now encircled. Our youth are in desperate jeopardy. These are the last days, foreseen by prophets in ancient times” (*Teach the Scriptures* [address to religious educators, 14 Oct. 1977], 4; italics added; or *Charge to Religious Educators*, 3rd ed. [1994], 88).

RELIGIOUS EDUCATION IN THE CHURCH EDUCATIONAL SYSTEM

RELIGIOUS EDUCATION
CES AND THE MISSION OF THE CHURCH
THE OBJECTIVE OF CES
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4 INTRODUCTION TO THE OBJECTIVE OF CES

Principles to Emphasize

Fulfilling the Objective of CES

The objective of religious education in the Church Educational System is to assist the individual, the family, and priesthood leaders in accomplishing the mission of the Church by—

1. *Teaching students the gospel of Jesus Christ.*
2. *Teaching students by precept and example.*
3. *Providing a spiritual and social climate.*
4. *Preparing young people for effective Church service (see *Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 3).*

Fostering an Attitude of Inquiry and Seeking

“A major part of teaching the gospel of Jesus Christ” is teaching students to come to the Lord “in an attitude of inquiry and seeking” (see *Teaching the Gospel: A Handbook*, 5).

Suggested Training Activities: Fulfilling the Objective of CES

(20 minutes)

Handbook

Invite teachers to read the information in the gray box on page 3 of the handbook. Lead a discussion using the following questions:

- What is the objective of religious education in CES? (see handbook, 3).
- What are the four aspects of the CES objective? (see handbook, 3).
- How does each aspect of the CES objective help fulfill the mission of the Church? (see handbook, 3).

Ask teachers to read the fourth paragraph under the section entitled “CES and the Mission of the Church” (handbook, 3). Ask teachers: What is the significance of the approval given to the CES objective? (see handbook, 3).

Quotation

Read and discuss the following statement by President Gordon B. Hinckley.

Three Things to Provide Every Convert

“We must make an increasingly substantial effort to assist [converts] as they find their way. Every one of them needs three things: a friend, a responsibility, and nurturing with ‘the good word of God’ (Moroni 6:4). It is our duty and opportunity to provide these things” (in Conference Report, Apr. 1997, 66; or *Ensign*, May 1997, 47).

Discussion

After reviewing President Hinckley’s counsel about three things to provide every convert, write the headings “The Four Aspects of the CES Objective” and “Three Things to Provide Every Convert” on the board. Invite teachers to compare the information in the two columns as they fill in the chart. The completed chart might look something like the following:

| The Four Aspects of the CES Objective | Three Things to Provide Every Convert |
|---|--|
| Teach students the gospel of Jesus Christ | Nurturing with “the good word of God” (Moroni 6:4) |
| Teach students by precept and example | |
| Provide a spiritual and social climate | A friend |
| Prepare young people for effective Church service | A responsibility |

Ask teachers:

- How does President Hinckley’s counsel compare to the CES objective?
- How does this comparison help you better understand the CES objective?

Suggested Training Activities: Fostering an Attitude of Inquiry and Seeking

(10 minutes)



Handbook

Invite teachers to carefully read the first four paragraphs on page 5 of the handbook and look for the type of attitude we are to have when we come unto the Lord. Ask teachers:

- What attitude does the Lord invite His children to have? (see handbook, 5).
- How have you encouraged this attitude in your students?
- In what ways do you think inspiring an “attitude of inquiry and seeking” is a major part of teaching students the gospel?
- How did the Savior nurture this attitude in His disciples?



Writing Exercise

Write the following four phrases on the board. Invite teachers to separate into pairs or small groups and complete the phrases by writing their responses on a sheet of paper. Have a representative from each group share the responses with the in-service group.

1. When teachers have an attitude of inquiry and seeking, _____.
2. When students have an attitude of inquiry and seeking, _____.
3. As a teacher, I can be an example of having an attitude of inquiry and seeking by _____.
4. As a teacher, I can foster an attitude of inquiry and seeking in my students by _____.

5 THE FOUR ASPECTS OF THE CES OBJECTIVE

Principles to Emphasize

Teaching Students the Gospel of Jesus Christ

“Part of the charge to teach the gospel is to teach only those principles and doctrines that are in harmony with what the scriptures and the Brethren teach” (*Teaching the Gospel: A Handbook*, 4).

Teaching Students by Precept and Example

It is not sufficient for religious educators to teach by precept; they must also “exemplify the principles of the gospel” in their own lives (see *Teaching the Gospel: A Handbook*, 5).

Providing a Spiritual and Social Climate

If students and teachers are to “learn, associate, and be edified together,” teachers must create “a positive and uplifting setting” and provide students an “opportunity to associate with others who hold the same values and beliefs as their own” (see *Teaching the Gospel: A Handbook*, 5).

Preparing Young People for Effective Church Service

Students will be more prepared for effective Church service if teachers “show how men and women who love the Lord exemplify an attitude of service and . . . note the blessings that come through such service. In addition, . . . students should be encouraged and given opportunity to practice principles of service and fellowship outside of class as well as in it” (*Teaching the Gospel: A Handbook*, 5–6).

Note: If a significant amount of time has elapsed since teachers were taught lesson 4, you may want to review “The Objective” (handbook, 3) before beginning the activities suggested in this lesson.

Suggested Training Activities: Teaching Students the Gospel of Jesus Christ

(20 minutes)

Video

Show presentation 5, “*The Charted Course of the Church in Education*” (0:50). This presentation is a historical re-creation of a 1938 address by President J. Reuben Clark Jr. of the First Presidency to seminary and institute of religion teachers. The text of the presentation is on page 4 of *Teaching the Gospel: A Handbook*. Invite teachers to listen for what their “chief interest, [their]

essential and all but sole duty” is. Following the video, ask teachers:

- According to President Clark, what is a CES teacher’s “chief interest, [their] essential and all but sole duty”?
- What does the phrase “all but sole duty” imply?
- What are some of the competing objectives that divert us from this duty?
- How do the words of modern prophets help us teach the standard works?

Video

Distribute handout 4. Show presentation 6, “Teaching Students the Gospel of Jesus Christ” (7:30). This presentation shows another excerpt of an address by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles from April 1998 general conference. The text of the excerpt is provided on the handout. Following the video, ask teachers:

- What type of teaching is insufficient to sustain our youth “when the stresses of life appear”?
- What distinguishes “superficial” teaching from “substantial” teaching?

Group Work

Invite teachers to get in small groups and identify examples of superficial teaching and substantial teaching. Have each teacher suggest a way their teaching could be made more substantial. Ask them to share their examples and suggestions for improvement.

Handbook

Invite teachers to carefully read the third paragraph of the section entitled “Teaching Students the Gospel of Jesus Christ” (handbook, 4). Ask teachers:

- Why is President J. Reuben Clark Jr.’s warning not to modify the doctrines so critical for teachers to understand and apply? (see handbook, 4).
- What difference does it make when teachers have faith in the converting power of doctrine? (see handbook, 4).

Scripture Activity

Invite teachers to read 2 Timothy 3:1–7 and look for the prophetic description of troubles in the last days. Ask teachers what they think the remedy to these troubles might be. Invite them to read 2 Timothy 3:13–17 and look for the remedy identified by Paul.

Quotation

Read together the first statement from handout 4 by Elder Boyd K. Packer, then a member of the Quorum of the Twelve Apostles.

Your Objective: Teach the Scriptures

“While studying [2 Timothy 3] one day, . . . I glanced down the page, and one word stood out, not accidentally I think. I read it eagerly and then discovered that the Apostle who had prophesied all of that trouble had included in the same discourse the immunization against all of it. . . .

“All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness. . . .’ [see 2 Timothy 3:13–17]. . . .

“And there you have it—your commission, your charter, your objective in religious education. You are to teach the scriptures. That is the word that stood out on the page—*scriptures*. If your students are acquainted with the revelations, there is no question—personal or social or political or occupational—that need go unanswered. Therein is contained the fulness of the everlasting gospel. Therein we find principles of truth that will resolve every confusion and every problem and every dilemma that will face the human family or any individual in it” (*Teach the Scriptures* [address to religious educators, 14 Oct. 1977], 4–5; or *Charge to Religious Educators*, 3rd ed. [1994], 89).

Suggested Training Activities: Teaching Students by Precept and Example

(15 minutes)

 **Handbook**

Invite teachers to carefully read the material under the heading “Teaching Students by Precept and Example” (handbook, 5). Lead a discussion using the following questions:

- What are two ways you can teach your students? (see handbook, 5).
- What does it mean to teach by precept? (see handbook, 5).
- How can teaching by precept influence students to draw closer to Christ?
- What does it mean to teach by example? (see handbook, 5).
- When have you seen a teacher’s example be a vital part of his or her teaching?
- What do you think is the relationship between precept and example?

 **Quotation**

Read and discuss the statement from handout 4 by President Spencer W. Kimball.

Set an Example

I want your students “to have beautiful, abundant lives patterned after the ideal image of an eternal family. This they would learn, a little from what you would tell them, but far more from what you would show them. . . .

“. . . Of course, you will do all you teach your students to do: to fast, to bear testimony, to pay tithing, to attend all proper meetings, to attend temple sessions in due time, to keep the Sabbath holy, to give Church service, ungrudgingly, to have home evenings and family prayers, and to keep solvent, and be honest and full of integrity. . . . Example is better than precept without personal performance, which is like ‘sounding brass and tinkling cymbal.’” (*Men of Example* [address to religious educators, 12 Sept. 1975], 3, 7; see also *Charge to Religious Educators*, 24–25).

 **Writing Exercise**

Invite teachers to reflect on the lessons they have taught in the past few weeks, in light of the words of President Spencer W. Kimball on handout 4. Invite them to write their answers to the following questions:

- When have you felt a greater understanding of a precept because of the example of a teacher or leader?
- Which, if any, of the elements of being a good example listed by President Kimball could you improve in your daily life?
- What difference would it make to your students if you strengthened your example in these areas?
- What steps can you take to provide a stronger example?

Suggested Training Activities: Providing a Spiritual and Social Climate

(15 minutes)

 **Handbook**

Invite teachers to carefully read the material under “Providing a Spiritual and Social Climate” (handbook, 5). Ask teachers:

- What kind of climate should CES classes provide for youth and young adults?
- In the classroom, how are spiritual and social elements related?
- What have you seen happen in a CES classroom when one of these elements was out of balance?

 **Group Work**

Separate teachers into small groups and have them identify some of the elements of a “positive and uplifting setting” (*Teaching the Gospel: A Handbook*, 5). Have groups record their considerations in

two columns under the headings “Social Setting” and “Spiritual Setting.” When they have finished, invite the groups to share their ideas. Following the discussion, give teachers a few minutes to prepare a plan for improving the social and spiritual climate of their classroom.

Suggested Training Activities: Preparing Young People for Effective Church Service

(15 minutes)

Handbook

Invite teachers to read the material under “Preparing Young People for Effective Church Service” (handbook, 5–6). Ask teachers: How can religious education in CES prepare young people for effective Church service?

Quotation

Read together the second statement from handout 4 by Elder Boyd K. Packer.

Knowledge of Fundamental Gospel Principles

“Some time ago I interviewed a young bishop in Brazil. He was twenty-seven years old. I was impressed that he possessed every attribute of a successful Church leader—humility, testimony, appearance, intelligence, spirituality. Here, I thought, is a young man with a great future in the Church.

“I asked myself, as I looked at him, ‘What will his future be? What will we do *for* him? What will we do *to* him?’ In my mind I outlined the years ahead.

“He will be a bishop for perhaps six years, then he will be thirty-three years old. He will then serve eight years on a stake high council and five years as a counselor in the stake presidency. At forty-six he will be called as a stake president. We will release him after six years to become a regional representative, and he will serve for five years. That means he will have spent thirty years as an ideal, the example to follow, the image, the leader.

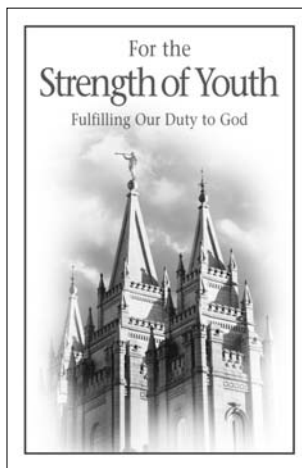
“However, in all that time, he will not have attended three gospel doctrine classes in a row, nor will he have attended three priesthood quorum lessons in a row.

“Brethren, do you see yourselves in this illustration?

“Unless he knew the fundamental principles of the gospel before his call, he will scarcely have time to learn them along the way” (“Principles,” *Ensign*, Mar. 1985, 8–9).

Ask teachers: How does a knowledge of the fundamental principles of the gospel prepare young people for effective Church service?

Group Work



Distribute copies of the *For the Strength of Youth* pamphlet, published by the Church in 1990. Invite teachers to form pairs or small groups and read the section entitled “Friendshipping” on page 9 and “Conclusion: Worthiness and Service” on page 19. Have teachers look for ways students can serve and fellowship in and out of class. Following the group work, have them share their findings and compare them with what they read in the handbook.

Spiritual Nourishment

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles said:

“When crises come in our lives—and they will—the philosophies of men interlaced with a few scriptures and poems just won’t do. Are we really nurturing our youth and our new members in a way that will sustain them when the stresses of life appear? Or are we giving them a kind of theological Twinkie—spiritually empty calories? President John Taylor once called such teaching ‘fried froth,’ the kind of thing you could eat all day and yet finish feeling totally unsatisfied. During a severe winter several years ago, President Boyd K. Packer noted that a goodly number of deer had died of starvation while their stomachs were full of hay. In an honest effort to assist, agencies had supplied the superficial when the substantial was what had been needed. Regrettably they had *fed* the deer, but they had not *nourished* them” (in Conference Report, Apr. 1998, 32–33; or *Ensign*, May 1998, 26–27).

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“While studying [2 Timothy 3] one day, . . . I glanced down the page, and one word stood out, not accidentally I think. I read it eagerly and then discovered that the Apostle who had prophesied all of that trouble had included in the same discourse the immunization against all of it. . . .

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“. . . Of course, you will do all you teach your students to do: to fast, to bear testimony, to pay tithing, to attend all proper meetings, to attend temple sessions in due time, to keep the Sabbath holy, to give Church service, ungrudgingly, to have home evenings and family prayers, and to keep solvent, and be honest and full of integrity. . . . Example is better than precept without personal performance, which is like ‘sounding brass and tinkling cymbal.’” (*Men of Example* [address to religious educators, 12 Sept. 1975], 3, 7; see also *Charge to Religious Educators*, 24–25).

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“He will be a bishop for perhaps six years, then he will be thirty-three years old. He will then serve eight years on a stake high council and five years as a counselor in the stake presidency. At forty-six he will be called as a stake president. We will release him after six years to become a regional representative, and he will serve for five years. That means he will have spent thirty years as an ideal, the example to follow, the image, the leader.

“However, in all that time, he will not have attended three gospel doctrine classes in a row, nor will he have attended three priesthood quorum lessons in a row.

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6 ACCEPT AND FULFILL YOUR COMMISSION

Principle to Emphasize

“The commission of CES teachers and leaders [to live the gospel, teach effectively, and administer appropriately] describes those principles and values that, if held by a CES teacher or leader, will lead toward the successful achievement of the CES objective” (*Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 6).

Suggested Training Activities

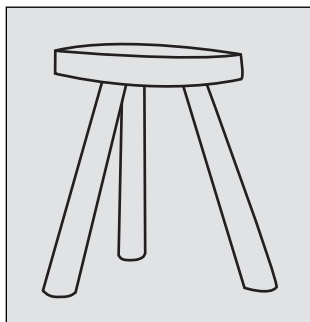
(45 minutes)

Handbook

Invite teachers to scan the headings under “The Commission of CES Teachers and Leaders” (handout, 6–7) and identify the three parts of their commission. Ask teachers:

- What are the three parts of the CES commission? (see handbook, 6).
- How are the three parts interrelated? (see handbook, 6).

Object Lesson



Bring a three-legged stool to the meeting or draw one on the board. Liken the three parts of the CES commission to the three legs of the stool. Ask teachers:

- What might occur if any one aspect were removed from or neglected in your CES assignment?
- In which part of the commission do you need to improve?

Definitions

Distribute handout 5. Read together the definitions of *commission* to help teachers understand the meaning of the CES commission.

Commission: “A formal written warrant granting the power to perform various acts or duties . . . : a certificate conferring military rank and authority; . . . an authorization or command to act in a prescribed manner . . . : a task or matter entrusted to one as an agent for another” (*Merriam-Webster’s Collegiate Dictionary*, 10th ed. [1998], 231).

Ask teachers:

- How is the word *commission* related to the words *commit*, *promise*, and *covenant*?
- How can a “commissioned” officer in the military be identified?
- How does a military officer become commissioned?
- What might be the consequences of a military officer performing some of his commissioned duties but not others?
- How can a “commissioned” CES teacher or leader be identified?
- How do CES teachers and leaders become commissioned?
- What might be the consequences of a CES teacher or leader performing some of his commissioned duties but not others?

Handbook

Invite teachers to carefully read the first paragraph of the section entitled “The Commission of CES Teachers and Leaders” (handbook, 6). Ask teachers: What is CES “based on and governed by”?

Quotation

Read and discuss the statement from handout 5 by Elder Boyd K. Packer of the Quorum of the Twelve Apostles.

Revival of Basic Gospel Principles

“Procedures, programs, the administrative policies, even some patterns of organization are subject to change. We are quite free, indeed, quite obligated to alter them from time to time. But the *principles*, the *doctrines*, *never* change. . . .

“Because the Church is growing so fast, there is a temptation to try to solve problems by changing boundaries, altering programs, reorganizing the leadership, or providing more comfortable buildings. . . . What we really need is a revival of the basic gospel principles in the lives of all the Latter-day Saints. . . .

“The prophet Joseph Smith gave us the key. He said, with reference to administration, ‘I teach them correct *principles*, and they govern themselves.’” (“Principles,” *Ensign*, Mar. 1985, 8).

Ask teachers:

- How do principles differ from procedures, programs, administrative policies, and organizational patterns?

- What does Elder Packer identify as a temptation in problem solving?
- What are the possible consequences of problem solving in this manner?
- How can the application of correct principles in problem solving diminish these types of consequences?

Case Studies

Distribute handout 6. On the handout are case studies representing typical problems faced by CES teachers and leaders. Invite teachers to identify the gospel principles (including any principles of edification from page 2 of the handbook) that could be considered in solving these problems. You may wish to separate teachers into small groups so they can compare insights.

Handbook

Invite teachers to carefully read the first paragraph under “The Commission of CES Teachers and Leaders” (handbook, 6) and look for the relationship between principles and values. Ask teachers:

- What is the relationship between principles and values? (see handbook, 6).
- How do we obtain values? (see handbook, 6).
- What promotes excellence in our CES work? (see handbook, 6).

Quotation

Read and discuss the following statement from handout 5 by President Gordon B. Hinckley, then a member of the First Presidency.

Values of Divine Origin

“To each of you I say this: As members of The Church of Jesus Christ of Latter-day Saints, you have been taught many values of divine origin. These values are based on the commandments which the finger of the Lord wrote upon the tablets of stone when Moses spoke with Jehovah upon the mountain. . . .

“The values you have been taught likewise are based upon the beatitudes which Jesus spoke to the multitude. These, with others of His divine teachings, constitute a code of ethics, a code of values, a code of divine doctrine familiar to you and binding upon you. . . .

“Combined together these basic, divinely given principles, laws, and commandments constitute your value system. You cannot escape the consequences of their observance. If you will shape your lives according to their pattern, I do not hesitate to promise that you will know much of peace and happiness, of growth and achievement. To the degree that you fail to observe them, I regretfully say that the fruits will be disappointment, sadness, misery, and even tragedy” (in Conference Report, Apr. 1992, 99; or *Ensign*, May 1992, 71).

Ask teachers:

- What are values of divine origin based upon?
- How do these values become binding upon us?
- What are the promised blessings for “shaping our lives” according to this value system?
- How do values influence CES teachers or leaders in fulfilling their commission?

Definitions

Commission: “A formal written warrant granting the power to perform various acts or duties; . . . a certificate conferring military rank and authority; . . . an authorization or command to act in a prescribed manner; . . . a task or matter entrusted to one as an agent for another” (*Merriam-Webster’s Collegiate Dictionary*, 10th ed. [1998], 231).

 Notes

Revival of Basic Gospel Principles

Elder Boyd K. Packer, then a member of the Quorum of the Twelve Apostles, said:

“Procedures, programs, the administrative policies, even some patterns of organization are subject to change. We are quite free, indeed, quite obligated to alter them from time to time. But the *principles*, the *doctrines*, *never* change. . . .

“Because the Church is growing so fast, there is a temptation to try to solve problems by changing boundaries, altering programs, reorganizing the leadership, or providing more comfortable buildings. . . . What we really need is a revival of the basic gospel principles in the lives of all the Latter-day Saints. . . .

“The prophet Joseph Smith gave us the key. He said, with reference to administration, ‘I teach them correct *principles*, and they govern themselves.’” (“Principles,” *Ensign*, Mar. 1985, 8).

Values of Divine Origin

President Gordon B. Hinckley, then a member of the First Presidency, said:

“To each of you I say this: As members of The Church of Jesus Christ of Latter-day Saints, you have been taught many values of divine origin. These values are based on the commandments which the finger of the Lord wrote upon the tablets of stone when Moses spoke with Jehovah upon the mountain. . . .

“The values you have been taught likewise are based upon the beatitudes which Jesus spoke to the multitude. These, with others of His divine teachings, constitute a code of ethics, a code of values, a code of divine doctrine familiar to you and binding upon you. . . .

“Combined together these basic, divinely given principles, laws, and commandments constitute your value system. You cannot escape the consequences of their observance. If you will shape your lives according to their pattern, I do not hesitate to promise that you will know much of peace and happiness, of growth and achievement. To the degree that you fail to observe them, I regretfully say that the fruits will be disappointment, sadness, misery, and even tragedy” (in Conference Report, Apr. 1992, 99; or *Ensign*, May 1992, 71).

Instructions

The following case studies are examples of problems faced by many CES teachers and leaders. Identify the gospel principles (including any principles of edification from page 2 of *Teaching the Gospel: A Handbook*) that could be considered in solving the problems in each case study. Decide how you might apply the principles you identified. Be prepared to share your answers with the in-service group.

 Notes

Case Studies

1. Brother Shepherd lives in a small town where the stake leaders have never given much time or effort to enrolling seminary students. The seminary has 41 percent of the potential students enrolled this year. In all the years seminary has been established in this stake, it has never had over 50 percent of the youth enrolled.
2. Your coordinator is responsible for six stakes. He knows that the quality of teaching throughout the six stakes could be improved, but his institute teaching schedule and his administrative responsibilities seem to take all of his time. He has good intentions but seldom visits any of the teachers.
3. You receive a call from a desperate mother who has just received a letter from the seminary about her daughter's lack of attendance. Her daughter is "really a good girl" but has recently become disrespectful at home and refuses to attend church. The girl says she likes her seminary teacher but often cruises the town with her friends during seminary and does not see why it is such a big deal that she has missed several classes. She says it's not real school anyway.
4. Brother Jones serves on the stake high council. He would like his daughter removed from Brother Smith's seminary class because of the "false doctrine" being taught.
5. Lately several items have mysteriously disappeared from students' backpacks and purses. Even the teacher has had things disappear.
6. One of the teachers in your building has run into some financial problems. To keep twin sons on their missions, he has started working a second job. He has been late to class several times, and he leaves as soon as class is over so he can get to his other job. He hardly ever attends in-service meetings, and the lack of preparation is evident in his teaching.
7. In the middle of March one of your students raises her hand during your lesson and says, "It's getting kind of boring in here. Do you think you could spice things up a bit?"
8. A student is consistently tardy to your class. He always seems to enter the classroom at the most inconvenient time; rather than slipping in quietly, he always announces his arrival.
9. You are just ending what has been a great experience with your class when you notice a student sitting in his usual place in the corner. The scowl on his face communicates that the experience has not affected his sour attitude. His parents have told him that he can't drive unless he goes to seminary.

7

LIVE THE GOSPEL

Principle to Emphasize

“These values—doing the Lord’s work, understanding his word, living in harmony with his will, and striving for perfection—are all part of the CES teacher’s and leader’s commission to live the gospel” (*Teaching the Gospel: A Handbook*, 7).

Suggested Training Activities

(45 minutes)

**Handbook**

Invite teachers to carefully read the section entitled “Live the Gospel” (handbook, 6–7) and look for what values are associated with this part of a CES teacher’s commission. Have teachers underline the four values in their copies of the handbook. Ask teachers:

- In what ways is doing God’s work the “central value”?
- How does understanding God’s word help us do God’s work?
- What are two of the covenants made by every Latter-day Saint?
- How might these two covenants influence your preparation and presentation?
- According to President Ezra Taft Benson, what is the sequence to possessing the power of God in your teaching? (see handbook, 7).
- What does it mean to live in harmony with the Lord’s will? (see handbook, 7).
- How is the Savior a part of our striving for perfection? (see handbook, 7).
- When we “come unto Christ,” what does it mean to “be perfected in him”?

**Video**

Show presentation 7, “Even As I Am” (3:25). In this presentation, President Boyd K. Packer, Acting President of the Quorum of the Twelve Apostles, explains that we teach what we are. He emphasizes the Savior’s question, “What manner of [teacher] ought ye to be? Verily I say unto you, even as I am” (3 Nephi 27:27). Following the video, ask teachers:

- How did the way the Savior lived demonstrate the teachings He valued?
- How did the way the Savior lived reflect His teaching?
- How does the way you live influence your teaching?

- What does it mean to you when President Packer says that as you teach properly in the classroom, “you are He and He is you”?

**Handbook**

Invite teachers to read the quotation by Elder John A. Widtsoe of the Quorum of the Twelve Apostles in the section entitled “Live the Gospel” (handbook, 6). Ask teachers:

- What does it mean to be a partner with God?
- In this partnership, what did we become “parties to”?
- How has God’s work become our work?
- How does providing religious education assist in accomplishing the work of the Father?

Invite teachers to carefully read the quotation by the Prophet Joseph Smith (handbook, 6). Ask teachers:

- According to the Prophet Joseph Smith, what should be our only motive? (see handbook, 6).
- How is providing religious education “building [God’s] kingdom”?

Invite teachers to carefully read the quotation by President Heber J. Grant in the second paragraph. Ask teachers: How does our example strengthen our teaching of precepts?

Invite teachers to carefully read the quotation by Elder Boyd K. Packer of the Quorum of the Twelve Apostles in the third paragraph. Ask teachers:

- What are two types of preparation that bring “power in teaching”? (see handbook, 6).
- What is the relationship between these two aspects of preparation?

**Writing Exercise**

Invite teachers to write an answer to the following question: As you consider doing God’s work, understanding His word, living in harmony with His will, and striving for perfection, how can you improve yourself and your teaching so you better represent the Savior?

8

TEACH EFFECTIVELY

Principle to Emphasize

“To edify means to build up spiritually or to bring one closer to the Father, the Son, and the Holy Ghost. Edifying teaching is one of the fundamental values of CES” (*Teaching the Gospel: A Handbook*, 2).

Suggested Training Activities

(50 minutes)

 **Handbook**

Invite teachers to read the second paragraph of the section entitled “How It Is Taught” (handbook, 2). Ask teachers:

- How does the Lord describe effective teaching? (see handbook, 2).
- How does this apply to your classroom?
- What does it mean to “edify”? (see handbook, 2).

 **Video**

Show presentation 8, “Jesus, the Master Teacher” (3:05). In this presentation President Boyd K. Packer, Acting President of the Quorum of the Twelve Apostles, explains that it is not untoward for any of us to desire to be like the Savior in our teaching. As they view the presentation, have teachers identify what President Packer says “constitutes a treatise on teaching technique surpassed by none.”

Following the presentation, ask teachers:

- What does President Packer describe as the greatest “treatise on teaching technique”?
- What does it mean to look upon the Savior as the Master Teacher?
- Why do you think the Savior’s teaching edified?

 **Video**

Distribute handout 7. Show presentation 9, “The Woman at the Well” (7:18). (You may have already shown this presentation as part of lesson 2, “Edifying Teaching.”) In this presentation, the Savior teaches a Samaritan woman that He is the source of living water (see John 4:1–30). Have teachers look for answers to the questions on the handout as they view the presentation. Following the video, invite teachers to record their answers on the handout and to share them with the in-service group.

 **Group Work**

Distribute handout 8 and separate teachers into small groups. Assign each group one of the four scripture references on the handout. Invite them to read their assigned scripture looking for the Savior’s example of edifying teaching. Then have the groups complete the chart on the handout. Invite them to share their answers with the in-service group.

 **Application**

Distribute handout 9. Explain to teachers that the fourteen sets of questions will help them consider how the Savior exemplified the principles taught in the fourteen sections of the handbook. Invite teachers to review the sections of the handbook indicated in parentheses on the handout. Ask teachers to use the questions to consider the Savior’s example as a teacher. Have teachers come to the next in-service meeting prepared to present their insights about one or more of the fourteen sets of questions, including an example from the teachings of the Savior.

You may also wish to use handout 9 in one of the following ways:

- Discuss a set of questions at the beginning of each training meeting.
- Use the questions as part of the training of the associated section of the handbook.
- Have teachers consider examples from the teachings of the prophets for any of the questions.

Instructions

As you view the video presentation “The Woman at the Well” (see John 4:1–30), look for answers to the questions on the chart below. After the presentation, record your answers in the chart. Be prepared to share your answers with the in-service group.

| What did the Savior do as a teacher? | How might this affect the learner? | How can I apply this to my teaching? |
|--------------------------------------|------------------------------------|--------------------------------------|
| | | |

Instructions

Read one or more of the following scripture blocks, and answer the questions in the following chart. Be prepared to share your answers with the in-service group.

1. Luke 10:25–37. Jesus gave the parable of the good Samaritan.
2. Luke 10:38–42. Martha learned about the “good part.”
3. John 21:1–25. Jesus said to Peter, “Feed my sheep.”
4. 3 Nephi 11:21–41. Jesus taught the Nephites.

| Reference | What did the Savior do as a teacher? | How might this affect the learner? | How can I apply this to my teaching? |
|-----------|--------------------------------------|------------------------------------|--------------------------------------|
| | | | |

Instructions

The fourteen sets of questions below will help you consider how the Savior exemplified the principles taught in the fourteen sections of *Teaching the Gospel: A Handbook*. Review the sections of the handbook indicated in parentheses, and use the questions to consider the Savior's example as a teacher.

Questions

1. As the Master Teacher, *what* did the Savior teach and *how* did He teach it? (see "Religious Education," 2–3).
2. How did the Savior exemplify the importance of teaching in accomplishing Heavenly Father's work? (see "CES and the Mission of the Church," 3–4).
3. How did the Savior exemplify the principles of the CES objective? (see "The Objective of CES," 4–6).
4. How did the way the Savior lived demonstrate the teachings He valued? (see "The Commission of CES Teachers and Leaders," 6–9).
5. Which functions of the Holy Ghost are evident in specific examples of the Savior's teaching? (see "The Role of the Holy Ghost in Gospel Learning," 12–13).
6. What did the Savior do to promote readiness in the hearts and minds of those He taught? How did He maintain their willing and active participation? How did He aid them in making application? (see "The Role of the Student in Gospel Learning," 13–15).
7. How did the Savior prepare Himself for His teaching? How were living gospel principles, praying, searching the scriptures, and having faith part of the Savior's preparation? (see "Prepare Yourself," 18–19).
8. What principles influenced what the Savior taught and how He chose to teach it? (see "Decide *What* to Teach and *How* to Teach It," 19–24).
9. How did the Savior establish and maintain appropriate settings as He taught? (see "Establish and Maintain an Appropriate Setting for Learning," 24–28).
10. How did the Savior invite those He taught to look for meaning in the scriptures? How did He encourage them to take a broader perspective of the scriptures and "liken" the scriptures to themselves? When did He read the scriptures with those He taught? When did He summarize the scriptures in His teaching? (see "Scripture Study and Teaching," 32–35).
11. How did the Savior exemplify effective teacher presentation? (see "Teacher Presentation or Instruction," 35–37).
12. How did the Savior use questions and discussion in His teaching? (see "Questions and Class Discussions," 37–39).
13. What objects and symbols did the Savior use in His teaching? How did the Savior use them to help those He taught to learn and understand? (see "Visual, Audio, and Other Teaching Resources," 39–41).
14. When has the Savior instructed His people to write and for what purpose? (see "Writing Exercises and Group Work," 41–43).

 Notes

9

ADMINISTER APPROPRIATELY

Principles to Emphasize

Administer Appropriately

One of the aspects of administering appropriately is the CES value of “servant leadership” (see *Teaching the Gospel: A Handbook*, 7).

CES and the Priesthood

The Church Educational System and the ecclesiastical priesthood line form an important partnership. Therefore, CES teachers and leaders should “establish and maintain good relationships with priesthood leaders” (see *Teaching the Gospel: A Handbook*, 7–8).

Administrative Tasks

There are administrative tasks that must be completed “if the objective of CES is to be accomplished” (see *Teaching the Gospel: A Handbook*, 7–9).

Suggested Training Activities: Administer Appropriately

(10 minutes)

 **Handbook**

Invite teachers to read the first five paragraphs of the section entitled “Administer Appropriately” (handbook, 7). Ask teachers:

- What CES value is associated with the commission to administer appropriately? (see handbook, 7).
- How is a teacher also a leader?
- What does the Savior teach about the relationship between service and leadership? (see handbook, 7).
- How might service become a greater part of your efforts with those you teach and lead?

Invite teachers to read John 13:6–14.

 **Quotation**

Share the following statement by President David O. McKay.

The Savior’s Example of Service

“When the Savior was about to leave his Apostles, he gave them a great example of service. You remember he girded himself with a towel and washed his disciples’ feet. . . .

“What an example of service to those great servants, followers of the Christ! He that is greatest among you, let him be least. So we sense the obligation to be of greater service to the membership of the Church, to devote our lives to the advancement of the kingdom of God on earth” (in Conference Report, Apr. 1951, 158–59).

Ask teachers:

- In what ways might a teacher be considered the “least” among those in a classroom?
- How might service become a greater part of your efforts with those you teach or lead?

Suggested Training Activities: CES and the Priesthood

(20 minutes)

 **Handbook**

Invite teachers to identify and discuss the responsibilities and duties of CES leaders and local priesthood leaders as outlined on page 8 of the handbook. Ask teachers:

- Where does CES receive its direction from? (see handbook, 7).
- What are some of the differences between CES and other Church organizations? (see handbook, 7).
- What limitations of their assignment should CES teachers and leaders keep in mind? (see handbook, 8).

 **Video**

Show presentation 10, “*Equally Yoked Together*” (4:00). President Boyd K. Packer, Acting President of the Quorum of the Twelve Apostles, tells of going to a fair and watching a small, nondescript pair of oxen win a pulling match because they hit the yoke together. Invite teachers to look for the characteristics of the winning team of oxen and how those characteristics relate to the partnership between CES and the priesthood. Following the video, ask teachers:

- What were the characteristics of the winning team?

- How do these characteristics relate to the partnership between CES and the priesthood?
- Who do you receive priesthood direction from?
- How would you characterize your partnership with them?
- What enables CES personnel and priesthood leaders to “hit the yoke together”?
- What could you do to enhance your partnership with the priesthood so you can better fulfill your responsibilities?
- Why is it not appropriate for CES teachers and leaders to assume priesthood leaders’ responsibilities?
- What might happen if CES teachers attempted to assume priesthood leaders’ responsibilities?

Suggested Training Activities: Administrative Tasks

(25 minutes)

Discussion

Remind teachers of the analogy of the three-legged stool from lesson 6 (p. 26). Each leg of the stool represents one of the three parts of the CES commission. One “leg” that might be easy for teachers to ignore is the responsibility to administer appropriately, but without this leg the stool cannot stand.

Ask teachers:

- What impact does overlooking administrative tasks have on our ability to teach effectively?
- What cautions or safeguards aid appropriate administration?
- What difference does it make when you are careful about your commission to administer appropriately?

Handbook

Separate the teachers into four groups. Assign each group a principle of administration (choose from principles 2–5 on pages 8–9 of the handbook). Ask teachers to look for the main points of the paragraphs that describe their assigned principle. Draw four columns on the board, and label them with the following headings: “Follow established policies and procedures,” “Grade student performance,” “Complete reports accurately and on time,” and “Take proper care of Church property and resources.” Invite a representative from each group to write the main points they identified under the appropriate heading on the board.

Demonstration

Conclude the in-service meeting by demonstrating for teachers how to do one of the following administrative tasks, based on their current need: reports, enrollment, grading, safety practices, or another task. Include in the activity a clear definition of the task, an adequate demonstration of the task, and an exercise that allows the teachers to practice doing the task.

GOSPEL LEARNING

THE ROLE OF THE HOLY GHOST IN GOSPEL LEARNING

THE ROLE OF THE STUDENT IN GOSPEL LEARNING



10 THE ROLE OF THE HOLY GHOST IN GOSPEL LEARNING

Principles to Emphasize

Teachers and the Role or Functions of the Spirit

“A teacher may do many things that can influence whether or not the Spirit will be present,” but “no man or woman, no matter how righteous or faithful, can fulfill [the] functions of the Spirit” (*Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 12).

The Spirit and Mastery of Methods or Skills

“Though the various methods and skills of teaching are important, a teacher can master many of these and still fail to provide an edifying learning experience if the Spirit is not present” (*Teaching the Gospel: A Handbook*, 12).

Teaching by the Spirit

“Teaching by the Spirit is defined as taking place when the Holy Ghost is performing his role or functions with the teacher, with the student, or with both” (*Teaching the Gospel: A Handbook*, 12).

Suggested Training Activities: Teachers and the Role or Functions of the Spirit

(20 minutes)

Handbook

Invite teachers to carefully read the first paragraph of the section entitled “The Role of the Holy Ghost in Gospel Learning” (handbook, 12). Ask teachers:

- What is the role of the Holy Ghost in gospel learning? (see handbook, 12).
- What can teachers not do, despite their own righteousness or faith? (see handbook, 12).
- How might teachers inadvertently attempt to assume the role of the Holy Ghost? (see handbook, 12).

Scripture Activity

Read together Alma 18:1–5, 33–35. Have teachers look for what Ammon taught King Lamoni about the role or functions of the Holy Ghost. Ask teachers:

- How did Ammon know the thoughts of King Lamoni’s heart?
- What did Ammon teach King Lamoni about the role or functions of the Holy Ghost?

Group Work

Elder Neal A. Maxwell of the Quorum of the Twelve Apostles outlined a list of do’s and don’ts regarding a teacher’s influence on the presence of the Spirit in gospel learning. The list is on handout 10. Distribute a copy of the handout to each teacher, and group the teachers into pairs. Have the partners read the do’s and don’ts to each other, one reading the first do and the other the first don’t, and so on. Then discuss the following items with teachers:

- Consider items 1–3. What has helped you become settled and serene or meek in preparation for gospel teaching?
- Review items 4–5. How could preparing one-liners help give a simple focus to the principles being taught?
- Look at items 6–7. What makes an application relevant?
- Consider items 8–9. When have you had the experience of learning from what *you* said?
- Review items 10–11. Why is it important not to “sell” the doctrine?

Writing Exercise

Invite teachers to identify several of Elder Neal A. Maxwell’s suggestions they would like to implement in upcoming lessons. Have teachers write the specific ways they will implement his suggestions to improve their teaching. Invite teachers to share their intentions with the in-service group.

Suggested Training Activities: The Spirit and Mastery of Methods or Skills

(10 minutes)

Quotation

Read and discuss the following statement by President Howard W. Hunter, who was then President of the Quorum of the Twelve Apostles.

Teach with the Spirit

“There is so much in our world that destroys the feeling of the Spirit and so much that would keep us from having the Spirit with us. We need to do all we can for these young people who are assaulted and barraged by worldliness all around them. We need to do everything possible to let them feel the sweet, reassuring presence of the Spirit of the Lord. Your classrooms are weekday sanctuaries where they should be able to find that.

“In one of the most basic revelations of this dispensation, the Lord said, ‘And the Spirit shall be given unto you by the prayer of faith; and if ye receive not the Spirit ye shall not teach’ (D&C 42:14).

“I take this verse to mean not only that we *should not* teach without the Spirit, but also that we really *cannot* teach without it. Learning of spiritual things simply cannot take place without the instructional and confirming presence of the Spirit of the Lord” (Eternal Investments [address to religious educators, 10 Feb. 1989], 3).

Ask teachers: What keeps us from having the Spirit in class?

Handbook

Invite teachers to carefully read the second paragraph of the section entitled “The Role of the Holy Ghost in Gospel Learning” (handbook, 12). Ask teachers:

- What is the relationship between the mastery of methods or skills and the Spirit? (see handbook, 12).
- What could you do to be more sensitive to the Spirit?

Suggested Training Activities: Teaching by the Spirit

(25 minutes)

Video

Show presentation 11, “Helping Others to Be Spiritually Led” (10:45). In this presentation, Elder Richard G. Scott of the Quorum of the Twelve Apostles discusses how to help students be led by the Spirit. As they watch the presentation, have teachers look for possible answers to the questions in the first paragraph of the section entitled “Teaching by the Spirit” (handbook, 12).

Ask teachers:

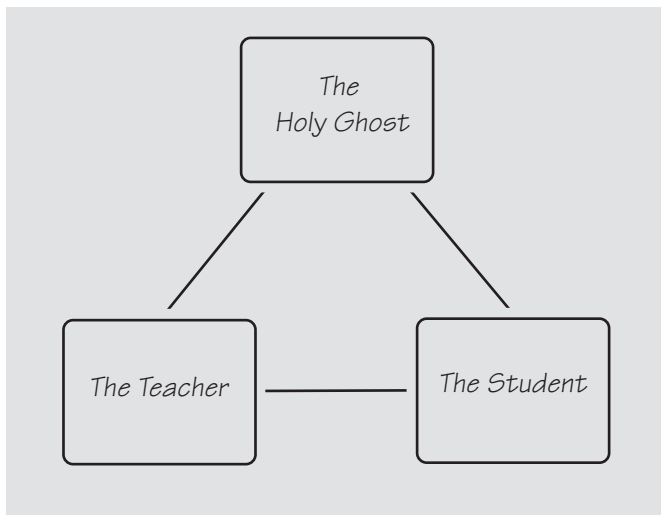
- What does it mean to teach by the Spirit?
- Will a teacher always know if he or she is teaching by the Spirit? Explain.
- Will students know? Explain.
- What will students be experiencing if the Spirit is present?
- What constitutes a true spiritual experience for a person?

Handbook

Have teachers read the second paragraph of “Teaching by the Spirit” (handbook, 12). Ask: How is “teaching by the Spirit” defined?

Discussion

Draw the following diagram on the board and discuss the interaction between the Holy Ghost, the teacher, and the student in gospel learning.



Ask teachers:

- What difference does it make when a teacher petitions the Lord for the influence of the Spirit in gospel teaching?
- What difference does it make when a student petitions the Lord for the influence of the Spirit in gospel learning?
- What happens when a student sees his or her interaction with the teacher as one-way?
- What happens when a teacher sees his or her interaction with the students as one-way?

Video

Show presentation 12, “Teaching by the Spirit” (3:22). In this presentation, teachers and students testify about the importance of having the Spirit in the classroom.

HANDOUT 10

THE ROLE OF THE HOLY GHOST IN GOSPEL LEARNING

Elder Neal A. Maxwell: Teaching by the Spirit

| Do | Don't |
|--|--|
| <p>1. Focus on the teaching moment by becoming settled and serene in your own heart.</p> <p>2. Be meek and “I will tell you in your mind” (D&C 8:2).</p> <p>3. Have considerable eye contact with and listen to the students.</p> <p>4. Use inspired one-liners which will be remembered and retained.</p> <p>5. Know the substance of what is being presented. Ponder and pray over its simple focus.</p> <p>6. Proffer relevant applications and implications of what is being taught.</p> <p>7. Ask inspired questions.</p> <p>8. Be prepared to learn from what you say while under the influence of the Spirit.</p> <p>I heard President Marion G. Romney say on several occasions, “I always know when I am speaking under the inspiration of the Holy Ghost because I always learn something from what I’ve said” (in Boyd K. Packer, <i>Teach Ye Diligently</i> [Salt Lake City: Deseret Book Co., 1975], p. 304).</p> <p>9. Provide moments of deliberate pause. The Spirit will supply its own “evidence of things not seen” (Hebrews 11:1).</p> <p>10. Let the doctrines speak for themselves.</p> <p>“Every principle God has revealed carries its own convictions of its truth to the human mind” (Brigham Young, in <i>Journal of Discourses</i>, 9:149).</p> <p>11. Bear your testimony appropriately and specifically.</p> | <p>1. Be upset by Martha-like anxieties.</p> <p>Recall how Joseph Smith was once ineffective after he and Emma had a disagreement? Inviting the Spirit is difficult, but it won't come if we are crowded with other concerns.</p> <p>2. Try to impress in order to be heard or seen of men.</p> <p>3. Be so busy presenting that either listening to the Spirit or to the students is not possible. Don't expect the class to listen to you when you are not listening to the Spirit.</p> <p>4. Multiply words or concepts.</p> <p>Would we cherish the Sermon on the Mount if it filled three volumes?</p> <p>5. Present a “smorgasbord,” hoping someone will find something of value.</p> <p>The lack of focus leaves the receivers uncertain.</p> <p>6. Answer questions no one is asking.</p> <p>7. Be afraid of questions.</p> <p>8. Be afraid to ponder in front of the students.</p> <p>9. Be afraid of inspired silences.</p> <p>10. End up “selling” the doctrines. . . .</p> <p>11. Just say “I have a testimony.”</p> |

 Notes

(Teaching by the Spirit—“The Language of Inspiration” [address to religious educators at a symposium on the Old Testament, Brigham Young University, 13 Aug. 1991], 3–4; or *Charge to Religious Educators*, 3rd ed. [1994], 60–61.)

11 THE FUNCTIONS OF THE HOLY GHOST

Principle to Emphasize

There are a number of functions of the Holy Ghost that are “directly related to gospel teaching and learning” (*Teaching the Gospel: A Handbook*, 12).

Suggested Training Activities

(50 minutes)

Scripture Activity

Read 1 Corinthians 2:1–5 together. Ask teachers:

- How did Paul describe his preaching to the Corinthians?
- According to verses 4–5, why did Paul feel that it was more important to preach by the Spirit than “with enticing words of man’s wisdom”?

Group Work

Distribute handout 11. Have teachers separate into groups of three or four. Divide the scripture reading between the groups, and have them follow the instructions on the handout. Invite them to share with the in-service group their response to the question on the handout.

Video

Show presentation 13, “A Man without Eloquence” (5:50). In this presentation, President Brigham Young shares the story of his conversion, emphasizing that it is the Holy Ghost that “convinces man.” Have teachers look for evidence of the functions of the Holy Ghost and the answer to Brigham Young’s question: “What is it that convinces man?”

Following the video, discuss the following questions:

- What is it that convinces man?
- How could Eleazer Miller’s example help the confidence of less-experienced teachers?
- What evidence of the functions of the Holy Ghost did you find in this presentation?
- How are functions of the Holy Ghost manifested in CES classes?

GOSPEL LEARNING

THE ROLE OF THE HOLY GHOST IN GOSPEL LEARNING
THE ROLE OF THE STUDENT IN GOSPEL LEARNING



12 THE ROLE OF THE STUDENT

Principles to Emphasize

The Student's Responsibility

"Each person has a responsibility for his or her own gospel learning and living, and each will ultimately be judged by how they fulfill that responsibility" (*Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 13).

Focus on the Learner

One way teachers can help students accept their responsibility for gospel learning is to "stay focused on the learner and not just on teaching" (*Teaching the Gospel: A Handbook*, 13).

Suggested Training Activities: The Student's Responsibility

(15 minutes)

Handbook

Invite teachers to carefully read the first two paragraphs under "The Role of the Student in Gospel Learning" (handbook, 13). Ask teachers:

- In the plan of our Heavenly Father, why do you think "one person cannot learn a gospel principle for another"?
- Who has the responsibility for learning? (see handbook, 13).
- Why do you think participation is so crucial for learning? (see handbook, 13).
- How could knowing about this need for student participation have an impact on the way you teach?
- When a student mistakenly thinks his or her learning is primarily the responsibility of the teacher, what happens to the student's gospel learning experience?
- How can teachers help their students understand the statement in the gray box on page 13 of the handbook?

Scripture Activity

Read 1 Nephi 15:1–11, 25 and look for reasons Laman and Lemuel did not understand the meaning of their father's words. Ask teachers:

- Why couldn't the righteousness of Lehi or Nephi qualify Laman and Lemuel for such understanding?

- What was Laman and Lemuel's level of readiness in verses 3 and 10?
- What responsibilities did Nephi remind Laman and Lemuel of in verses 8 and 11?
- In verse 25, how did Nephi attempt to help Laman and Lemuel understand their personal responsibility for gospel learning and living?



Video

Show segment 1 of presentation 14, "The Role of the Student in Gospel Learning" (6:40). Invite teachers to watch how Brother Howell instructs his students about their role in gospel learning. Ask them to consider how they might adapt Brother Howell's presentation to their own classes this year. Following the video presentation, allow them to share their responses with the in-service group.

Suggested Training Activities: Focus on the Learner


(35 minutes)

Object Lesson

Display a magnifying glass and a mirror and ask teachers how each influences perspective and focus.


 **Handbook**

Invite teachers to carefully read the third paragraph under “The Role of the Student in Gospel Learning” (handbook, 13). Ask them to look for two things teachers can focus on. Draw a magnifying glass and a mirror on the board and label them according to the teachers’ answers (“Teaching Focus” and “Learner Focus”). Ask teachers to look for the two sets of questions that illustrate the difference between focusing on the learner and focusing on teaching. Write the two sets of questions mentioned by the teachers next to the drawings on the board, as follows:



Teaching Focus

1. What shall I do in class today?
2. What will I teach today?



Learner Focus

1. What will my students do in class today?
2. How will I help my students discover what they need to know?

Ask teachers: In your experience, what happens when a teacher focuses on the learner, rather than just on teaching?

 **Quotation**

Read together the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles.

Concentrate on Those Being Taught

“A gospel teacher, like the Master we serve, will concentrate entirely on those being taught. His or her total concentration will be on the needs of the sheep—the good of the students. A gospel teacher does not focus on himself or herself. One who understands that principle will not look upon his or her calling as ‘giving or presenting a lesson,’ because that definition views teaching from the standpoint of the teacher, not the student” (in Conference Report, Oct. 1999, 101; or *Ensign*, Nov. 1999, 79).

Ask teachers:

- When the Savior taught, how did He focus on the learners?
- How did the Savior’s focusing on the learners affect them?

 **Video**

Show presentation 9, “The Woman at the Well” (7:18). (You may have already shown this presentation as part of lesson 2 or lesson 8). Ask teachers to watch the presentation looking for answers to the three questions found on handout 12. Following the video, ask teachers:

- How did the Savior focus on the Samaritan woman?
- How did this affect her?
- How could you apply this to your teaching?

 **Writing Exercise**

Distribute handout 12. Ask teachers to read the scriptures in the left-hand column of the chart and fill in the other columns with their answers. Invite them to share their answers with the in-service group.

Instructions

Read the scriptures indicated below and write your answers to the questions in the spaces provided. Be prepared to share your answers with the in-service group.

| Reference | How did the Savior focus on the learners? | How did this affect the learners? | How could I apply this to my teaching? |
|--|---|-----------------------------------|--|
| Jesus gave the parable of the good Samaritan (see Luke 10:25–37). | | | |
| Render unto Caesar and God that which is theirs (see Luke 20:21–25). | | | |
| Jesus continued the Sermon on the Mount (see Matthew 6:25–33). | | | |

13 LEARNER CONDITIONS

Principles to Emphasize

The Conditions of Learner Readiness, Participation, and Application

If the conditions of learner readiness, participation, and application are present in the learner, gospel learning will be greatly enhanced (see *Teaching the Gospel: A Handbook*, 13–15).

Teachers Do Not Create Learner Conditions

Teachers and the methods or activities they employ do not create learner conditions, but they can help influence, stimulate, maintain, or aid them when a student’s agency allows (see *Teaching the Gospel: A Handbook*, 13–15).

Suggested Training Activities: The Conditions of Learner Readiness, Participation, and Application

(25 minutes)

Handbook

Invite teachers to carefully read the fourth paragraph of the section entitled “The Role of the Student in Gospel Learning” (handbook, 13). Ask teachers:

- What learner conditions greatly enhance gospel learning?
- Who is responsible for these conditions being present?

Handbook

Invite teachers to read the notes in the margin under the heading “The Role of the Student in Gospel Learning” (handbook, 13–15). Write on the board the sentences below. Ask teachers to fill in the blanks and define the conditions of learner readiness, participation, and application using the notes in the margin of the handbook.

Readiness
A condition of the _____ as well as the _____.

Participation
When a student _____ and _____ participates in the class.

Application
When a student _____ in his _____ and _____ what is taught and then _____ and _____ according to those principles.

Discussion

Read together the paragraphs under the heading “Learner Readiness” (handbook, 13–14). Write the headings from the following chart on the board. Ask teachers to identify the characteristics of learner readiness they found in the handbook. List teachers’ answers in the left-hand column on the board. Next, ask teachers to generate a list of possible ways a teacher can help influence learner readiness. List these answers in the right-hand column. The completed chart on the board might look something like this:

| Characteristic of Learner Readiness | Ways a Teacher Can Influence This Characteristic |
|--|--|
| A condition of the <i>heart</i> and <i>mind</i> . | Pray for a softening of hearts and an alerting of minds. |
| The <i>heart</i> is softened. Students feel loved, respected, and trusted by the teacher. | Greet students at the door. Select suitable devotional hymns. Express genuine love. Show interest in students’ activities. |
| The <i>mind</i> is alerted and focused on the learning experience. Students know lessons will be interesting, enjoyable, and relevant. | Select suitable devotional subjects. Use variety. Know which issues are relevant to students. |
| The Holy Ghost creates true readiness. | Establish and maintain a spiritual setting. |
| A student’s readiness fluctuates during class. | Help rekindle interest several times during class. |

Group Work

Separate the teachers into two groups. Assign one group to study the section entitled “Learner Participation” (handbook, 14); have the other group study “Learner Application” (handbook, 14–15). Create two more charts on the board, similar to the one above, for “Learner

Participation” and “Learner Application.” After the groups have read their assigned material, have the teachers again identify the characteristics of the condition and possible ways a teacher can help influence the condition. Invite a representative from each group to share teachers’ answers with the in-service group.

Suggested Training Activities: Teachers Do Not Create Learner Conditions

(25 minutes)

Handbook

Invite teachers to again read the fourth paragraph of the section entitled “The Role of the Student in Gospel Learning” (handbook, 13). Ask teachers:

- How do the italicized verbs in the last sentence (*stimulate, maintain, aid*) help clarify the role of the teacher in gospel learning?
- What might result if a teacher mistakenly supposed that readiness, participation, and application are things they “do” rather than conditions of the learner?

Group Work

Group teachers into pairs. Invite them to discuss how each of the bulleted paragraphs on page 15 of the handbook relates to the learner conditions of readiness, participation, and application.

Video

Distribute handout 13 for teachers to fill in as they watch the video. Show segments 2–3 of presentation 14, “The Role of the Student in Gospel Learning” (segment 2, 3:05; segment 3, 3:33). These two segments model examples of the bulleted principles on page 15 of the handbook. Each segment portrays a teacher focus example, followed by a learner focus example. In the teacher focus example of segment 2, Sister Brooke gives a classroom devotional. In the learner focus example, the students present an even more effective devotional. In the teacher focus example of segment 3, students listen to Sister Atwood lecture. In the learner focus example, the students learn by using more than one of their senses. Have teachers complete the handout as they view the segments. After each segment, discuss teachers’ responses.

Writing Exercise

Invite teachers to write responses to the following questions:

- What can I do to be more aware of the learner conditions of readiness, participation, and application?
- What can I do to better influence these conditions?
- Which of the bulleted paragraphs from page 15 of the handbook would I like to better incorporate in my teaching?

Instructions

As you view the segments 2-3 of the video “The Role of the Student in Gospel Learning,” write your answers to the questions in the spaces provided. Be prepared to share your answers with the in-service group.

| Segment | What effect did the <i>teacher focus</i> approach have on the learner conditions? | What effect did the <i>learner focus</i> approach have on the learner conditions? | How did the teacher influence learner conditions? |
|---------|---|---|---|
| 2 | | | |
| 3 | | | |

14 STUDENTS WITH LIMITED ABILITIES OR WITH DISABILITIES

Principle to Emphasize

Teachers will more effectively provide religious education to students with limited abilities when they are sensitive to them and “tailor the religious education experience to their needs and abilities” (*Teaching the Gospel: A Handbook*, 15).

Suggested Training Activities

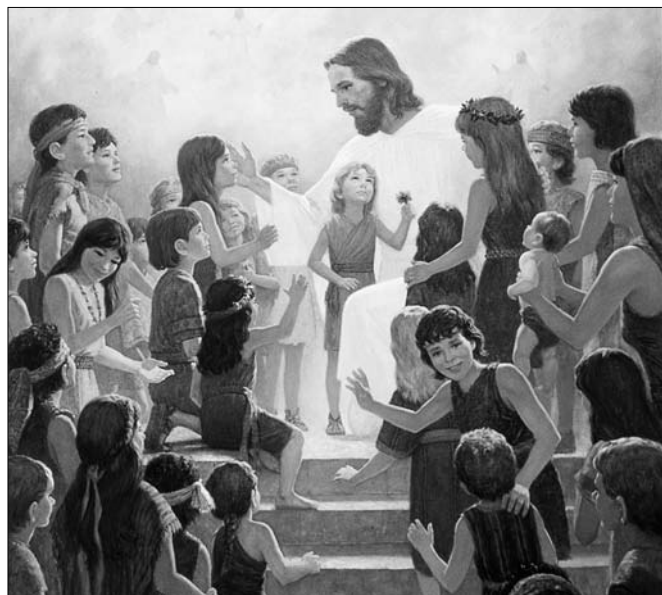
(30 minutes)

Role Play

Assign each teacher a disability (such as visual, cognitive, auditory, reading, emotional, or mobility). Explain that during the meeting teachers must try to function as if they actually had their assigned limitation.

Scripture Activity

Read 3 Nephi 17:19–22 and discuss how the Savior blessed and prayed for the children “one by one.”



Quotation

Read together the following statement by Elder Boyd K. Packer of the Quorum of the Twelve Apostles about helping those who are disabled strive for improvement.

Striving for Improvement

“Now, in all of this there must be balance, for the handicapped have responsibility to work out their own salvation. The nearer the normal patterns of conduct and discipline apply to the handicapped, the happier they will be.

“Every quarter of an inch of physical and mental improvement is worth striving for. The Prophet Joseph Smith said that ‘all the minds and spirits that God ever sent into the world are susceptible of enlargement’ (*Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith [Salt Lake City: Deseret Book Co., 1938], p. 354).

“... To know just how far to press the handicapped when physical and emotional pain are involved may be the most difficult part for those who serve them. Nevertheless, as the Prophet Joseph Smith said, ‘There must be decision of character, aside from sympathy’ (*History of the Church*, 4:570)” (in Conference Report, Apr. 1991, 8–9; or *Ensign*, May 1991, 9).

Discussion

- What is involved in providing the “balance” Elder Boyd K. Packer mentioned?
- How can you tailor religious education to your students “one by one” while still honoring their individual need to work out their own salvation?
- How should learner readiness, participation, and application factor into these efforts?
- How (and through whom) could you more successfully assess the needs and abilities of your students? (see handbook, 25).
- As strengths and abilities are identified, how could they be capitalized upon?

Discuss the impact of the disabilities assigned at the beginning of this in-service meeting on teachers’ learning experience.

Writing Exercise

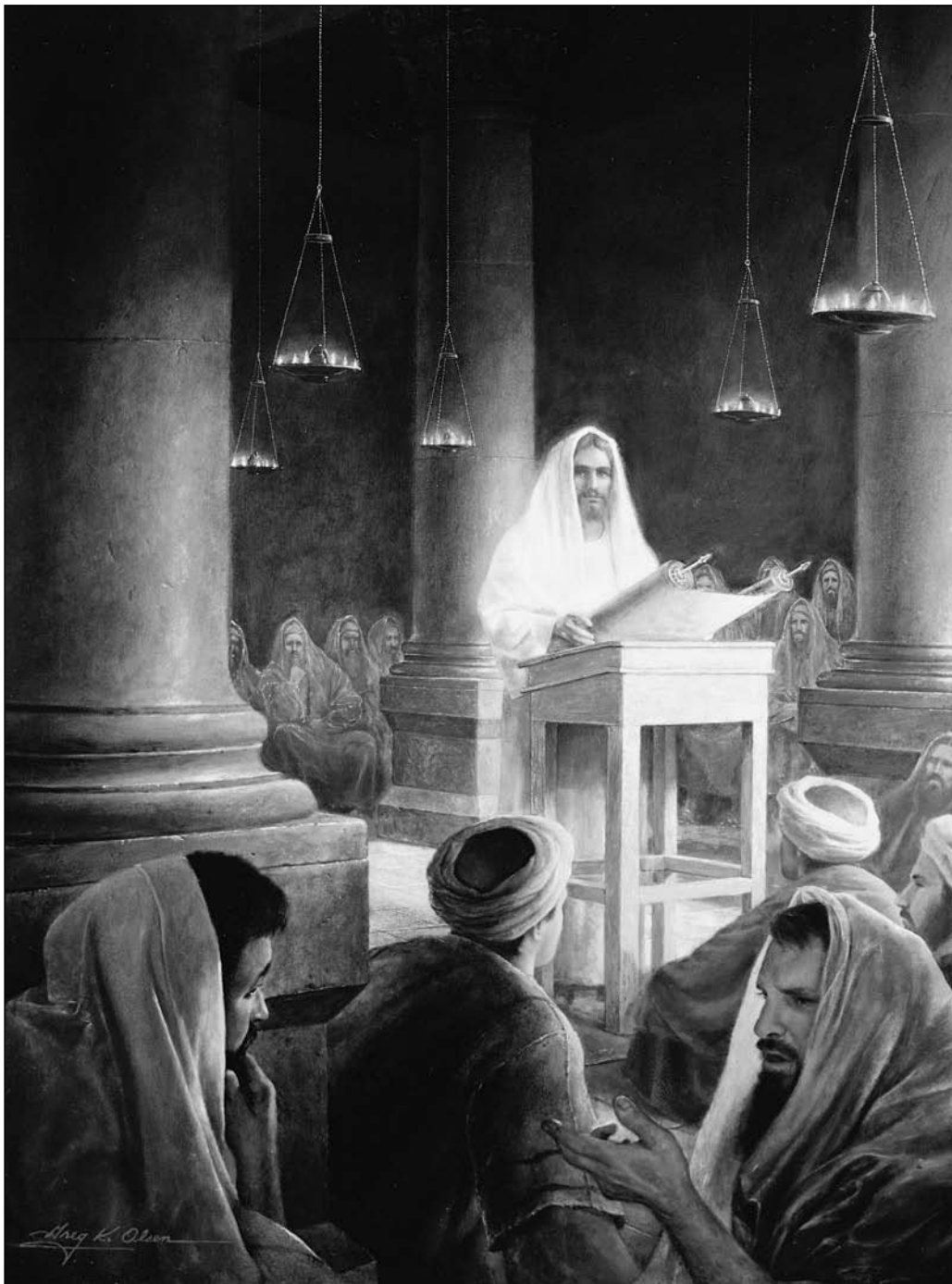
Invite teachers to write a plan of how they will try to better assess the needs and abilities of their students and then appropriately tailor their religious education experience.

GOSPEL TEACHING: THE ROLE OF THE TEACHER

PREPARE YOURSELF

DECIDE *WHAT* TO TEACH AND *HOW* TO TEACH IT

ESTABLISH AND MAINTAIN AN APPROPRIATE SETTING FOR LEARNING



15 PREPARE YOURSELF

Principles to Emphasize

Spiritual Preparation

“The most important and fundamental part of a gospel teacher’s preparation is to prepare himself or herself spiritually in order to set a proper example” (*Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 18).

Purpose of CES In-service

“The primary purpose of in-service training is to improve teaching” (*Teaching the Gospel: A Handbook*, 18).

Power of Faith

There is power in religious education as teachers exercise faith in the Lord, in the Spirit, in the power of the word, and in the students (see *Teaching the Gospel: A Handbook*, 18–19).

Suggested Training Activities: Spiritual Preparation

(25 minutes)

Handbook

Invite teachers to read page 17 of the handbook. Have them highlight what a teacher can and cannot do. Ask teachers:

- According to page 17, what can teachers do?
- What can they not do?
- How important is the role of the teacher?

Video

Show presentation 15, “Teachers Make a Difference” (9:05). This presentation portrays two teachers being reunited with former students who thank them for their influence. Invite the in-service group to look for reasons the teachers in the presentation had such a positive influence on their students. Following the presentation, ask: Why did these teachers have such a positive influence on their students?

Handbook

Invite teachers to read the first paragraph of the section entitled “Prepare Yourself” (handbook, 18). Ask teachers:

- What is the most important preparation needed for gospel teaching? Why? (see handbook, 18).
- What four important considerations are part of a gospel teacher’s preparation? (see handbook, 18).

Object Lesson

Distribute to each teacher a type of vessel (such as a paper cup, pie pan, plastic milk jug, strainer, clay pot, or crystal vase). Ask:

- What kinds of vessels do you have in your home?
- Which of these vessels are the most useful, valuable, or essential?
- What makes these vessels useful, valuable, or essential?

Scripture Activity

While teachers are holding the vessels, read and discuss 2 Timothy 2:19–21. Ask:

- What are those who “nameth the name of Christ” (in other words, who call themselves Christians) to do?
- How does departing from iniquity prepare one to teach students the gospel of Jesus Christ?
- What is the result if a man purges himself of dishonor?
- How do Paul’s words about vessels relate to a teacher’s preparation?

Scripture Activity

Invite teachers to read Alma 60:23. Ask:

- What did Moroni tell us we should remember as we prepare ourselves to be useful vessels of God?
- How does cleansing the inner vessel prepare us to set a proper example as teachers?
- How did the Savior prepare Himself for His teaching?
- How are living gospel principles, praying, searching the scriptures, and having faith considered part of the Savior’s preparation?

Quotation

Read and discuss the following statement from handout 14 by President Hugh B. Brown of the First Presidency.

Sanctify Yourselves

“The greatest of all teachers, when He was preparing to leave His disciples, made this stirring comment:

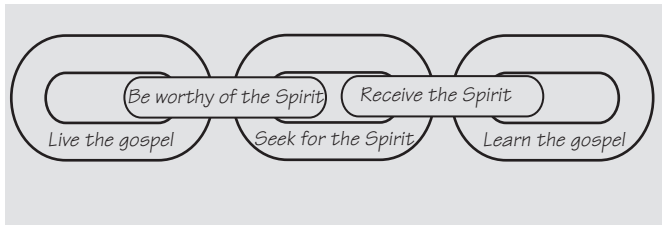
“And for their sakes I sanctify myself, that they also might be sanctified through the truth.” [John 17:19.] . . .

“Can you do less as you start this year’s work than to sanctify yourselves?” (*The Abundant Life* [1965], 86).

 **Handbook**

Invite teachers to read the section entitled “Live the Gospel” (handbook, 18). Ask teachers to identify the links in the simple chain of reasoning.

 **Discussion**



Draw on the board the above illustration, which represents the links between gospel living and gospel learning. Ask teachers:

- Why is living the gospel a prerequisite to participating in gospel learning?
- How is living the gospel a link to receiving the Spirit?
- In what ways is the Spirit at the center of gospel living and gospel learning?
- What is the relationship between living the gospel, receiving the Spirit, and participating in gospel learning?

 **Handbook**

Invite teachers to read the section entitled “Pray” (handbook, 18). Ask teachers:

- What should teachers pray for as part of their preparation?
- What relationship is there between the quality of our prayers and the success we have as teachers?

 **Quotation**

Read and discuss the following statement from handout 14 by President Ezra Taft Benson, then President of the Quorum of the Twelve Apostles.

Depend on Prayer

“All through my life the counsel to depend on prayer has been prized above almost any other advice I have received. It has become an integral part of me, an anchor, a constant source of strength, and the basis for my knowledge of things divine. . . .

“. . . Thank God we can reach out and tap that unseen power, without which no man can do his best. . . .

“. . . *We should prepare ourselves for prayer.* If we don’t feel like praying, then we should pray until we feel like praying. . . .

“We should ask for what we need, taking care that we not ask for things that would be to our detriment. (James 4:3.) . . . With the help of the Holy Ghost, we will know about what we should pray. (Rom. 8:26.) . . .

“. . . We should listen. Perhaps while we are on our knees, the Lord wants to counsel us. . . .

“. . . Though persecutions arise, though reverses come, in prayer we can find reassurance, for God will speak peace to the soul. That peace, that spirit of serenity, is life’s greatest blessing. . . .

“. . . Never before in this gospel dispensation has there been a greater need for prayer” (in Conference Report, Apr. 1977, 44–47; or *Ensign*, May 1977, 32–34).

Ask teachers: When have you felt the power of prayer as you prepared yourself to teach?

Suggested Training Activities:
Purpose of CES In-service

(8 minutes)

 **Handbook**

Invite teachers to read the section entitled “Participate in In-service Training” (handbook, 18). Ask teachers:

- What is the primary purpose of in-service training in CES? (see handbook, 18).
- What are some of the additional purposes of in-service training? (see handbook, 18).
- How does in-service training help you prepare to teach?

 **Quotation**

Invite teachers to read the following statement from handout 14 by Elder Boyd K. Packer of the Quorum of the Twelve Apostles.

The Art of Teaching Can Be Taught

“Among the myriads of things that can be successfully taught is the art of teaching. There are certain principles that apply to the teaching, or the learning of, almost any subject. In teaching we find what might be called tricks to the trade. Some of these techniques are little things that anyone can do; others need to be studied and practiced. But with many of these techniques, it is enough for us just to have them pointed out. We need to be alerted to those things that successful teachers do, for they may well mean the difference between success and failure. Certainly they will make us much better teachers” (*Teach Ye Diligently* [1975], 2).

Ask teachers:

- In what ways does in-service training help us learn “the art of teaching”?
- In what ways can in-service training alert us to “those things that successful teachers do”?

Suggested Training Activities: Power of Faith

(20 minutes)

Handbook

Invite teachers to read the first paragraph of the section entitled “Have Faith” (handbook, 18). Ask: In your experience, how is faith “a principle of power in religious education”?

Video

Show presentation 16, “The School of the Elders” (6:45). Invite teachers to listen for what the Prophet Joseph Smith said can be accomplished through the power of faith. Ask:

- What did the Prophet say could be accomplished through the power of faith?
- Why do you think the inspired gospel writers repeatedly emphasized faith as a principle of power?
- What does removing mountains have to do with teaching students in your classroom?

Read the following statement by the Prophet Joseph Smith: “Had it not been for the faith which was in men, they [men of God] might have spoken to . . . the human heart . . . in vain!” (*Lectures on Faith* [1985], 5). Ask:

- How can a teacher’s faith influence a student’s heart?
- How can knowing that faith is a principle of power help you as you provide religious education?

Group Work

Separate teachers into three groups. Have each group study one of the three bulleted paragraphs under “Have Faith” (handbook, 18–19). Have the groups identify how their assigned aspect of faith helps prepare them to teach the gospel. Following their study, invite a representative from each group to report teachers’ findings to the in-service group.

Video

Show presentation 17, “Faith in the Students” (3:21). In this presentation teachers and students share their testimonies that the youth of today are prepared to hear the gospel.

Sanctify Yourselves

President Hugh B. Brown of the First Presidency said:

“The greatest of all teachers, when He was preparing to leave His disciples, made this stirring comment:

“And for their sakes I sanctify myself, that they also might be sanctified through the truth.’ [John 17:19.] . . .

“Can you do less as you start this year’s work than to sanctify yourselves?” (*The Abundant Life* [1965], 86).

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 Notes

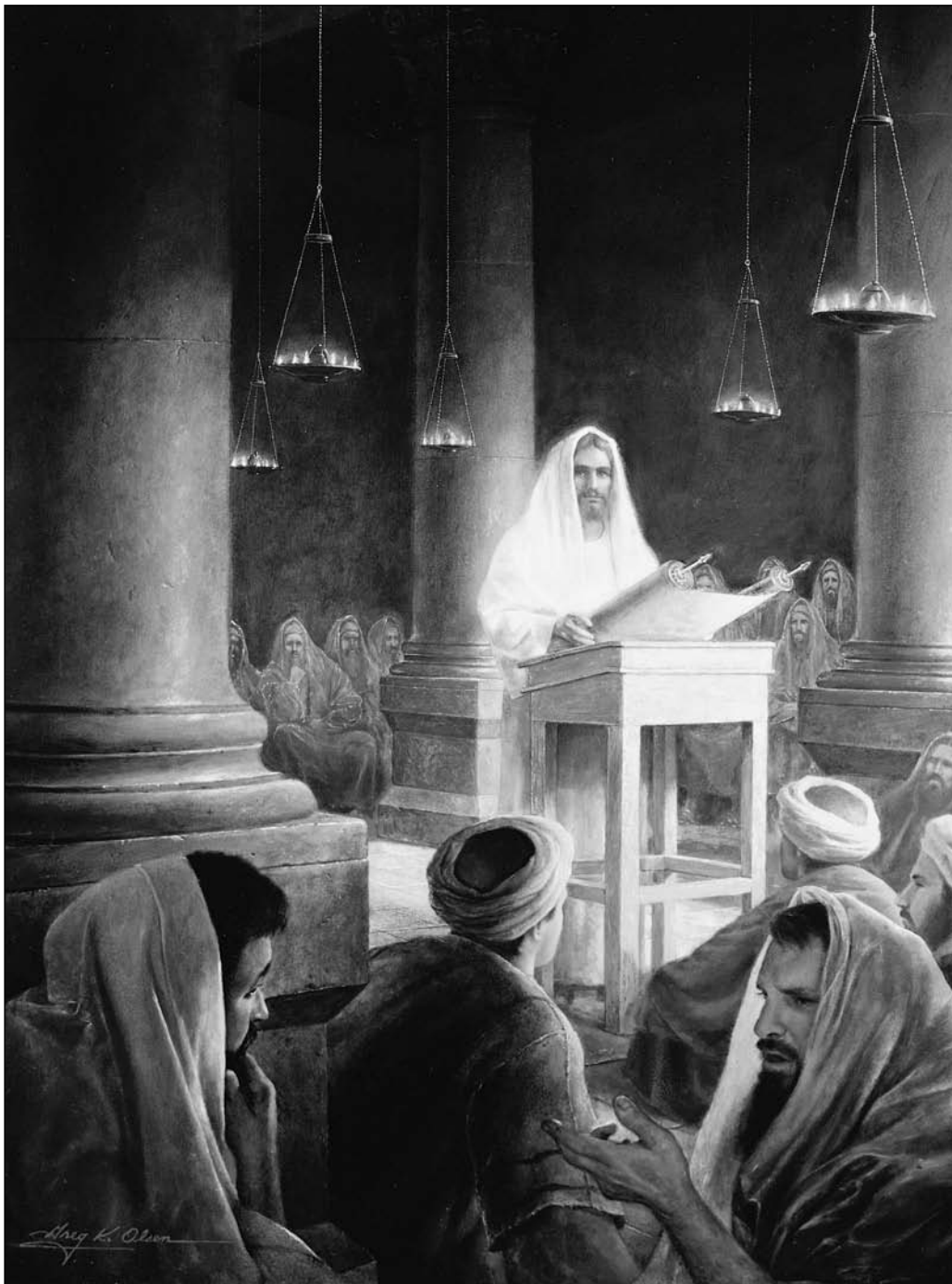


GOSPEL TEACHING: THE ROLE OF THE TEACHER

PREPARE YOURSELF

DECIDE *WHAT* TO TEACH AND *HOW* TO TEACH IT

ESTABLISH AND MAINTAIN AN APPROPRIATE SETTING FOR LEARNING



16 DECIDE *WHAT TO TEACH* AND *HOW TO TEACH IT*

Principles to Emphasize

Decide *What* and *How* to Teach

“Every teacher has two decisions to make when preparing a lesson: ‘What will I teach?’ and ‘How will I teach it?’” (*Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 19).

Balance the *What* and the *How*

If a teacher does not balance what to teach and how to teach it, “edifying teaching will most likely be lessened” (*Teaching the Gospel: A Handbook*, 20).

Sequential Scripture Teaching

“One of the best ways to teach the gospel of Jesus Christ is to teach the scriptures . . . in the sequence they appear in the standard works” (*Teaching the Gospel: A Handbook*, 20).

Suggested Training Activities: Decide *What* and *How* to Teach

(15 minutes)

Handbook

Invite teachers to read the first paragraph of the section entitled “Decide *What* to Teach and *How* to Teach It” (handbook, 19). Ask them to look for the two decisions every teacher must make when preparing a lesson. After they have read the paragraph, ask: What two decisions must every teacher make when preparing a lesson? Why are these decisions important?

Discussion

List the following words on the board: *methods, content, writing, concepts, audiovisual material, principles, reading, scriptural insights, doctrines, small group work, historical context, discussions*. Have teachers indicate which items relate to deciding *what* to teach and which relate to deciding *how* to teach.

Handbook

Invite teachers to consider the content of the gray box at the bottom of page 19 of the handbook. Ask:

- What should be considered when deciding what to teach? (see handbook, 19).
- What do you think is the difference between “knowing” and “understanding” a principle?

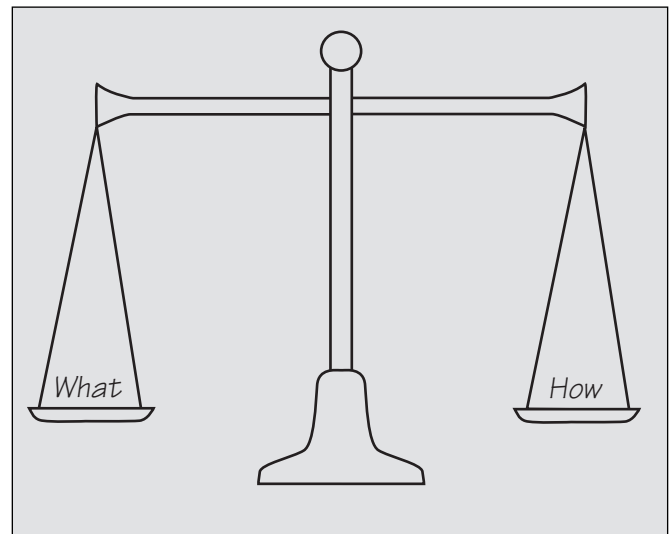
- Why should this difference be considered when deciding how to teach a gospel principle?
- What else should be considered when deciding how to teach a gospel principle? (see handbook, 19).
- What do you think is the relationship between “feeling” and “doing”?
- How might the two parenthetical statements in the gray box on page 19 of the handbook assist you in preparing your lessons?

Suggested Training Activities: Balance the *What* and the *How*

(15 minutes)

Object Lesson

Draw a simple balance on the board or bring one to display. Write or place the word *what* on one side of the balance and *how* on the other.



Handbook

Invite teachers to read the first paragraph on page 20 of the handbook. Then ask:

- Why is it important to balance these two aspects of lesson preparation? (see handbook, 20).
- What experiences have you had that illustrate the need for this balance?

- What happens when the focus of a lesson is too heavily on the *what?* on the *how?*
- Which of these two concepts, the *what* or the *how*, should come first in lesson preparation? Why? (see handbook, 20).

Object Lesson

Have teachers imagine that you need their help in packaging a gift you wish to deliver to students. Identify a variety of containers used in shipping and mailing (envelopes, boxes, crates, etc.). Ask:

- Which container do you think I should use?
- What information is needed to make an appropriate decision?
- How should the packaging (delivery) reflect the nature of the content?
- How does this apply to deciding how gospel principles should be “delivered”?

Suggested Training Activities: Sequential Scripture Teaching

(15 minutes)

Discussion

Write the following statement on the board: *Sequential scripture teaching means* _____. Ask teachers to consider how they would fill in the blank, and invite them to share their responses. Discuss the responses.

Handbook

Invite teachers to read the section entitled “Sequential Scripture Teaching” (handbook, 20). Have them highlight or underline what sequential scripture teaching means and what it does not mean. Ask:

- What is meant by sequential scripture teaching? (see handbook, 20).
- How is it different from simply teaching concepts?
- Considering the bulleted items on page 20 of the handbook, how can teachers recognize if their teaching follows the principles of sequential scripture teaching?

Case Studies

Distribute handout 15 and invite teachers to consider which of the bulleted principles of sequential scripture teaching on page 20 of the handbook apply to the case studies on the handout. As principles are identified, have teachers describe how they might apply the principles.

Application

Invite teachers to apply one or more of the principles they identified in the previous activity in an upcoming lesson. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

Instructions

Consider which of the bulleted principles of sequential scripture teaching on page 20 of *Teaching the Gospel: A Handbook* apply to the following case studies. Describe to the in-service group how you would apply these principles.

 Notes

Case Studies

1. A teacher says, “Well, if you’re spending time on object lessons, you can’t teach the scriptures sequentially!”
2. A teacher begins, “Class, we will be looking at many cross-references today, but let’s begin again in the chapter we were studying in our last class.”
3. A teacher considers, “I think I am going to teach the letters of Paul this year while I am in Acts so I can teach them chronologically.”
4. One teacher says to another, “Sometimes I simply summarize and then move on to what I am going to emphasize.”
5. A teacher expresses to her class, “We will be focusing exclusively on the principle of faith today as we study the David and Goliath story.”
6. A student says to a friend, “My seminary teacher tries to have us read every verse in the chapter during class.”
7. A teacher says to his class, “Students, now that we have read these verses, consider how the following story applies to what we have read.”
8. A frustrated teacher expresses, “I’ll never get through the book of Alma! There’s just too much there.”
9. A teacher responds to a student’s question by saying, “Good question, Mark, but I can’t answer that now because we haven’t come to that chapter yet.”
10. A teacher concludes a lesson, “From what we’ve studied, what does Nephi seem to be telling us in these chapters?”

17 DECIDE THE *WHAT*

Principles to Emphasize

Gather Curricular Resources

The primary resource in teaching the gospel is the scriptures. CES-prepared curriculum materials provide support. Other appropriate resources should be used with discretion. (See *Teaching the Gospel: A Handbook*, 20–21.)

Immerse Yourself in the Content

The first step for teachers in deciding what to teach is to master the content by immersing themselves in the scripture block (see *Teaching the Gospel: A Handbook*, 21).

The Power of Three Readings

Many teachers have found power in reading the scripture block three times: first, reading quickly for understanding; second, reading again for principles; third, reviewing for additional insights (see *Teaching the Gospel: A Handbook*, 21).

Decide What Is Important for Students to Know

When deciding which principles or concepts are most important for students to know, teachers should consider the intent of the inspired writer, the needs and abilities of the students, and most importantly, the Spirit (see *Teaching the Gospel: A Handbook*, 22).

Organize the Lesson

When teachers organize their lessons, they need to decide “what to emphasize and what to summarize” as well as the order in which “the principles and concepts should be taught” (*Teaching the Gospel: A Handbook*, 22).

Note: Because the suggested training activities in this lesson may take longer than fifty minutes, this lesson may need to be conducted during a longer session or over multiple in-service meetings. The training suggestions in lesson 18 build on the activities in this lesson.

Suggested Training Activities: Gather Curricular Resources

(15 minutes)

Discussion

List the following items on the board or display them on a table: scriptures, student manuals, dictionaries, commentaries, conference reports, CES videocassettes and video guides, newspapers, objects

and pictures, teacher resource manuals, Church magazines, and books by General Authorities. Ask teachers to categorize them as primary resources, CES curriculum, or other appropriate resources.

Handbook

Invite teachers to read the first two paragraphs of the section entitled “Master the content” (handbook, 20–21). Then ask:

- What is the “primary resource” in teaching the gospel? (see handbook, 21).
- What do CES-prepared curriculum materials provide? (see handbook, 21).
- What other appropriate resources can be used? (see handbook, 21).
- What cautions should be considered as teachers use additional resources? (see handbook, 21).

Quotation

Read together the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles.

Teach What Has Been Specified

“I have sometimes observed teachers who gave the designated chapter no more than a casual mention and then presented a lesson and invited discussion on other materials of the teacher’s choice. That is not acceptable. A gospel teacher is not called to choose the subject of the lesson but to teach and discuss what has been specified. Gospel teachers should also be scrupulous to avoid hobby topics, personal speculations, and controversial subjects” (in Conference Report, Oct. 1999, 102; or *Ensign*, Nov. 1999, 80).

Video

Show presentation 18, “Using the Curriculum” (6:00). In this presentation, Elder Henry B. Eyring of the Quorum of the Twelve Apostles discusses the appropriate use of CES-prepared curriculum. Have teachers listen for what Elder Eyring suggests about the role of the Holy Ghost in using the curriculum.

Following the video, ask teachers: How does the Spirit assist teachers in knowing how to use the curriculum?

**Suggested Training Activities:
Immerse Yourself in the Content**

(10 minutes)

 **Handbook**

Invite teachers to carefully read the third and fourth paragraphs on page 21 of the handbook and highlight any words and phrases that describe how to master the content. Then ask teachers:

- How is mastering the content “best done”? (see handbook, 21).
- How do you know when you are familiar enough with the content to move on?
- How do you think reading the block more than once contributes to a mastery of the content?

**Suggested Training Activities:
The Power of Three Readings**

(40 minutes)

 **Handbook**

Invite teachers to carefully read the last paragraph on page 21 of the handbook and underline the purposes of the three readings.

- What value is there in reading something multiple times?
- What is the purpose of the first reading? the second reading? the third reading? (see handbook, 21).
- What do the verbs in the gray box on page 21 of the handbook suggest about scripture study?
- How do the three readings contribute to effective scripture study?
- How do the purposes of the three readings emphasize effective scripture study rather than the number of times you should read the block?



 **Video**

Show segment 1 of presentation 19, “Decide the *What*” (4:40). Invite teachers to identify what Sister Butler does in her first reading of the scripture block and why she does it. After showing the segment, distribute handout 16 to help teachers review what Sister Butler did in her first reading.

 **Scripture Activity**

Distribute handout 17. Direct teachers to Genesis 39 or another preselected scripture block, and invite them to read it quickly for understanding. As they read, invite them to identify groups of verses and a summary statement for each group. Have them record their answers on handout 17. Invite some of the teachers to share which verses they grouped together and the summary statements they

identified. Discuss with teachers how grouping verses and summarizing can assist them in mastering content.

 **Video**

Show segment 2 of presentation 19, “Decide the *What*” (4:10). Invite teachers to identify what Sister Butler does in her second reading of the scripture block and why she does it. After showing the segment, use handout 16 to review Sister Butler’s second reading.

 **Scripture Activity**

Invite teachers to read the scripture block again looking for principles and doctrines. Have teachers list the principles and doctrines associated with the groups of verses on handout 17. Invite them to consider using the stated principles from the curriculum as well as principles of their own. When they have finished, invite teachers to share some of the principles and doctrines they identified in their second reading. Discuss with teachers how identifying principles and doctrines can assist them in mastering content.

 **Video**

Show segment 3 of presentation 19, “Decide the *What*” (2:00). Invite teachers to identify what Sister Butler does in her third reading of the scripture block and why she does it.

 **Scripture Activity**

Invite teachers to read the scripture block and curriculum again and look for additional insights. Have teachers note their findings from the third reading on handout 17. Invite teachers to share any additional insights they obtained in this reading. Discuss with teachers how reading for additional insights can assist them in mastering content.

Suggested Training Activities: Decide What Is Important for Students to Know

(15 minutes)

 **Handbook**

Invite teachers to read the paragraph entitled “Decide what is important for students to know” and the paragraph entitled “The intent of the inspired writer” (handbook, 22). Ask teachers to look for the questions that President Ezra Taft Benson tells us we should “constantly ask ourselves.” List the questions on the board. Using the questions President Benson proposed, ask teachers to review the items they listed on handout 17 under the “What” columns. Ask teachers: How do the items listed in the “Principles/Doctrines” column help answer President Benson’s second question: “What lesson can I learn from that to help me live in this day and age?”

Invite teachers to read the paragraph entitled “The needs and abilities of students” (handbook, 22). Invite teachers to again review the items they listed on handout 17 under the “What” columns. Have them identify which items students are spiritually ready for and would be able to understand. Then have them identify which items may be especially relevant to the students. Have teachers cross off items that do not meet the needs and abilities of their students.

Invite teachers to read the paragraph entitled “The Spirit” (handbook, 22). Ask:

- Why is the Spirit one of the most important considerations in deciding what to teach? (see handbook, 22).
- What role does prayer have in Spirit-directed lesson preparation? (see handbook, 22).

Suggested Training Activities: Organize the Lesson

(5 minutes)



Handbook

Invite teachers to carefully read the paragraph entitled “Organize the lesson” (handbook, 22). Then ask:

- What are the two aspects of the lesson-organizing process? (see handbook, 22).
- What questions might a teacher ask in deciding the order in which to teach principles and concepts?

Following the discussion, have teachers again review the items listed in the “What” columns on handout 17. First, have teachers identify what they will emphasize and what they will summarize. Then have them decide an order in which these principles and concepts could be taught.

The three segments of the video presentation “Decide the *What*” correspond to the following chart. Read the chart to review Sister Butler’s first and second readings of Genesis 24.

 *Notes*

| Grouped Verses | | Principles/Doctrines |
|------------------|---|--|
| Genesis 24:1–9 | Abraham commanded Isaac not to marry a Canaanite. | Marriage in the covenant is essential for full blessings. |
| Genesis 24:10–15 | The Lord guided Abraham’s servant in choosing Rebekah as a wife for Isaac. | Heavenly Father will guide us in important decisions in our lives. |
| Genesis 24:16–20 | Rebekah had admirable qualities as a potential marriage partner. | Rebekah’s preparation resulted in a great blessing. |
| Genesis 24:29–48 | Abraham’s servant repeated the story for Laban and discussed the marriage proposal for Rebekah. | |
| Genesis 24:49–58 | Rebekah chose to go with Abraham’s servant. | We are blessed when we place God first in our lives. |
| Genesis 24:59–60 | Rebekah was blessed to be the mother of “thousands of millions.” | Our decisions about marriage can affect generations. |
| Genesis 24:62–67 | Rebekah became Isaac’s wife, and he loved her. | Love grows deeper in the marriage relationship. |

Instructions

Your instructor will assign a block of scripture. First, read the block quickly for understanding. Identify groups of verses and a summary statement for each group, and record your answers in the first two columns on the following chart.

Next, read the scripture block again looking for principles and doctrines. Consider using the stated principles from the curriculum as well as principles of your own. Record your answers in the third column.

Third, read or review the scripture block and curriculum again, looking for additional insights. Record your answers in the fourth column. Keep this handout; you will complete the last column during lesson 18, “Decide the *How*.”

| WHAT | | | | HOW |
|----------------|----------|----------------------|---------------------|------------------------|
| First Reading | | Second Reading | Third Reading | Methods and Activities |
| Grouped Verses | Overview | Principles/Doctrines | Additional Insights | |
| | | | | |

18 DECIDE THE *HOW*

Principles to Emphasize

Consider What Students Will Do or Feel as They Learn

When deciding how to teach the content of a lesson, teachers should consider “what students will do or feel as they learn” (*Teaching the Gospel: A Handbook*, 19).

Search, Analyze, and Apply

Teaching methods or activities can help students “search for information, analyze what they are studying, or help them apply it in their own lives” (*Teaching the Gospel: A Handbook*, 37).

Fundamental Considerations

There are some fundamental considerations in deciding how to teach a lesson (see *Teaching the Gospel: A Handbook*, 23):

1. Effective teaching edifies.
2. Focus on learner readiness, participation, and application.
3. Choose methods that teach the content in a way that edifies.
4. Use a variety of methods and approaches.
5. Determine pacing.

Note: The training suggestions in this lesson build on the activities in lesson 17, “Decide the *What*.”

Suggested Training Activities: Consider What Students Will Do or Feel as They Learn

(5 minutes)

Handbook

Have teachers read the first paragraph of the section entitled “Decide *What* to Teach and *How* to Teach It” (handbook, 19). Then ask teachers:

- What is the *how* of teaching?
- What are some of the methods or activities a teacher can use?

List on the board the activities and methods suggested by the teachers. Invite them to turn to the contents page in the handbook (p. iii) and list any additional methods identified under the section entitled “Gospel Teaching: Skills for Effective Teaching.” Ask:

- In deciding how to teach, how do you know which of these methods to use?
- How does considering what students will do or feel as they learn help in deciding which methods to use?

Have teachers read the content of the gray box under “Decide *What* to Teach and *How* to Teach It” (handbook, 19). Ask teachers:

- What should be considered when deciding how to teach a gospel principle?
- What do you think the relationship is between *feeling* and *doing*?

Suggested Training Activities: Search, Analyze, and Apply

(35 minutes)

Handbook

Explain that when considering what students will do or feel as they learn, teachers should try to figure out how methods and activities can be used to lead students to application. Invite teachers to carefully read the section entitled “Ask questions that stimulate thinking and encourage student response” (handbook, 37). Have teachers identify three things that stimulating questions can lead students to do. After teachers have named all three things, write the following statement on the board: *Questions can be asked that lead students to: (1) search for information, (2) analyze what they are studying, and (3) apply it in their own lives.*

Suggest to teachers that other teaching methods can also lead students to search, analyze, and apply. Select one of the methods or activities previously listed on the board, and invite teachers to consider:

- How can this method be used to lead your students to *search* for information?
- How can this method be used to lead your students to *analyze* what they are studying?
- How can this method be used to lead your students to *apply* gospel principles or doctrines in their lives?

Repeat the above discussion with a few more methods or activities from the board.

Caution: A variety of methods and activities can be adapted to all three of the purposes of searching, analyzing, and applying. Teachers should avoid categorizing any method or activity as being used exclusively for any one of the three purposes.

Quotation

Read together the following statement.

Understanding Precedes Application

“Students cannot effectively apply scriptures they do not understand, and having students who merely understand the scriptures is not our goal. . . . Once a teacher learns how to teach for both understanding and application, he can move through the scriptures with his students and teach them effectively. . . .

“As a general rule, understanding must precede application. There may be exceptions to this rule, but most of the time students need to understand what they have read before they can effectively apply it” (*The Growing Edge*, Jan./Feb. 1983, 1).

Ask teachers:

- What is the relationship between understanding the scriptures and applying them?
- What happens when teachers ask students to make personal application without first teaching for understanding?
- What happens when the focus of learning remains at an understanding level?

 **Video**

Show presentation 20, “Decide the *How*” (15:17). Ask teachers to look for:

- What Sister Butler intends to have her students do or feel as they learn.
- What Sister Butler does to invite her students to search for information, analyze what they are studying, and apply the principles and doctrines to their lives.

Following the video, ask teachers:

- What do you think Sister Butler intended to have her students do or feel as they learned?
- What methods or activities did Sister Butler use to help her students *search* for information?

- What methods or activities did Sister Butler use to help her students *analyze* what they were studying?
- What methods or activities did Sister Butler use to help her students *apply* the principles and doctrines to their lives?
- How did Sister Butler illustrate the need to help students search and analyze before applying?

Distribute handout 18 and point out the “How” column. Explain that this handout is a review of handout 16 (used in lesson 17), but that handout 18 goes on to tell how Sister Butler taught the principles and doctrines. Review with teachers the relationship between what Sister Butler decided to teach and how she decided to teach it.

 **Writing Exercise**

Invite teachers to retrieve handout 17, which they used during lesson 17. Have them decide how they are going to teach the content they have listed under the “What” column on the handout. Have them then fill in the “How” column.

**Suggested Training Activities:
Fundamental Considerations**

(10 minutes)

 **Handbook**

Have teachers review the five fundamental considerations listed on page 23 of the handbook. Then ask:

- What evidence was there that Sister Butler’s teaching was edifying?
- How did Sister Butler show that she focused on the conditions of learner readiness, participation, and application?
- What methods did Sister Butler use to teach the content in a way that edified?
- How did she demonstrate the use of a variety of methods and approaches?
- How did she avoid the common mistake of taking too much time on the first part of the lesson?

HANDOUT 18

DECIDE THE *HOW*

The video presentation “Decide the *How*” corresponds to the following chart. Read the chart to review Sister Butler’s readings of Genesis 24 (a repeat of the material from handout 16) and how she taught the chapter. The last column on the chart tells how Sister Butler taught the principles and doctrines.

| WHAT | | | HOW |
|------------------|--|--|--|
| First Reading | | Second Reading | Methods and Activities |
| Grouped Verses | Overview | Principles/Doctrines | |
| Genesis 24:1–9 | Abraham commanded Isaac not to marry a Canaanite. | Marriage in the covenant is essential for full blessings. | <p>(search) Use a picture to identify the two main characters, Rebekah (see v. 15) and the servant (see v. 10).</p> <p>(analyze) Review footnotes 24:2<i>b</i> and 24:9<i>a</i>. The Joseph Smith Translation explains that Abraham said “thy hand under my <i>hand</i>.”</p> <p>(apply) Explain that “hand under my hand” is like today’s handshake.</p> <p>(apply) What was the servant’s assignment? (see vv. 3–4). Is this the way we find a spouse today?</p> <p>(search) Why was Abraham worried about who his son would marry? Who was he asking his servant to go and get? (see v. 4). Who was Isaac not to marry? (see v. 3).</p> <p>(apply) Would your parents be worried if you were living in a land of idol worshipers today?</p> <p>(analyze) What was Abraham’s purpose? Where should a righteous son marry his righteous wife?</p> <p>(apply) Why do your parents want you to marry in the temple? Why do you want to marry in the temple?</p> <p>(apply) Review President Spencer W. Kimball’s statement on page 29 of the <i>Old Testament Student Study Guide</i> (1998; item 34189): “When you ask that individual to be your companion for life. That’s the most important decision of your entire life!” Why is it the most important decision? You might want to write this statement in the margin of your scriptures.</p> |
| Genesis 24:10–15 | The Lord guided Abraham’s servant in choosing Rebekah as a wife for Isaac. | Heavenly Father will guide us in important decisions in our lives. | <p>(search) What did this good servant do? What was the first thing he did?</p> <p>(analyze) Was that a good first thing to do?</p> <p>(apply) Why is it important for you to pray about the “most important decision of your entire life”? Who do you want in on that decision?</p> |

HANDOUT 18 DECIDE THE HOW

| WHAT | | | HOW |
|------------------|---|--|---|
| First Reading | | Second Reading | Methods and Activities |
| Grouped Verses | Overview | Principles/Doctrines | |
| | | | <p>(apply) “And it came to pass, before he had done speaking” (v. 15) the Lord answered his prayer. Would you like to have your prayers answered that quickly? What does that tell you?</p> <p>(apply) When have you had such an experience? When has the Lord answered your prayers?</p> |
| Genesis 24:16–20 | Rebekah has admirable qualities as a potential marriage partner. | Rebekah’s preparation resulted in a great blessing. | <p>(apply) If someone said to you, “I want you to choose a wife for my son,” what would you do?</p> <p>(search) Search for the qualities of Rebekah (see vv. 16–20).</p> <p>(apply) Do you want a spouse who is willing to work hard and who makes haste to do it? What else would you look for?</p> |
| Genesis 24:29–48 | Abraham’s servant repeated the story for Laban and discussed the marriage proposal for Rebekah. | | <p>(search) Look for how long the servant stayed (see v. 54).</p> <p>(analyze) Summarize the story of Laban.</p> |
| Genesis 24:49–58 | Rebekah chose to go with Abraham’s servant. | We are blessed when we place God first in our lives. | <p>(search) Look for Rebekah’s role in the marriage proposal (see v. 57).</p> <p>(analyze) What was the question asked of Rebekah? What was her answer? (see v. 58).</p> <p>(apply) Take out your red pencil and mark “I will go” (v. 58). When the servant of God comes to you and says, “Come straight away,” what will your answer be?</p> |
| Genesis 24:59–60 | Rebekah was blessed to be the mother of “thousands of millions.” | Our decisions about marriage can affect generations. | <p>(search) Look in verse 60 for what Rebekah was promised.</p> <p>(analyze) What does it mean to “be thou the mother of thousands of millions”? (v. 60).</p> <p>(apply) How many of you have had your patriarchal blessings? What tribe are you from? How does that fulfill verse 60? We are a fulfillment of the promised blessings!</p> |
| Genesis 24:62–67 | Rebekah became Isaac’s wife, and he loved her. | Love grows deeper in the marriage relationship. | <p>(search) Identify words in verses 62–67 that show how Rebekah and Isaac felt about each other.</p> <p>(analyze) What does the sequence of events in verse 67 suggest about marriage and love?</p> <p>(apply) Summarize the principles you could liken to your life.</p> |

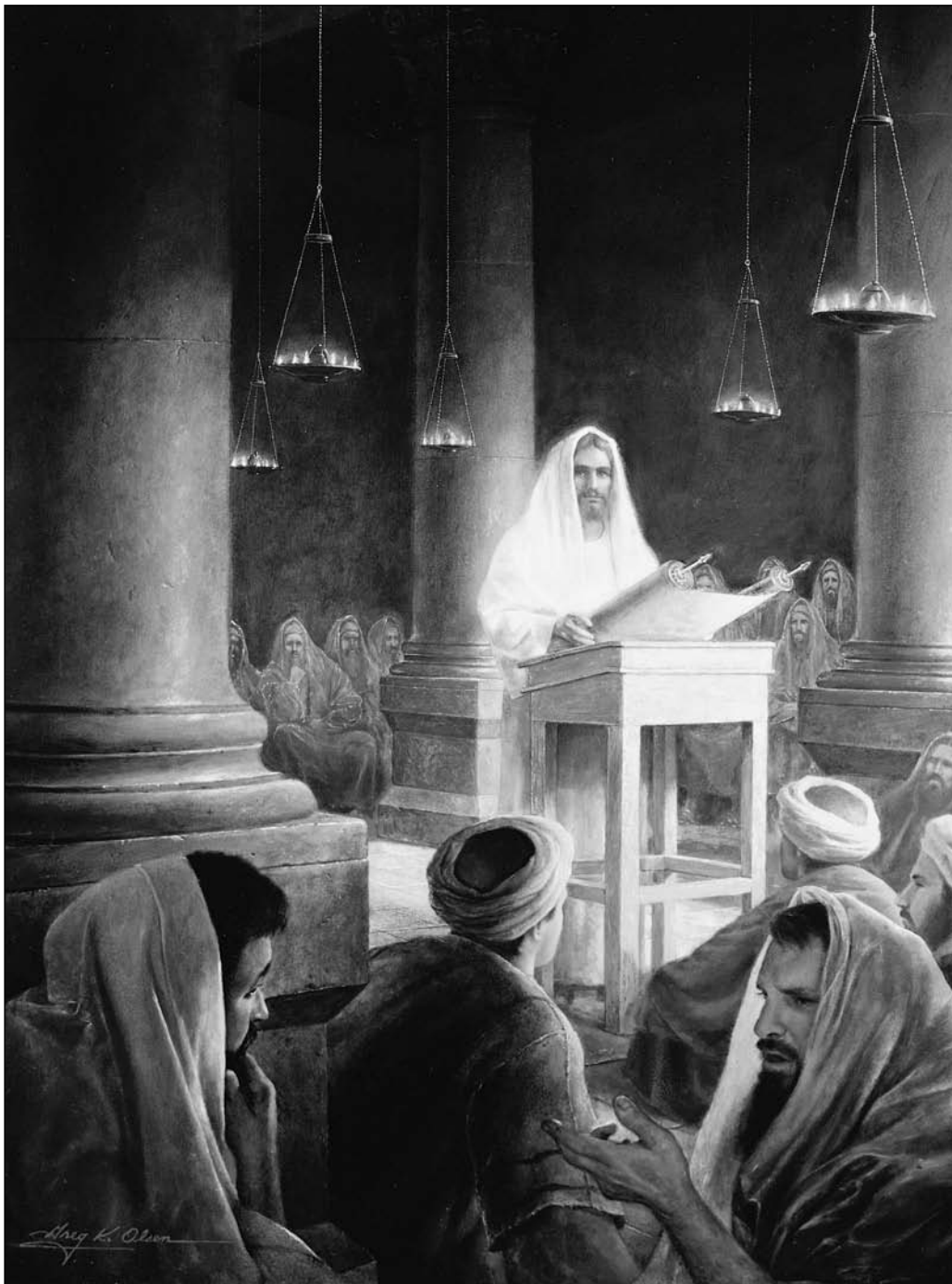


GOSPEL TEACHING: THE ROLE OF THE TEACHER

PREPARE YOURSELF

DECIDE *WHAT* TO TEACH AND *HOW* TO TEACH IT

ESTABLISH AND MAINTAIN AN APPROPRIATE SETTING FOR LEARNING



19 ESTABLISH AN APPROPRIATE PHYSICAL SETTING

Principle to Emphasize

Teachers can establish an appropriate physical setting by doing such things as arranging seating, eliminating distractions, and enhancing surroundings (see *Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 24).

Note: The teacher demonstration activity at the end of this lesson requires advance preparation from assigned teachers. Make assignments to teachers well in advance of the in-service meeting.

Suggested Training Activities

(30 minutes)

Object Lesson

Before class, rearrange the seating in your in-service room in such a way that it will be obvious that the seating has been changed. At an appropriate time in the meeting, discuss what effect seating can have on learning.

Handbook

Have a teacher read aloud the statement by Elder Boyd K. Packer of the Quorum of the Twelve Apostles in the gray box on page 24 of the handbook. Ask teachers: What effect does the physical setting have on reverence and inspiration?

Scripture Activity



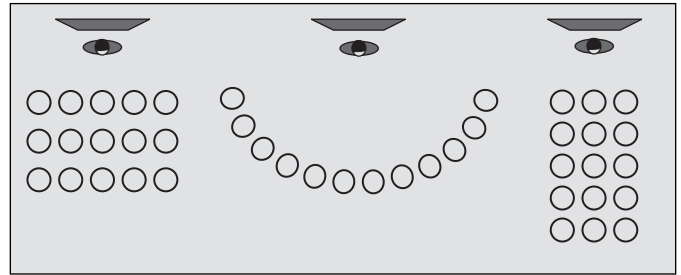
Read Matthew 26:17–30. Ask teachers: What evidence is there that the Lord was concerned about the physical and spiritual setting of the Last Supper?

Handbook

Have teachers read the paragraph entitled “Seating” (handbook, 24). Ask:

- How can seating arrangements affect learning? (see handbook, 24).
- How does assigned seating help a teacher? (see handbook, 24).
- What variations of seating might be used in your classroom?

Illustrate the variations of seating arrangements on the board as teachers describe them. Variations might include the following:



Discussion

Discuss the effect the in-service seating arrangement has had on the meeting up to this point. Ask teachers to suggest how a rearrangement of the seating could better meet the in-service group’s needs. Rearrange the seating and ask:

- How do various seating arrangements support different kinds of learning activities?
- What seating arrangements have you found to be successful?
- What might be the advantages of rotating seating assignments from time to time?

Handbook

Have teachers read the paragraph entitled “Distractions” (handbook, 24). Have teachers describe some of the potential distractions in their teaching setting. Discuss ways to minimize such distractions.

Handbook

Invite teachers to read the paragraph entitled “Surroundings” (handbook, 24). Have teachers look for two ways the learning setting can be enhanced.

Demonstration

Have the previously assigned teachers demonstrate how they have used gospel-related pictures, illustrations, posters, or other displays to effectively enhance the classroom surroundings and establish an appropriate physical setting for learning. Following the demonstrations, ask teachers: What could be done to enhance the surroundings of the setting where you teach?

Application

Invite teachers to enhance the surroundings of the setting where they teach. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

20 ESTABLISH AN APPROPRIATE SPIRITUAL SETTING

Principle to Emphasize

Teachers can establish an appropriate spiritual setting by doing such things as practicing principles of edification, praying for the Spirit, preparing every needful thing, inviting the Spirit as class begins, and teaching students how to have the Spirit in class (see *Teaching the Gospel: A Handbook*, 24–25).

Suggested Training Activities

(45 minutes)



Quotation

Invite teachers to read the following statement by Elder Boyd K. Packer of the Quorum of the Twelve Apostles about obstructing the delicate channels of revelation.

Irreverence Obstructs Revelation

“For the past several years we have watched patterns of reverence and irreverence in the Church. While many are to be highly commended, we are drifting. We have reason to be deeply concerned.

“The world grows increasingly noisy. Clothing and grooming and conduct are looser and sloppier and more disheveled. Raucous music, with obscene lyrics blasted through amplifiers while lights flash psychedelic colors, characterizes the drug culture. Variations of these things are gaining wide acceptance and influence over our youth. . . .

“This trend to more noise, more excitement, more contention, less restraint, less dignity, less formality is not coincidental nor innocent nor harmless.

“The first order issued by a commander mounting a military invasion is the jamming of the channels of communication of those he intends to conquer.

“Irreverence suits the purposes of the adversary by obstructing the delicate channels of revelation in both mind and spirit” (in Conference Report, Oct. 1991, 28; or *Ensign*, Nov. 1991, 22).

Ask teachers:

- What concerns does Elder Packer identify?
- How might irreverence affect a student’s readiness to learn the gospel?



Handbook

Group teachers into pairs. Invite them to read aloud to each other the section entitled “The spiritual setting for learning” (handbook, 24–25). Have teachers share in their pairs what they feel they can do to encourage the Spirit to be with them in their classrooms.

Invite teachers to again read the paragraph entitled “Invite the Spirit as class begins” (handbook, 24–25). Then ask:

- What is the purpose of a devotional? (see handbook, 24–25).
- What elements can contribute to an effective devotional? (see handbook, 25).
- How can serving refreshments in a devotional have a negative impact on the classroom setting? (see handbook, 25).



Video

Show presentation 21, “The Importance of Devotionals” (3:30). This presentation shows excerpts from “The Lord Will Multiply the Harvest,” an address to religious educators by Elder Henry B. Eyring of the Quorum of the Twelve Apostles. Ask teachers to listen for what “little changes” make the difference between the casual way and the careful way to conduct devotionals. After showing the presentation, ask teachers about the little changes and discuss the difference these changes can make.



Handbook

Invite teachers to again read the paragraph entitled “Teach students how to have the Spirit in class” (handbook, 25). Read together 1 Corinthians 2:10–11; Doctrine and Covenants 50:17–22; 88:121–26. Ask teachers:

- What principles do these scriptures teach us about how to have the Spirit in class?
- How could you use these scriptures to teach students how to have the Spirit in class?



Video

Show presentation 22, “Establishing a Spiritual Setting” (6:13). This presentation provides an example of how the scriptures you read together in the previous activity can be used to teach students about their role in inviting the Spirit into class. Invite teachers to look for how Sister Yuri uses these three scripture blocks and how she focuses on behaviors that cause the Spirit to withdraw and behaviors that are pleasing to the Spirit. Following the presentation, ask teachers: How could you adapt Sister Yuri’s presentation for your own class?



Application

Invite teachers to adapt Sister Yuri’s presentation for their own classes. Have them share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

21 MAINTAIN AN APPROPRIATE SETTING

Principles to Emphasize

“Read” the Students, and Respond Appropriately

To maintain an appropriate setting where the Spirit is not lost, it is necessary for teachers to “read” what is occurring during the teaching/learning process and to respond appropriately (see *Teaching the Gospel: A Handbook*, 25).

Maintain Order and Mutual Respect

Teachers will be better able to maintain order and mutual respect if they keep in mind some general principles, follow some specific steps, and take more direct steps when necessary (see *Teaching the Gospel: A Handbook*, 25–28).

Suggested Training Activities: “Read” the Students, and Respond Appropriately

(15 minutes)

Discussion

List on the board teachers’ responses to the following question: What are some of the things you have observed students doing that have made it difficult to maintain an appropriate setting? Discuss the teachers’ responses.

Handbook

Have teachers carefully read the paragraph entitled “Read’ the students, and respond appropriately” (handbook, 25). Ask teachers to look for the types of problems a teacher might “read” and the possible solutions to those problems. As teachers respond, list the types of problems and the corresponding possible solutions in a two-column chart on the board. The completed chart might look something like the following:

| Type of Problem | Possible Solution |
|--|--------------------------|
| Student is bored or restless. | Change the presentation. |
| Student acts improperly. | Deal with the problem. |
| Student is not interacting and is alone or lonely. | Give personal attention. |

Discuss the value of the solutions presented. Have teachers give ideas about how they can better implement these solutions when they encounter problems in their classrooms.

Suggested Training Activities: Maintain Order and Mutual Respect

(35 minutes)

Group Work

Distribute handout 19. Separate teachers into small groups. Assign each group to study one of the following portions of the section entitled “Maintain order and mutual respect for each other” (handbook, 25–28). Corresponding sections are on the handout.

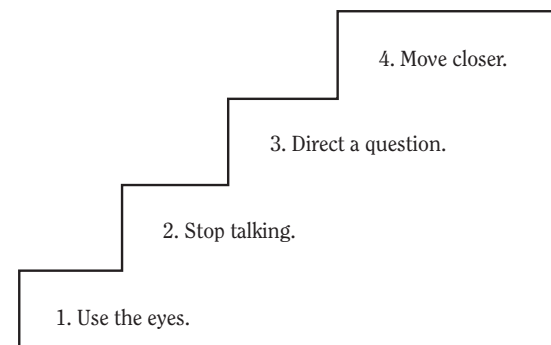
1. General principles (see handbook, 25–26)
2. Specific steps (see handbook, 26–27)
3. More direct steps (see handbook, 27–28)

Following their study, ask a representative from each group to report on the principles or steps the group learned about. Have the representatives help the other teachers fill in the respective portions of the handout. Completed handouts will look something like the following:

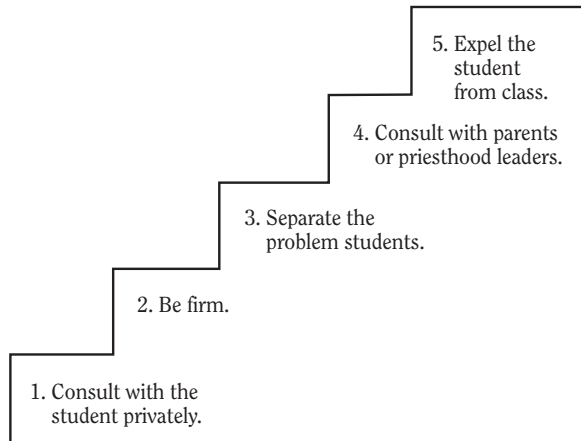
General Principles

1. Practice gospel principles in handling the problem.
2. Prepare and present interesting lessons.
3. Begin right.
4. Be prepared.
5. Choose the learning activities carefully.

Specific Steps



More Direct Steps



Ask teachers:

- In what order can the specific or more direct steps be used?
- What is the relationship, if any, between each of the steps?

 **Video**

Show presentation 23, “Maintaining an Appropriate Setting” (10:20). This presentation shows several examples of a teacher observing inappropriate behavior and taking certain steps to maintain an appropriate setting. The scenarios also show steps that

can be taken if a teacher’s initial efforts are unsuccessful. Pause after each example, and ask teachers:

- What steps were taken to handle the problem?
- How did the combination of those steps solve the problem?
- What other steps might have been helpful?

 **Writing Exercise**

Have teachers write down a problem they are facing in maintaining an appropriate setting. Ask them to write about the principles or steps they feel are most appropriate to use and how they will use them.

 **Handbook**

Have teachers read the material in the gray box on page 27 of the handbook. Then ask:

- In the video presentations, how was love a part of each teacher’s effort to maintain order and mutual respect?
- In your experience, what happens when love is not the motive behind these efforts?
- How do the discussed principles and steps help prepare a way for your students’ deliverance? (see D&C 95:1).

Instructions

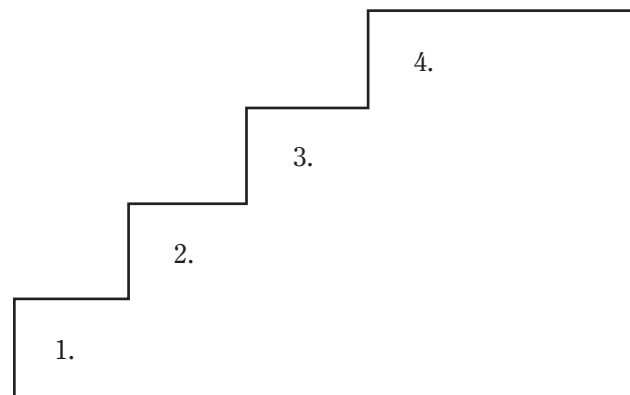
In the spaces provided below, list the general principles, specific steps, and more direct steps a teacher can take to maintain order and mutual respect (see *Teaching the Gospel: A Handbook*, 25–28).

 *Notes*

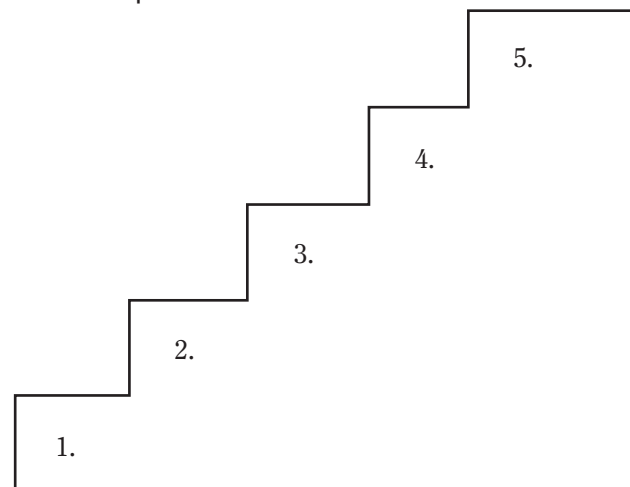
General Principles

- 1.
- 2.
- 3.
- 4.
- 5.

Specific Steps



More Direct Steps



GOSPEL TEACHING: SKILLS FOR EFFECTIVE TEACHING

SCRIPTURE STUDY AND TEACHING
TEACHER PRESENTATION OR INSTRUCTION
QUESTIONS AND CLASS DISCUSSION
VISUAL, AUDIO, AND OTHER TEACHING RESOURCES
WRITING EXERCISES AND GROUP WORK



22 SCRIPTURE STUDY AND TEACHING

Principles to Emphasize

Help Students Learn How to Read and Study the Scriptures for Themselves

“A primary goal of every teacher in CES should be to help students learn how to read and study the scriptures for themselves so that the students can feel the Spirit teaching them the important truths of the gospel” (*Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 32).

Read the Scriptures Together in Class

“Reading the scriptures in class can help students become familiar with and better understand the verses they are studying. It can also help them become more confident in their ability to read the scriptures on their own” (*Teaching the Gospel: A Handbook*, 33).

Suggested Training Activities: Help Students Learn How to Read and Study the Scriptures for Themselves

(25 minutes)

Handbook

Have teachers carefully read the first two paragraphs under the heading “Scripture Study and Teaching” (handbook, 32). Ask:

- How are scripture study and scripture teaching related? (see handbook, 32).
- What should be a primary goal of every CES teacher? (see handbook, 32).
- Why is it important that students learn how to read and study the scriptures for themselves? (see handbook, 32).
- What has the Lord promised to those who ask, seek, and knock? (see handbook, 32).
- What suggestions from the handbook can help you and your students ask, seek, and knock? (see handbook, 32).

Video

Show presentation 24, “Help Students Study the Scriptures” (2:40). In this April 1972 general conference address, Elder Howard W. Hunter of the Quorum of the Twelve Apostles illustrates the role of a teacher by reflecting on a boyhood experience of watching a big bird teach a little bird how to obtain food. Following the video, ask teachers:

- In Elder Hunter’s story, who do the birds represent?
- What do the worms and bugs represent?

- How does this story illustrate the need for students to learn how to read and study the scriptures for themselves?
- Why should religious educators help their students learn how to read and study for themselves rather than simply “feed” them?



Note: In lessons 23–29 each time a suggested training activity relates to Elder Hunter’s analogy of the older bird teaching the younger bird, you will see this icon of the birds and the worm. These activities will ask

teachers to consider how they will teach the skill emphasized in the lesson to help their students read and study the scriptures for themselves.

Application

Explain that the scripture study and scripture teaching skills described in the handbook (pp. 32–35) are useful in helping students read and study the scriptures for themselves. Have teachers write answers to the following question: As I teach, how can I “help students learn how to read and study the scriptures for themselves so that the students can feel the Spirit teaching them the important truths of the gospel”? (handbook, 32).

When they have finished writing, inform teachers that as scripture study and scripture teaching skills are emphasized in future in-service meetings, they will be asked to consider how each skill can help students read and study the scriptures for themselves.

Suggested Training Activities: Read the Scriptures Together in Class

(25 minutes)

Explain to teachers that one of the most basic scripture study and teaching skills is reading the scriptures together in class.

Quotation

Read aloud the following statement by Elder Neal A. Maxwell of the Quorum of the Twelve Apostles.

Read Key Verses Aloud

“Assist your students in developing a great respect for the fullness—not mere fragments—of the scriptures.

Occasionally, read aloud at least some of the key verses to them so that these words are even more anchored in their memories, just as was done anciently. ‘So they read in the

book in the law of God distinctly, and gave the sense and caused them to understand the reading.’ (Nehemiah 8:8.) I still remember the voice of my seminary teacher, James Moss, reading the scriptures. This ought to be something you do at least periodically, as I’m sure you do in your homes, so that your sons and daughters remember dad’s voice reading Joseph Smith’s experience in the Grove, and mother’s voice reading the Sermon on the Mount. Those scriptures are powerful words, and, encased in the human voice, they will be preserved in memory for years and years to come” (*But a Few Days* [address to religious educators, 10 Sept. 1982], 3–4).

Ask teachers: According to Elder Maxwell, why should we read aloud key verses of scripture?

 **Handbook**

Have teachers carefully read the section entitled “Read the Scriptures Together in Class” (handbook, 33). Ask:

- How does reading the scriptures together in class help students? (see handbook, 33).
- What do teachers need to be careful about when reading with students in class? (see handbook, 33).
- How can teachers encourage students to read aloud? (see handbook, 33).
- What are some ways to involve students in scripture reading? (see handbook, 33).

 **Reading**

Assign two teachers to read the words of Ammon and Lamoni in Alma 18:22–35. Assign a third teacher to read the narration. Ask the three teachers to read the story for the in-service group.

Have the teachers read the story again, this time reading only the words of Ammon and Lamoni without the narration. Ask:

- What are the advantages of including the narration?
- What are the advantages of leaving out the narration?

Discuss the benefits of having students read a scripture story in this manner when there is dialogue between the characters in the story. Ask teachers to tell about times when this type of reading has worked well in their classes.

 **Application**

Invite teachers to choose one of the techniques for reading aloud that they have not yet had much experience using (see handbook, 33). Invite them to use the technique in an upcoming lesson. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

 **Handbook**

Read together the statement in the gray box on page 32 of the handbook. Ask teachers:

- How should the handbook be used?
- What should teachers keep in mind as they learn and develop their teaching abilities?

Invite an experienced teacher to share his or her feelings about the need to be patient while learning and developing teaching abilities.

23 USE THE STUDY AIDS

Principle to Emphasize

The scripture study aids prepared by the Church “are some of the most valuable helps teachers and students can use as they study the scriptures” (*Teaching the Gospel: A Handbook*, 32).

Suggested Training Activities

(50 minutes)

Carefully study the following resources as part of your preparation for this lesson:

- “Scripture Study Helps” section in the introduction of the seminary teacher resource manuals (items 34589, 34590)
- “Study Helps in the Latter-day Saint Editions of the Scriptures” section in the introduction of the seminary student study guides (items 34189, 34188)
- *Family Home Evening Video Supplement* (item 53276), segment 5, “How to Use the LDS Scripture Study Aids” (11:00).

Quotation

Read together the following statement by Elder Boyd K. Packer of the Quorum of the Twelve Apostles.

Revelations Will Be Opened

“With the passing of years, these scriptures will produce successive generations of faithful Christians who know the Lord Jesus Christ and are disposed to obey His will.

“The older generation has been raised without them, but there is another generation growing up. The revelations will be opened to them as to no other in the history of the world. Into their hands now are placed the sticks of Joseph and of Judah. They will develop a gospel scholarship beyond that which their forebears could achieve. They will have the testimony that Jesus is the Christ and be competent to proclaim Him and to defend Him. . . .

“As the generations roll on, this will be regarded, in the perspective of history, as the crowning achievement in the administration of President Spencer W. Kimball. . . .

“These references from the four volumes of scripture constitute the most comprehensive compilation of scriptural information on the mission and teachings of the Lord Jesus Christ that has ever been assembled in the history of the world” (in Conference Report, Oct. 1982, 75–76; or *Ensign*, Nov. 1982, 53).

Ask teachers:

- What promises did Elder Packer make regarding the impact of the Latter-day Saint editions of the scriptures, which contain the scripture study aids?
- How will these editions of the scriptures help develop gospel scholarship among today’s youth?
- Why do you think these editions of the scriptures will open the revelations to your students like nothing else “in the history of the world” has been able to do?
- What is the role of the teacher in helping students develop this “gospel scholarship beyond that which their forebears could achieve”?

Handbook

Have teachers carefully read the section entitled “Use the Study Aids” (handbook, 32). Ask:

- How have the scripture study aids helped you in your scripture study?
- How have you used the study aids in teaching the scriptures?
- How can you help your students become familiar with and use the study aids?
- How can your students benefit from using the study aids?

Group Work

Review together the “Explanation Concerning Abbreviations” in the Latter-day Saint edition of the King James Version of the Bible (p. v) and the “Abbreviations and Designations in Footnotes and Index” in the front of the triple combination. Separate teachers into small groups of four or fewer. Write the scripture study aids listed below as headings on the board (each in its own column). Assign each group one or more of the study aids. (Explain that the abbreviations listed indicate how these study aids are referred to in the footnotes of the scriptures.) Explain that the Bible Dictionary is only cited in the footnotes of the triple combination and that the map resources are not cited in any footnotes.

- Cross-references
- GR and HEB: Alternate translations from the Greek or Hebrew
- IE: Explanations of “idioms and difficult constructions”
- JST: Joseph Smith Translation
- TG: Topical Guide
- BD: Bible Dictionary
- OR: “Alternate words [that] clarify the meaning of archaic expressions”
- Index to the triple combination
- Bible Maps and Photographs
- Church History Chronology, Maps, and Photographs

Invite each group to brainstorm a list of uses of their assigned study aid in scripture teaching. Have each group report their list of uses and write their ideas on the board under the appropriate heading. (Leave the lists on the board for the next training activity.) Encourage teachers to become familiar with the scripture study aids and use them in their scripture study and teaching.

 **Group Work**

Ask teachers to remain in their small groups. Assign each group one of several scripture blocks of your choice. Invite the groups to refer to the uses listed on the board and identify which of the study aids could help them teach their assigned scripture block. If they think of additional uses, they may also include those. Have each group explain or demonstrate how the study aids they chose could help them teach their assigned scripture block.

 **Application**

Have teachers write their answers to the following question:



As I teach, how can I use the scripture study aids to “help students learn how to read and study the scriptures for themselves so that the students can feel the Spirit teaching them the important truths of the gospel”? (*Teaching the Gospel: A Handbook*, 32).

Testify to teachers that revelations will be opened to us as we more effectively use the study aids in our scripture study and teaching. Invite them to encourage their students in an upcoming lesson to use the scripture study aids. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

24 USE “LOOK FOR” SKILLS

Note: You may want to teach lesson 26, “Take a Broader Perspective,” after this lesson since the content of the lessons is closely related.

Principles to Emphasize

Use “Look for” Skills

“An important skill of scripture study is *analysis*—to look for relationships and meaning. Such ‘look for’ skills are important during scripture study” (*Teaching the Gospel: A Handbook*, 32).

Analysis Can Reveal Principles and Is Part of the Spirit of Inquiry

“One of the more effective scripture teaching skills is to send students into a block of scripture looking for specific things. It is part of the spirit of inquiry that the Lord has counseled his children to have” (*Teaching the Gospel: A Handbook*, 32).

Suggested Training Activities: Use “Look for” Skills

(30 minutes)

Handbook

Explain to teachers that “look for” skills can be used in both scripture study and scripture teaching. Invite teachers to read the first paragraph of the section entitled “Use ‘Look for’ Skills” (handbook, 32). Ask:

- What are “look for” skills? (see handbook, 32).
- How do they relate to scripture study? to scripture teaching?
- How can looking for relationships and meaning affect your study of the scriptures?
- What is the value of having students look for specific things as they read? (see handbook, 32).

Explain to teachers that the purpose of having students look for specific things in the scriptures is to help them discover the principles the scriptures teach.

Review with teachers the bulleted list of “things to look for” on pages 32–33 of the handbook. Have teachers identify which items they are looking for in their scripture study and which items they are encouraging their students to look for. Ask: How does sending students “into a block of scripture looking for specific things” foster a “spirit of inquiry” in them? (*Teaching the Gospel: A Handbook*, 32).

Video

Distribute handout 20. Briefly explain the categories in the “Things to ‘Look for’ in the Scriptures” column. Before showing presentation 25, “Use ‘Look for’ Skills” (9:57), explain that the video shows Sister Thomas inviting her students to use “look for” skills as she teaches Malachi 3. Ask teachers to note how she invites her students to look for:

- Questions asked in the scriptures
- Scriptural lists
- Difficult words and phrases
- Imagery and symbols

Following the video, ask teachers:

- How did Sister Thomas encourage her students to use “look for” skills?
- How did this help her students understand the relationships and meaning in Malachi 3?

Group Work

Separate teachers into small groups of four or fewer. Distribute handout 21. Invite the groups to review Doctrine and Covenants 122 looking for examples of the four categories on the handout. Invite the groups to share their discoveries with the in-service group. Ask several groups to demonstrate how they would conduct a “look for” activity for the items they found. Following the demonstrations, ask teachers to summarize what they learned from this training activity.

Suggested Training Activities: Analysis Can Reveal Principles and Is Part of the Spirit of Inquiry

(20 minutes)

Note: The following activities (except the application activity) may be taught here or as part of lesson 26, “Take a Broader Perspective.”

Scripture Activity

Read together Doctrine and Covenants 42:12. Ask teachers: What are the “teachers of this church” to teach?

Quotation

Distribute handout 22 and read together the statement by President Boyd K. Packer, Acting President of the Quorum of the

Twelve Apostles. Invite teachers to look for and underline President Packer’s definition of a principle.

Principles Guide Us in Making Decisions

“A principle is an enduring truth, a law, a rule you can adopt to guide you in making decisions. Generally principles are not spelled out in detail. That leaves you free to find your way with an enduring truth, a principle, as your anchor” (in Conference Report, Apr. 1996, 22; or *Ensign*, May 1996, 17).

Ask teachers:

- What is a principle?
- Why are principles so valuable?

 **Quotation**

Read together from handout 22 the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles.

Separate Principles from Detail

“As you seek spiritual knowledge, search for principles. Carefully separate them from the detail used to explain them. Principles are concentrated truth, packaged for application to a wide variety of circumstances. A true principle makes decisions clear even under the most confusing and compelling circumstances. It is worth great effort to organize the truth we gather to simple statements of principle” (in Conference Report, Oct. 1993, 117; or *Ensign*, Nov. 1993, 86).

Ask teachers: Why is it important for us to search for principles in the scriptures and “separate them from the detail used to explain them”?

Explain to teachers that one way to “organize the truth we gather to simple statements of principle” is to create “if-then” statements. Throughout the scriptures, the Lord counsels that *if* we live a principle, *then* we will receive the promised blessing for our obedience. Demonstrate how to create an if-then statement by writing the following on the board: *If _____, then _____*. In the first blank write *we pay our tithes and offerings*. In the second blank write *the Lord will bless us both spiritually and temporally*. Invite teachers to suggest a few other examples of if-then statements that describe principles taught in the scriptures.

 **Quotation**

Read together from handout 22 the following statement by President Harold B. Lee. Explain that President Lee’s statement demonstrates how to use if-then statements to teach gospel principles.

If You Would Receive the Blessing, Then Obey the Commandment

“Listen to some of the Lord’s beacon lights pointing the way to safety.

“If you would have the windows of heaven opened and have blessings poured out ‘that there should not be room enough to receive’ them, then ‘bring ye all the tithes into the storehouse, that there may be meat in mine house,’ as the Lord commanded through His prophet Malachi. (Malachi 3:10.)

“If you would keep yourself and your own ‘unspotted from the world,’ the Lord said you should ‘go to the house of prayer and offer up thy sacraments upon my holy day.’ (D&C 59:9.)

“In other words, keep the Sabbath day holy!

“If you would qualify so that in times of trouble you could call and the Lord would answer, that you could cry and the Lord would say, ‘Here I am,’ the Lord gave the way through His prophet Isaiah: You must observe the fast day of the Lord and deal out ‘thy bread to the hungry . . . that thou hide not thyself from thine own flesh.’ (Isaiah 58:9, 7.)

“If you would escape from the devastations when God’s judgments descend upon the wicked, as in the days of the children of Israel, you must remember and do what the Lord commands: ‘. . . all saints who remember to keep and do these sayings’—meaning keep His great law of health, known as the Word of Wisdom—and in addition thereto walk ‘in obedience to the commandments,’ which would include honesty, moral purity, together with all the laws of the celestial kingdom, then ‘the destroying angel shall pass by them, as the children of Israel, and not slay them.’ (D&C 89:18, 21.)” (*Stand Ye in Holy Places* [1974], 23–24).

Remind teachers that principles are not always taught or written as if-then statements. However, by following the counsel of Elder Richard G. Scott (in the previous quotation from handout 22) and separating gospel principles from the detail used to explain them, teachers and students can usually find an if-then relationship.

 **Group Work**

Separate teachers into small groups. Have them return to handout 21. Ask the groups to read Doctrine and Covenants 122 and carefully separate the principles from the detail used to explain them (the “detail” is already listed on the chart from a previous training activity). Have teachers organize the truth into simple statements of principle by creating if-then statements. Invite the groups to share their statements of principle with the in-service group and describe how each principle can help guide students in their decisions.

Application

Invite teachers to write their answers to the following question:



As I teach, how can I encourage the use of “look for” skills to “help students learn how to read and study the scriptures for themselves so that the students can feel the Spirit teaching them the important truths of the gospel”? (*Teaching the Gospel: A Handbook*, 32).

Invite teachers to use “look for” skills in their scripture study and in their scripture teaching in an upcoming lesson. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

HANDOUT 20

USE “LOOK FOR” SKILLS

| Things to “Look for” in the Scriptures | How to Recognize These Things | Examples from the Scriptures |
|--|---|--|
| Gospel principles illustrated by the lives of people | Look for clues to an enduring truth, law, or rule that we can learn from a person’s obedience or disobedience to counsel from the Lord. Complete the sentence “From this person we learn that ____.” | <p>From Esther we learn that the courageous efforts of just one righteous person can greatly affect the lives of many others (see Esther 1–7).</p> <p>From Nephi we learn that the Lord prepares a way for us to obey His commandments (see 1 Nephi 3:4–7; 4:17).</p> <p>From King Noah’s son Limhi we learn that we can be righteous despite the wickedness of our fathers (see Mosiah 11:1–15; 19:1–17).</p> <p>From James Covill we learn that when we make covenants with the Lord, Satan may “straightway” tempt us with “fear of persecution and the cares of the world” (D&C 39:7–8; 40).</p> |
| Questions asked in the scriptures | Look for question marks. | <p>“How long halt ye between two opinions?” (1 Kings 18:21).</p> <p>“Simon, son of Jonas, lovest thou me more than these?” (John 21:15).</p> <p>“Have ye inquired of the Lord?” (1 Nephi 15:8).</p> <p>“What meaneth the rod of iron which our father saw, that led to the tree?” (1 Nephi 15:23).</p> |
| Scriptural lists | Look for commas, enumerations, or repeated words that introduce items in a list (for example, “thou shalt” in the list known as the Ten Commandments). | <p>“Thou shalt have no other gods before me. Thou shalt not make unto thee any graven image” (Exodus 20:3–4).</p> <p>“These six things doth the Lord hate” (Proverbs 6:16; see vv. 17–19).</p> <p>“In the last days . . . men shall be lovers of their own selves, covetous, boasters, proud, blasphemers, disobedient to parents” (2 Timothy 3:1–2).</p> <p>“And faith, hope, charity and love” (D&C 4:5).</p> |
| Definitions of words or concepts | Look for phrases such as “in other words” and “being interpreted” or for “be” verbs (<i>is, are, was, were</i> , etc.). | <p>“A Messiah, or, in other words, a Savior of the world” (1 Nephi 10:4).</p> <p>“Rabbanah, which is, being interpreted, powerful or great king” (Alma 18:13).</p> <p>“Charity is the pure love of Christ” (Moroni 7:47).</p> <p>“And truth is knowledge of things as they are, and as they were, and as they are to come” (D&C 93:24).</p> |
| Difficult words or phrases students might have trouble understanding | Look for uncommon or archaic words, words that communicate complex ideas, and unfamiliar expressions. Note the OR, IE, GR, and HEB explanations in the footnotes of the LDS edition of the King James Bible. | <p>“An help meet” (Genesis 2:18; see footnote <i>b</i>).</p> <p>“Make away” (Daniel 11:44; see footnote <i>a</i>).</p> <p>“Privily” (Acts 16:37; see footnote <i>a</i>).</p> <p>“Fetched a compass” (Acts 28:13; see footnote <i>a</i>).</p> |
| Imagery and symbols | <p>To find metaphors, look for “be” verbs (<i>is, are, was, were</i>) that link one subject, event, person, or idea with another subject, event, person, or idea.</p> <p>To find similes, look for instances of two dissimilar things being compared, using words such as <i>like</i> or <i>as</i>.</p> | <p>“Ye are the salt of the earth” (Matthew 5:13).</p> <p>“I am the bread of life” (John 6:35).</p> <p>“For behold, they had hardened their hearts against him, that they had become like unto a flint” (2 Nephi 5:21).</p> <p>“The people had turned from their righteousness, like the dog to his vomit, or like the sow to her wallowing in the mire” (3 Nephi 7:8).</p> |

HANDOUT 20 USE “LOOK FOR” SKILLS

| Things to “Look for” in the Scriptures | How to Recognize These Things | Examples from the Scriptures |
|--|---|---|
| Prophetic commentary on a principle or event | Look for the inspired writer’s reflections, conclusions, or clarifications about an event or principle. Look for words or phrases such as <i>thus we see</i> , <i>therefore</i> , <i>wherefore</i> , <i>notwithstanding</i> , and <i>thus</i> . | <p>“Therefore the Lord was very angry with Israel, and removed them out of his sight: there was none left but the tribe of Judah only” (2 Kings 17:18).</p> <p>“And thus we see that by small means the Lord can bring about great things” (1 Nephi 16:29).</p> <p>“Wherefore, thy soul shall be blessed” (2 Nephi 2:3).</p> <p>“Thus we see how quick the children of men do forget the Lord their God” (Alma 46:8).</p> |
| If–then relationships | Look for the word <i>if</i> (or <i>inasmuch as</i> , <i>when</i> , <i>that</i> , <i>however</i> , <i>for</i>), and the word <i>then</i> (or <i>so shall</i> , <i>therefore</i> , <i>because</i>). Often the if–then relationship is merely implied. | <p>“If ye walk in my statutes, and keep my commandments, and do them; Then I will give you rain” (Leviticus 26:3–4).</p> <p>“But rejoice, inasmuch as ye are partakers of Christ’s sufferings; that, when his glory shall be revealed, ye may be glad also with exceeding joy” (1 Peter 4:13).</p> <p>“Inasmuch as those whom the Lord God shall bring out of the land of Jerusalem shall keep his commandments, they shall prosper upon the face of this land” (2 Nephi 1:9).</p> <p>“Whosoever believeth on my words, them will I visit with the manifestation of my Spirit” (D&C 5:16).</p> |
| Qualities or characteristics that please or displease God | Look for words that describe whether the Lord is pleased or displeased with a quality or characteristic (<i>hate</i> , <i>not well pleased</i> , <i>well pleased</i> , etc.). | <p>“These six things doth the Lord hate” (Proverbs 6:16; see also vv. 17–19).</p> <p>“But to do good and to communicate forget not: for with such sacrifices God is well pleased” (Hebrews 13:16).</p> <p>“But with some I am not well pleased, for they will not open their mouths” (D&C 60:2).</p> <p>“I am well pleased with your offering and acknowledgments” (D&C 124:1).</p> |
| Patterns—series of events, characteristics, or behaviors that teach a gospel principle | Look for the repetition of key words or ideas in a scripture block. | <p>“And God said. . . And God saw. . . And God called” (Genesis 1:3–5; see Genesis 1).</p> <p>“Blessed are the poor in spirit: for theirs is the kingdom of heaven. Blessed are they that mourn: for they shall be comforted” (Matthew 5:3–4; see vv. 5–11).</p> <p>“Could not understand . . . did not believe . . . did not believe . . . could not understand . . . would not be baptized . . . would not call upon the Lord” (Mosiah 26:1–4; see vv. 28–36; the word <i>not</i> is used fourteen times in these verses).</p> <p>“Having been such a highly favored people of the Lord; yea, after having been favored . . . Having been visited by the Spirit of God” (Alma 9:20–21; see vv. 22).</p> |

HANDOUT 21

Instructions

Review Doctrine and Covenants 122 and look for examples of the four categories of "Things to 'Look for' in the Scriptures" listed below. Write your answers in the third column. Next, select one of the examples you discovered and, in the space provided at the bottom of the handout, describe how you might conduct a "look for" activity to help your students find that example. Be prepared to share your answers with the in-service group.

| Things to "Look for" in the Scriptures | How to Recognize These Things | Examples from D&C 122 |
|--|--|-----------------------|
| Questions asked in the scriptures | Look for question marks. | |
| Scriptural lists | Look for commas, enumerations, or repeated words that introduce items in a list (for example, "thou shalt" in the list known as the Ten Commandments). | |
| Difficult words or phrases students might have trouble understanding | Look for uncommon or archaic words, words that communicate complex ideas, and unfamiliar expressions. Note the OR, IE, GR, and HEB explanations in the footnotes of the LDS edition of the King James Bible. | |
| Imagery and symbols | <p>To find metaphors, look for "be" verbs (<i>is, am, are, were, etc.</i>) that link one subject, event, person, or idea with another subject, event, person, or idea.</p> <p>To find similes, look for instances of two dissimilar things being compared, using words such as <i>like</i> or <i>as</i>.</p> | |

Describe how you might conduct a "look for" activity to help your students discover the example you chose.

Principles Guide Us in Making Decisions

President Boyd K. Packer, Acting President of the Quorum of the Twelve Apostles, said:

“A principle is an enduring truth, a law, a rule you can adopt to guide you in making decisions. Generally principles are not spelled out in detail. That leaves you free to find your way with an enduring truth, a principle, as your anchor” (in Conference Report, Apr. 1996, 22; or *Ensign*, May 1996, 17).

Separate Principles from Detail

Elder Richard G. Scott of the Quorum of the Twelve Apostles said:

“As you seek spiritual knowledge, search for principles. Carefully separate them from the detail used to explain them. Principles are concentrated truth, packaged for application to a wide variety of circumstances. A true principle makes decisions clear even under the most confusing and compelling circumstances. It is worth great effort to organize the truth we gather to simple statements of principle” (in Conference Report, Oct. 1993, 117; or *Ensign*, Nov. 1993, 86).

If You Would Receive the Blessing, Then Obey the Commandment

President Harold B. Lee said:

“Listen to some of the Lord’s beacon lights pointing the way to safety.

“If you would have the windows of heaven opened and have blessings poured out ‘that there should not be room enough to receive’ them, then ‘bring ye all the tithes into the storehouse, that there may be meat in mine house,’ as the Lord commanded through His prophet Malachi. (Malachi 3:10.)

“If you would keep yourself and your own ‘unspotted from the world,’ the Lord said you should ‘go to the house of prayer and offer up thy sacraments upon my holy day.’ (D&C 59:9.)

“In other words, keep the Sabbath day holy!

“If you would qualify so that in times of trouble you could call and the Lord would answer, that you could cry and the Lord would say, ‘Here I am,’ the Lord gave the way through His prophet Isaiah: You must observe the fast day of the Lord and deal out ‘thy bread to the hungry . . . that thou hide not thyself from thine own flesh.’ (Isaiah 58:9, 7.)

“If you would escape from the devastations when God’s judgments descend upon the wicked, as in the days of the children of Israel, you must remember and do what the Lord commands: ‘. . . all saints who remember to keep and do these sayings’—meaning keep His great law of health, known as the Word of Wisdom—and in addition thereto walk ‘in obedience to the commandments,’ which would include honesty, moral purity, together with all the laws of the celestial kingdom, then ‘the destroying angel shall pass by them, as the children of Israel, and not slay them.’ (D&C 89:18, 21.)” (*Stand Ye in Holy Places* [1974], 23–24).

 Notes

25 MARK THE SCRIPTURES

Principle to Emphasize

“Scripture marking helps both teachers and students note important words, phrases, ideas, people, and events and makes them easier to remember and find” (*Teaching the Gospel: A Handbook*, 33).

Suggested Training Activities

(50 minutes)

Handbook

Have teachers carefully read the section entitled “Mark the Scriptures” (handbook, 33). Ask:

- How can scripture marking help both teachers and students? (see handbook, 33).
- How do you encourage your students to mark the scriptures as you teach?
- Why do you suppose it is best not to teach a particular marking system?



Quotation

Read together the following statement given to new mission presidents by President Boyd K. Packer, Acting President of the Quorum of the Twelve Apostles.

Mark the Scriptures

“See that [the missionaries] read the revelations, and they mark the scriptures. Now, once again, how should they mark them? I think we would make a major mistake to get out a program. We are so good at that; get out a program, here’s the way you do it. Just don’t do that! Teach them to mark the scriptures; they may need only a suggestion or two. We are getting now so that we are so organized and so formalized and so patterned and so consistent that we are losing the intimacy and the individuality of simply

studying and praying and learning” (“Missionaries and Doctrine” [address given at new mission presidents’ seminar, 22 June 1999], 7).

Ask teachers:

- What did President Packer charge mission presidents to do?
- What did President Packer say would be a “major mistake” in teaching others to mark the scriptures?
- How can teachers encourage students to read the revelations and mark the scriptures without violating the counsel not to “get out a program”?

Video

Show presentation 26, “Mark the Scriptures” (7:15). Invite teachers to listen for what helped “open the scriptures anew” for Elder Henry B. Eyring of the Quorum of the Twelve Apostles. Following the video, ask teachers:

- What helped “open the scriptures anew” for Elder Eyring?
- What can we learn about marking the scriptures from his experience?

Remind teachers that we are counseled, “It is better to teach the basic elements of scripture marking than to teach a particular marking system” (handbook, 33). Ask:

- Rather than teach Elder Eyring’s “particular marking system,” how can you pass on to your students “the basic elements of scripture marking” that he emphasized?
- What other basic elements of scripture marking have you discovered?
- What are some ways you have marked your scriptures that opened your mind and heart to be taught?

List teachers’ answers on the board.

Group Work

This activity is designed to help teachers prepare to give students suggestions for marking the scriptures. Organize teachers into pairs. Distribute copies of handout 23 and invite teachers to explore one or more ways of marking Doctrine and Covenants 25 (for example, underlining, highlighting, drawing vertical lines or boxes, bracketing, circling, shading, numbering, annotating, cross-referencing). Ask teachers to mark the chapter in a way that makes certain passages easier to remember and find. Invite them to share with the in-service group what they chose to mark, how they marked it, and why. Ask teachers:

How did marking Doctrine and Covenants 25 “open the scriptures anew” for you?

Application

Invite teachers to write their answers to the following question:



As I teach, how can I introduce the basic elements of scripture marking to “help students learn how to read and study the scriptures for themselves so that the students can feel the Spirit teaching them the important truths of the gospel”? (*Teaching the Gospel: A Handbook*, 32).

Encourage teachers to mark their scriptures, to open them anew, and to teach their students to do likewise in an upcoming lesson. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

Instructions

Mark the following scripture using a method of your choice (for example, underlining, highlighting, drawing vertical lines or boxes, bracketing, circling, shading, numbering, annotating, cross-referencing). Mark the chapter in a way that makes certain passages easier to remember and find. Be prepared to share with the in-service group what you marked, how you marked it, and why.

| | |
|---|---|
| <p>DOCTRINE AND COVENANTS 24:17–25:7 44</p> <p>mand to be smitten in my name, and, behold, I will smite them according to your words, in mine own due time.</p> <p>17 And whosoever shall go to law with thee shall be cursed by the law.</p> <p>18 And thou shalt take no purse nor scrip, neither staves, neither two coats, for the church shall give</p> <p style="text-align: center;">SECTION 25</p> <p><i>Revelation given through Joseph Smith the Prophet, at Harmony, Pennsylvania, July 1830. See HC 1: 103–104; see also heading to Section 24. This revelation manifests the will of the Lord to Emma Smith, the Prophet's wife.</i></p> <p>1–6, <i>Emma Smith, an elect lady, is called to aid and comfort her husband; 7–11, She is also called to write, to expound scriptures, and to select hymns; 12–14, The song of the righteous is a prayer unto the Lord; 15–16, Principles of obedience in this revelation are applicable to all.</i></p> <p>HEARKEN unto the voice of the Lord your God, while I speak unto you, Emma Smith, my daughter; for verily I say unto you, all those who receive my gospel are sons and daughters in my kingdom.</p> <p>2 A revelation I give unto you concerning my will; and if thou art faithful and walk in the paths of virtue before me, I will preserve thy life, and thou shalt receive an inheritance in Zion.</p> <p>3 Behold, thy sins are forgiven</p> | <p>unto thee in the very hour what thou needest for food and for raiment, and for shoes and for money, and for scrip.</p> <p>19 For thou art called to prune my vineyard with a mighty pruning, yea, even for the last time; yea, and also all those whom thou hast ordained, and they shall do even according to this pattern. Amen.</p> <p>4 "Murmur not because of the things which thou hast not seen, for they are withheld from thee and from the world, which is wisdom in me in a time to come.</p> <p>5 And the office of thy calling shall be for a comfort unto my servant, Joseph Smith, Jun., thy husband, in his afflictions, with consoling words, in the spirit of meekness.</p> <p>6 And thou shalt go with him at the time of his going, and be unto him for a scribe, while there is no one to be a scribe for him, that I may send my servant, Oliver Cowdery, whithersoever I will.</p> <p>7 And thou shalt be ordained under his hand to expound scriptures, and to exhort the church,</p> |
| <p>16a TC Retribution. Matt. 10: 9 (9–10); Luke 10: 4; D&C 84: 78 (78–80, 86).</p> <p>19a Jacob 5: 61 (61–74); D&C 39: 17; 71: 4; 95: 4. TC Millennium. Preparing a People for.</p> <p>b TC Priesthood, Ordination.</p> <p>25 1a John 1: 12. TC Sons and Daughters of God</p> <p>b TC Kingdom of God, on Earth.</p> <p>2a Deut. 30: 16.</p> <p>b TC Virtue; Zion.</p> <p>c D&C 52: 42 (2, 5, 42); 58: 51 (17, 28, 51); 63: 48 (29, 31, 48); 64: 30; 85: 7 (1–3, 7, 9); 99: 7; 101: 18 (1, 6, 18); 103: 14 (11, 14).</p> <p>3a Matt. 9: 2.</p> <p>b TC One chosen or set apart. 2 Jn. 1: 1 (1, 13).</p> <p>c TC Woman.</p> <p>d TC Authority; Called</p> | <p>4a TC Murmuring.</p> <p>b TC Knowledge.</p> <p>c Luke 24: 16 (10–24); Alma 40: 3; Ether 3: 25. TC God; Wisdom of.</p> <p>5a TC Comfort; Compassion; Family, Love within.</p> <p>b TC Marriage, Wives.</p> <p>c TC Affliction.</p> <p>d 2 Cor. 10: 1.</p> <p>7a or set apart</p> |
| <p>16a TC Retribution. Matt. 10: 9 (9–10); Luke 10: 4; D&C 84: 78 (78–80, 86).</p> <p>19a Jacob 5: 61 (61–74); D&C 39: 17; 71: 4; 95: 4. TC Millennium. Preparing a People for.</p> <p>b TC Priesthood, Ordination.</p> <p>25 1a John 1: 12. TC Sons and Daughters of God</p> | <p>DOCTRINE AND COVENANTS 25:8–26:2 45</p> <p>according as it shall be given thee by my Spirit.</p> <p>8 For he shall lay his hands upon thee, and thou shalt receive the Holy Ghost, and thy time shall be given to writing, and to learning much.</p> <p>9 And thou needest not fear, for thy husband shall support thee in the church; for unto them is his calling, that all things might be revealed unto them, whatsoever I will, according to their faith.</p> <p>10 And verily I say unto thee that thou shalt lay aside the things of this world, and seek for the things of a better.</p> <p>11 And it shall be given thee, also, to make a selection of sacred hymns, as it shall be given thee, which is pleasing unto me, to be had in my church.</p> |
| <p>16a TC Retribution. Matt. 10: 9 (9–10); Luke 10: 4; D&C 84: 78 (78–80, 86).</p> <p>19a Jacob 5: 61 (61–74); D&C 39: 17; 71: 4; 95: 4. TC Millennium. Preparing a People for.</p> <p>b TC Priesthood, Ordination.</p> <p>25 1a John 1: 12. TC Sons and Daughters of God</p> | <p>12 For my soul delighteth in the song of the heart; yea, the song of the righteous is a prayer unto me, and it shall be answered with a blessing upon their heads.</p> <p>13 Wherefore, lift up thy heart and rejoice, and cleave unto the covenants which thou hast made.</p> <p>14 Continue in the spirit of meekness, and beware of pride. Let thy soul delight in thy husband, and the glory which shall come upon him.</p> <p>15 Keep my commandments continually, and a crown of righteousness thou shalt receive. And except thou do this, where I am you cannot come.</p> <p>16 And verily, verily, I say unto you, that this is my voice unto all. Amen.</p> <p style="text-align: center;">SECTION 26</p> <p><i>Revelation given to Joseph Smith the Prophet, Oliver Cowdery, and John Whitmer, at Harmony, Pennsylvania, July 1830. See HC 1: 104; see also heading to Section 24.</i></p> <p>1, They are instructed to study the scriptures and to preach, 2, The law of common consent is affirmed</p> <p>BEHOLD, I say unto you that you shall let your time be devoted to the studying of the scriptures, and to preaching, and to confirming the church at Colesville, and to per-</p> |
| <p>16a TC Retribution. Matt. 10: 9 (9–10); Luke 10: 4; D&C 84: 78 (78–80, 86).</p> <p>19a Jacob 5: 61 (61–74); D&C 39: 17; 71: 4; 95: 4. TC Millennium. Preparing a People for.</p> <p>b TC Priesthood, Ordination.</p> <p>25 1a John 1: 12. TC Sons and Daughters of God</p> | <p>forming your labors on the land, such as is required, until after you shall go to the west to hold the next conference; and then it shall be made known what you shall do.</p> <p>2 And all things shall be done by common consent in the church, by much prayer and faith, for all things you shall receive by faith. Amen.</p> |
| <p>16a TC Retribution. Matt. 10: 9 (9–10); Luke 10: 4; D&C 84: 78 (78–80, 86).</p> <p>19a Jacob 5: 61 (61–74); D&C 39: 17; 71: 4; 95: 4. TC Millennium. Preparing a People for.</p> <p>b TC Priesthood, Ordination.</p> <p>25 1a John 1: 12. TC Sons and Daughters of God</p> | <p>7b 1 Cor. 12: 8.</p> <p>TC God, Spirit of.</p> <p>8a TC Hands, Laying on of.</p> <p>9a TC Marriage, Husband and Wife; Stewardship.</p> <p>c TC Prophets, Mission of; Revelation.</p> <p>10a TC Covetousness.</p> <p>b 2 Cor. 6: 17; D&C 30: 2. TC Treasure; World.</p> <p>c Ether 12: 4.</p> <p>d TC Reward.</p> <p>11a TC Sacred.</p> <p>b Eph. 5: 19 (19–20).</p> <p>12a TC God, the Standard</p> |
| <p>16a TC Retribution. Matt. 10: 9 (9–10); Luke 10: 4; D&C 84: 78 (78–80, 86).</p> <p>19a Jacob 5: 61 (61–74); D&C 39: 17; 71: 4; 95: 4. TC Millennium. Preparing a People for.</p> <p>b TC Priesthood, Ordination.</p> <p>25 1a John 1: 12. TC Sons and Daughters of God</p> | <p>of Righteousness.</p> <p>b TC Communication.</p> <p>c TC Heart.</p> <p>d 1 Chr. 16: 9, Ps. 33: 3: 96: 1; D&C 25: 11; 136: 28. TC Prayer; singing.</p> <p>13a Lam. 3: 41.</p> <p>b TC Joy.</p> <p>14a TC Meekness; Pride.</p> <p>b TC Family, Love within; Marriage, Continuing Courtship in.</p> <p>c TC Glory.</p> <p>15a TC Exaltation.</p> |
| <p>16a TC Retribution. Matt. 10: 9 (9–10); Luke 10: 4; D&C 84: 78 (78–80, 86).</p> <p>19a Jacob 5: 61 (61–74); D&C 39: 17; 71: 4; 95: 4. TC Millennium. Preparing a People for.</p> <p>b TC Priesthood, Ordination.</p> <p>25 1a John 1: 12. TC Sons and Daughters of God</p> | <p>b TC Righteousness.</p> <p>c John 7: 34.</p> <p>16a Jer. 42: 6; D&C 1: 38.</p> <p>2b 1a TC Time.</p> <p>b TC Scriptures, Study of; Study.</p> <p>c D&C 24: 3; 37: 2.</p> <p>d TC Industry.</p> <p>e TC Guidance, Divine.</p> <p>2a 1 Sam. 8: 7; Mosiah 29: 26; Alma 29: 4. TC Common Consent; Sustaining Church Leaders.</p> <p>b 1 Chr. 13: 4. TC Church; Church Organization.</p> |

26 TAKE A BROADER PERSPECTIVE

Note: You may want to teach this lesson after lesson 24, “Use ‘Look for’ Skills” since the content of the lessons is closely related.

Principles to Emphasize

Take a Broader Perspective

Teachers and students can “take a broader perspective” of the scriptures by synthesizing, or “taking the parts and seeing their broader meaning or relationships” (*Teaching the Gospel: A Handbook*, 33).

Synthesis Can Show Patterns and Principles

“Synthesis can show patterns and principles that the scriptures are meant to teach” (*Teaching the Gospel: A Handbook*, 33).

Suggested Training Activities: Take a Broader Perspective

(30 minutes)

Handbook

Invite teachers to read the section entitled “Take a Broader Perspective” (handbook, 33). Have them look for a definition of *synthesis*. Ask teachers:

- What is synthesis? (see handbook, 33).
- How does synthesis relate to scripture study? to scripture teaching?
- What are some ways to use synthesis to take a broader perspective during scripture study or scripture teaching? (see handbook, 33).

Discussion

Distribute handout 24 (or display it as an overhead transparency). Explain that we can take a broader perspective within a scripture block as well as beyond a scripture block. Ask teachers to consider the following comparison: If practicing “look for” skills is looking at the specific trees in a forest, taking a broader perspective is comparing greater parts of the forest. Invite teachers to read the handout. Let teachers know that, ultimately, both skills described on the handout are intended to help us discover the principles the scriptures teach.

Demonstration

Distribute handout 25 and use it to demonstrate examples of scripture chains, patterns or repetition, and scriptural contrasts.

Explain to teachers that these are examples of ways to help students take a broader perspective.

Video

Show presentation 27, “Take a Broader Perspective” (9:03). Have teachers look for how Sister Thomas helps the students take a broader perspective of Malachi 3 by having them note patterns or repetition, create scripture chains, and make scriptural contrasts.

Following the video, ask teachers: How did Sister Thomas help the students take a broader perspective through noting patterns or repetition? through scripture chaining? through making scriptural contrasts?

Group Work

Distribute handout 26, and organize teachers into small groups. Invite them to take a broader perspective of Doctrine and Covenants 122 by completing the activities on the handout. After finishing the activities, invite the groups to share their discoveries with the in-service group.

Suggested Training Activities: Synthesis Can Show Patterns and Principles

(20 minutes)

Note: The suggested training activities in lesson 24, “Use ‘Look for’ Skills,” under the heading “Analysis Can Reveal Principles and Is Part of the Spirit of Inquiry” would also work well here. If you have already conducted those activities, a brief review of them may be all that is necessary here.

Quotation

Invite teachers to review the statement from handout 22 by Elder Richard G. Scott of the Quorum of the Twelve Apostles.

Separate Principles from Detail

“As you seek spiritual knowledge, search for principles. Carefully separate them from the detail used to explain them. Principles are concentrated truth, packaged for application to a wide variety of circumstances. A true principle makes decisions clear even under the most confusing and compelling circumstances. It is worth great effort to organize the truth we gather to simple statements of principle” (in Conference Report, Oct. 1993, 117; or *Ensign*, Nov. 1993, 86).

Explain to teachers that synthesizing by scripture chaining, noting patterns or repetition, and discovering scriptural contrasts helps us gather the “detail.” Ask: Why is it important for us to search for principles in the scriptures and “separate them from the detail used to explain them”?

 **Handbook**

Invite teachers to again read the section entitled “Take a Broader Perspective” (handbook, 33). Have teachers look for what synthesis can show. Ask: What can synthesis show?

 **Application**

Invite teachers to write their answers to the following question:



As I teach, how can I encourage students to take a broader perspective to “help students learn how to read and study the scriptures for themselves so that the students can feel the Spirit teaching them the important truths of the gospel”? (*Teaching the Gospel: A Handbook*, 32).

Invite teachers to help students take a broader perspective in an upcoming lesson. Have them share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

Consider this comparison: If practicing “look for” skills is looking at the specific trees in a forest, taking a broader perspective is comparing greater parts of the forest. Ultimately, both of these skills are intended to help us discover the principles the scriptures teach.

 *Notes*



Things to “Look for” in the Scriptures

- Gospel principles illustrated by the lives of people
- Questions asked in the scriptures
- Scriptural lists
- Definitions of words or concepts
- Difficult words or phrases
- Imagery and symbols
- Prophetic commentary on a principle or event
- If-then relationships
- Qualities or characteristics that please or displease God
- Patterns—series of events, characteristics, or behaviors that teach a gospel principle

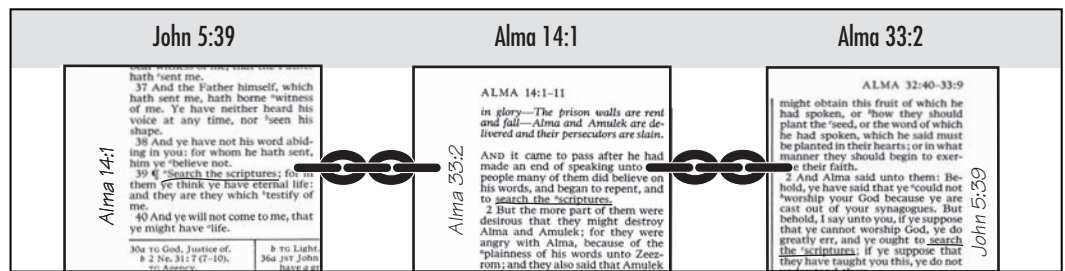


Ways to “Take a Broader Perspective”

- Scripture chaining
- Noting patterns or the repetition of certain words, phrases, events, or behaviors
- Making scriptural contrasts

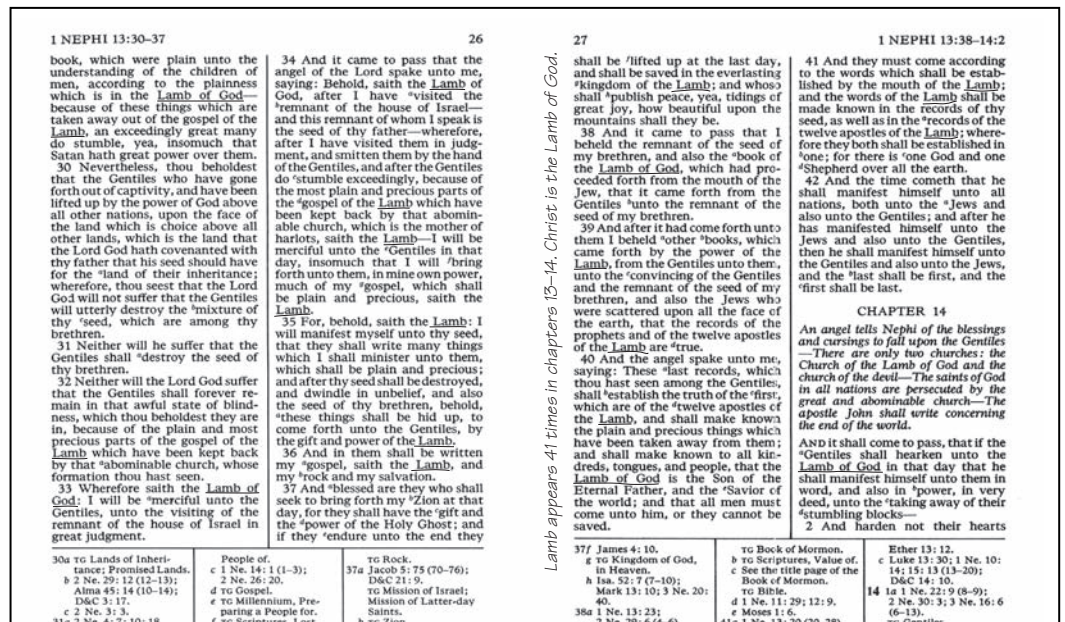
Scripture Chaining

One way to link scriptures on the same subject is to underline the key words in the first scripture, write in the margin a cross-reference to another scripture, and so on until you link the last scripture to the first. This is called “scripture chaining.” For example, a scripture chain on the subject of searching the scriptures might look like this.



Noting Patterns or Repetition

During scripture study and teaching, try noting “patterns or the repetition of certain words, phrases, events, or behaviors that provide clues to what the prophetic writer felt was important” (*Teaching the Gospel: A Handbook*, 33). For example, if you marked the repetition of the word *lamb* in 1 Nephi 13–14, two of the pages would look like this.



Making Scriptural Contrasts

To make scriptural contrasts, place “ideas or events side by side so principles become more evident through the contrast” (*Teaching the Gospel: A Handbook*, 33). For example, if you were to contrast King Benjamin’s words and actions with those of the wicked King Noah, you might create a chart like this one. This contrast between righteous service and selfish leadership could be used in a lesson on the principle of service.

| King Benjamin’s Service (Mosiah 2:11–14, 18) | King Noah’s Lack of Service (Mosiah 11:1–15) |
|--|---|
| <ul style="list-style-type: none"> Served his people with all his “might, mind and strength” (v. 11) Did not seek for the riches of his people (see v. 12) Did not let his people be confined in dungeons, have slaves, murder, plunder, steal, or commit adultery; did teach them to keep the commandments (see v. 13) Did not burden his people with grievous taxes (see v. 14) Labored with his own hands (see v. 14) Taught his people “to labor to serve one another” (v. 18) | <ul style="list-style-type: none"> Supported “himself, and his wives and his concubines; and also his priests and their wives and their concubines” on the taxes of his people (v. 4) “Placed his heart upon his riches” (v. 14) Deceived his people with “vain and flattering words” (v. 7) “Laid a tax of one fifth part of all [his people] possessed” (v. 3) Was supported in his laziness, idolatry, and whoredoms (see v. 6) Forced his people to build spacious buildings, a spacious palace, ornamented seats for the high priests, and towers (see vv. 8–13) |

Instructions

Take a broader perspective of Doctrine and Covenants 122 by completing the following activities. Do the first activity in your scriptures and the others in the spaces provided.

 *Notes*

Scripture Chaining

Create a scripture chain of at least two and not more than five key scriptures on the topic of “steadfastness.” Link the scriptures to Doctrine and Covenants 122:9 (see footnote 9a).

Noting Patterns or Repetition

The word *if* is repeated several times in Doctrine and Covenants 122:5–7. List the phrases that follow the word *if* in these verses.

Making Scriptural Contrasts

Contrast the actions of “the pure in heart, and the wise, and the noble, and the virtuous” in Doctrine and Covenants 122:2 with the actions of Laman and Lemuel in 1 Nephi 2:11–13.

27 SUMMARIZE THE SCRIPTURES

Principle to Emphasize

“Teachers will not have time to teach everything in a scripture block with equal emphasis. . . . *Summarizing* means to tell in a few words, or briefly teach, what is contained in chapters or verses that are not emphasized in class” (*Teaching the Gospel: A Handbook*, 33).

Suggested Training Activities

(50 minutes)

Discussion

Describe the following dilemma to teachers: Religious educators are to teach the standard works block-by-block, in the sequence they appear, addressing multiple concepts and principles while considering the intent of the inspired writer and the needs and abilities of students—all in a *limited amount of time!* Ask teachers: From your experience, what usually happens in a scripture course when this dilemma is not successfully resolved? Explain that summarizing the scriptures is one way to resolve this dilemma.

Handbook

Invite teachers to carefully read the section entitled “Summarize the Scriptures” (handbook, 33). Ask:

- Why is it sometimes necessary to summarize the scriptures? (see handbook, 33).
- What does “summarizing” a scripture entail? (see handbook, 33).
- How does summarizing relate to scripture teaching?
- What are some ways to summarize blocks of scripture?

Video

Show presentation 28, “Summarize the Scriptures” (6:32). Invite teachers to look for how summarizing is used in Sister Stewart’s class to teach the book of Job. Following the video, ask teachers:

- In what three ways were the scriptures summarized in Sister Stewart’s class?
- How did her students participate in summarizing the scriptures?

Writing Exercise

Distribute handout 27. Ask teachers to practice summarizing the scriptures by completing the exercises on the handout. Invite teachers to share their answers with the in-service group.

Application

Invite teachers to write their answers to the following question:



As I teach, how can I summarize the scriptures in a way that will “help students learn how to read and study the scriptures for themselves so that the students can feel the Spirit teaching them the important truths of the gospel”? (*Teaching the Gospel: A Handbook*, 32).

Share your feelings about the importance of summarizing the scriptures in effective sequential scripture teaching. Invite teachers to use one or more of the following approaches to summarizing the scriptures in an upcoming lesson: (1) use chapter or section headings, (2) use CES-prepared curriculum materials, or (3) generate summary statements. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

Instructions

Follow the instructions for each of the activities below. Write your answers in the spaces provided. Be prepared to share your answers with the in-service group.

 *Notes*

Use Chapter or Section Headings

If you were planning to teach Alma 43–62 in one or two class periods, which chapters or verses would you emphasize and which would you summarize? Using the chapter headings, write brief summaries for the chapters and verses you chose not to emphasize.

Use CES-Prepared Curriculum Materials

Preview one of the scripture blocks you will be teaching in the near future. Determine which chapters or verses you will emphasize and which you will summarize. Look in the seminary student study guide and review the italicized paragraphs for this block of scripture. Determine how you might use this information to summarize the chapters and verses you chose not to emphasize.

Generate Summary Statements

While preparing to teach the book of Enos, you decide to have your students summarize the book in ten words or less, then in eight words or less, and finally in six words or less. You decide to practice the activity prior to class. List your summaries in the spaces provided below:

1. Ten words or less:

2. Eight words or less:

3. Six words or less:

28 “LIKEN” THE SCRIPTURES

Principles to Emphasize

Understand How Principles and Doctrines Apply, and Use Them

“To liken the scriptures means to understand how the principles and doctrines apply to one’s own life and to use them to become more like the Savior” (*Teaching the Gospel: A Handbook*, 33–34).

The Spirit Is Essential in Helping Students “Liken” the Scriptures to Themselves

“Ultimately, likening the scriptures happens when the Spirit helps the student see the importance of a principle and how it could be a blessing to him or her personally” (*Teaching the Gospel: A Handbook*, 34).

Note: Before we can liken a scripture to ourselves, we need to try to understand what that scripture is teaching. You may want to review with teachers the principle of searching, analyzing, and applying from lesson 18, “Decide the *How*,” before teaching the “likened” skill in this lesson.

Suggested Training Activities: Understand How Principles and Doctrines Apply, and Use Them

(40 minutes)

Handbook

Invite teachers to read the first two sentences of the section entitled “Liken’ the Scriptures” (handbook, 33–34). Ask: What are the two aspects of likening the scriptures to ourselves?

Scripture Activity

Read together 3 Nephi 15:1. Ask teachers:

- What must those who hear the words of the Lord do to be raised up “at the last day”?
- How does this relate to the two aspects of likening the scriptures that were discussed in the previous activity?

Handbook

Invite teachers to read the paragraph entitled “The intent of the inspired writer” (handbook, 22). Ask:

- What two questions did President Ezra Taft Benson encourage students to ask themselves while reading the scriptures?
- How could these questions help students liken the scriptures to themselves?

Scripture Activity

Direct teachers to a small scripture block. Invite them to ask themselves the two questions mentioned by President Ezra Taft Benson (handbook, 22) and consider how they might liken this scripture block to themselves. Have teachers share their insights with the in-service group. Suggest to teachers that they invite their students to ask themselves these two questions as they study the scriptures.

Handbook



Invite teachers to read the section entitled “Liken’ the Scriptures” (handbook, 33–34). Ask: How can you encourage your students to liken the scriptures to themselves? (see handbook, 34).

As teachers answer the previous question, list on the board the six ways to encourage students to liken

the scriptures to themselves (see the bulleted paragraphs in the handbook). Ask teachers:

- When have you experienced (as a teacher or as a student) the effective use of any of these six approaches to likening the scriptures to your life?
- What are some other ways to encourage students to liken the scriptures to themselves?

List teachers’ suggestions on the board. Then ask: How can each of these approaches help students remember the words of God and do them?

Video

Show presentation 29, “Liken’ the Scriptures” (8:48). Ask teachers to look for how Sister Christensen uses the original six approaches listed on the board to help her students liken the scriptures to themselves. Following the video, invite teachers to share their observations with the in-service group.

Scripture Activity

Direct teachers to the same small scripture block used in the previous scripture activity. Invite teachers to select one of the approaches listed on the board and prepare to demonstrate for the in-service group how they would use that approach to teach the assigned scripture block. Invite a few teachers to demonstrate what they prepared.



Quotation

Read together from handout 28 the following statement by Elder Neal A. Maxwell of the Quorum of the Twelve Apostles.

May We Liken the Scriptures to Ourselves

“May we then do . . . what Nephi did when studying the scriptures, namely, to ‘liken all scriptures’ unto ourselves (1 Nephi 19:23). This is something that doesn’t happen often enough in the Church. We read the scriptures, but often we do not ‘liken’ them” (*Jesus, the Perfect Mentor* [CES fireside for young adults, 6 Feb. 2000], 1).

Bear testimony of the importance of encouraging students to liken the scriptures to themselves.



Application

Invite teachers to use in an upcoming lesson one of the approaches of encouraging students to liken the scriptures to themselves. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

Suggested Training Activities: The Spirit Is Essential in Helping Students “Liken” the Scriptures to Themselves

(10 minutes)



Handbook

Have teachers review the first paragraph of the section entitled “Liken’ the Scriptures” (handbook, 33–34). Ask:

- How does the Spirit help us liken the scriptures to ourselves?
- Why do you think this is ultimately a function of the Holy Ghost? (see handbook, 34).
- What is the role of a teacher in helping students liken the scriptures to themselves?
- Why do you think it is important to encourage students to liken the scriptures to themselves?



Quotation

Read together the first statement from handout 28 by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles.

Scripture Reading Helps Us Receive Revelation

“The idea that scripture reading can lead to inspiration and revelation opens the door to the truth that a scripture is not limited to what it meant when it was written but may also include what that scripture means to a reader today. Even more, scripture reading may also lead to current revelation on whatever else the Lord wishes to communicate to the reader at that time. We do not

overstate the point when we say that the scriptures can be a Urim and Thummim to assist each of us to receive personal revelation.

“Because we believe that scripture reading can help us receive revelation, we are encouraged to read the scriptures again and again. By this means, we obtain access to what our Heavenly Father would have us know and do in our personal lives today. That is one reason Latter-day Saints believe in *daily* scripture study” (“Scripture Reading and Revelation,” *Ensign*, Jan. 1995, 8).

Ask teachers:

- How can scripture reading “lead to current revelation”?
- How can daily scripture study help us liken the scriptures to ourselves?



Quotation

Read together the following statement from handout 28 by Elder Richard G. Scott of the Quorum of the Twelve Apostles.

The Lord Personalizes Our Understanding of Truth

“To me, the word *edified* means that the Lord will personalize our understanding of truth to meet our individual needs and as we strive for that guidance” (*Helping Others to Be Spiritually Led* [address to religious educators at a symposium on the Doctrine and Covenants and Church history, Brigham Young University, 11 Aug. 1998], 12).

Ask teachers to think of times the Lord personalized their understanding of truth to meet their individual needs.



Quotation

Read together the second statement from handout 28 by Elder Dallin H. Oaks.

Specific Applications Are the Responsibility of Individuals

“Teachers who are commanded to teach ‘the principles of [the] gospel’ and ‘the doctrine of the kingdom’ (D&C 88:77) should generally forgo teaching specific rules or applications. For example, they would not teach any rules for determining what is a full tithing, and they would not provide a list of *do*’s and *don*’ts for keeping the Sabbath day holy. Once a teacher has taught the doctrine and the associated principles from the scriptures and the living prophets, such specific applications or rules are generally the responsibility of individuals and families.

“Well-taught doctrines and principles have a more powerful influence on behavior than rules. When we teach

gospel doctrine and principles, we can qualify for the witness and guidance of the Spirit to reinforce our teaching, and we enlist the faith of our students in seeking the guidance of that same Spirit in applying those teachings in their personal lives” (in Conference Report, Oct. 1999, 102; or *Ensign*, Nov. 1999, 79–80).

Bear testimony of the Spirit’s role in helping students liken the scriptures to themselves.

 **Application**

Invite teachers to write their answer to the following question:



As I teach, how can I encourage students to liken the scriptures to “help students learn how to read and study the scriptures for themselves so that the students can feel the Spirit teaching them the important truths of the gospel”? (*Teaching the Gospel: A Handbook*, 32).

Invite teachers to encourage their students to liken the scriptures to themselves in an upcoming lesson. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

May We Liken the Scriptures to Ourselves

 Notes

Elder Neal A. Maxwell of the Quorum of the Twelve Apostles said:

“May we then do . . . what Nephi did when studying the scriptures, namely, to ‘liken all scriptures’ unto ourselves (1 Nephi 19:23). This is something that doesn’t happen often enough in the Church. We read the scriptures, but often we do not ‘liken’ them” (*Jesus, the Perfect Mentor* [CES fireside for young adults, 6 Feb. 2000], 1).

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Elder Dallin H. Oaks of the Quorum of the Twelve Apostles said:

“The idea that scripture reading can lead to inspiration and revelation opens the door to the truth that a scripture is not limited to what it meant when it was written but may also include what that scripture means to a reader today. Even more, scripture reading may also lead to current revelation on whatever else the Lord wishes to communicate to the reader at that time. We do not overstate the point when we say that the scriptures can be a Urim and Thummim to assist each of us to receive personal revelation.

“Because we believe that scripture reading can help us receive revelation, we are encouraged to read the scriptures again and again. By this means, we obtain access to what our Heavenly Father would have us know and do in our personal lives today. That is one reason Latter-day Saints believe in *daily* scripture study” (“Scripture Reading and Revelation,” *Ensign*, Jan. 1995, 8).

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Elder Dallin H. Oaks said:

“Teachers who are commanded to teach ‘the principles of [the] gospel’ and ‘the doctrine of the kingdom’ (D&C 88:77) should generally forgo teaching specific rules or applications. For example, they would not teach any rules for determining what is a full tithing, and they would not provide a list of *do*’s and *don*’ts for keeping the Sabbath day holy. Once a teacher has taught the doctrine and the associated principles from the scriptures and the living prophets, such specific applications or rules are generally the responsibility of individuals and families.

“Well-taught doctrines and principles have a more powerful influence on behavior than rules. When we teach gospel doctrine and principles, we can qualify for the witness and guidance of the Spirit to reinforce our teaching, and we enlist the faith of our students in seeking the guidance of that same Spirit in applying those teachings in their personal lives” (in Conference Report, Oct. 1999, 102; or *Ensign*, Nov. 1999, 79–80).

29 DEVELOP SCRIPTURE MASTERY

Principle to Emphasize

“Scripture mastery means being able to find certain basic scripture verses, to understand what they mean, and to apply them in daily life” (*Teaching the Gospel: A Handbook*, 35).

Suggested Training Activities

(50 minutes)

Handbook

Have teachers carefully read the first paragraph of the section entitled “Develop Scripture Mastery” (handbook, 34–35). Ask:

- What is the purpose of scripture mastery? (see handbook, 35).
- Why is it so important that students be able to use the basic scriptures outside of class?
- How can you help your students learn the scripture mastery verses well enough to use them outside of class?

Quotation

Share the following statement by Bishop Henry B. Eyring, then a member of the Presiding Bishopric:

The Feelings Come Back

“One of my early memories is reading the scriptures in a school room. . . . One student, a different one each school day, read verses he or she had chosen from the Bible. . . . “So about every twenty-five school days, my turn came to choose the scripture. I always chose the same one [1 Corinthians 13:1–2], so my classmates must have known what was coming when it was my day. I don’t remember when I first heard the words; that is lost in the mists of childhood. But I can recite them to you now, and with them the feelings come back. It happened every time, and it still does” (“Come unto Christ,” in *Brigham Young University 1989–90 Devotional and Fireside Speeches* [1990], 37).

Ask teachers:

- What does Bishop Eyring’s experience teach us about remembering scripture passages?
- How does this relate to scripture mastery?

Scripture Activity

Share with teachers a scripture passage that has had an impact on your life. Explain to teachers that we remember scripture passages that have meaning for us and have had an impact on us. Read together Joseph Smith—History 1:11–12, 26. Ask teachers:

- Why did Joseph Smith remember James 1:5 years later?
- What scripture passages do you remember?
- Why do you remember these passages?
- As we strive to teach the scripture mastery verses, what will help students remember them?
- How does this apply to remembering other passages beyond the basic scripture mastery verses?

Handbook

Have teachers read the first and second numbered paragraphs in the section entitled “Develop Scripture Mastery” (handbook, 35). Ask:

- What are three of the elements that indicate a student has “mastered” a scripture? (see handbook, 35).
- What is the key to helping students master these scriptures? (see handbook, 35).

Write the following chart on the board:

| Developing Scripture Mastery | | |
|------------------------------|------------------------------------|-------------------------------|
| Ways to Help Students “Find” | Ways to Help Students “Understand” | Ways to Help Students “Apply” |
| | | |

Ask teachers:

- What are some ways we can help students practice *finding* scripture mastery verses? (see handbook, 35).
- What other ways have helped your students?
- What are some ways we can help students *understand* the meaning of scripture mastery verses?
- What are some ways we can help students *apply* scripture mastery verses to their lives? (see handbook, 35).

List teachers’ answers on the board in the appropriate columns. Explain to teachers that many scripture mastery activities focus only on *finding* the scripture verses. Explain that teachers should also help students *understand* the meaning of the verses and encourage students to *apply* the verses to their lives.

Video

Show presentation 30, “Develop Scripture Mastery” (4:20). In this presentation, Sister Harris helps students become familiar with the basic scripture mastery passages. Invite teachers to look for how Sister Harris helps students find, understand, and apply the passages.

Group Work

Separate teachers into small groups of four or fewer. Assign each group a scripture mastery passage from this year’s curriculum. Have the groups demonstrate for the in-service group (1) a way to help students find the passage, (2) a way to help students understand the meaning of the passage, and (3) a way to help students apply the passage to their lives.

Share your feelings about the importance of helping students find, understand, and apply the scripture mastery verses so the verses will have meaning for them and they will remember these scriptures throughout their lives.

Handbook

Have teachers read the third and fourth numbered paragraphs in the section entitled “Develop Scripture Mastery” (handbook, 35). Ask:

- What is the value of scripture memorization? (see handbook, 35).
- What are the dangers of using competition to develop scripture mastery? (see handbook, 35).
- What are some noncompetitive ways to develop scripture mastery? (see handbook, 35).

Application

Invite teachers to write their answer to the following question:



As I teach, how can I use scripture mastery to “help students learn how to read and study the scriptures for themselves so that the students can feel the Spirit teaching them the important truths of the gospel”?
(Teaching the Gospel: A Handbook, 32).

Encourage teachers to not only help students find scripture mastery passages, but also help them in an upcoming lesson to understand the meaning of the passages and apply them to their lives. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

GOSPEL TEACHING: SKILLS FOR EFFECTIVE TEACHING

SCRIPTURE STUDY AND TEACHING
TEACHER PRESENTATION OR INSTRUCTION
QUESTIONS AND CLASS DISCUSSION
VISUAL, AUDIO, AND OTHER TEACHING RESOURCES
WRITING EXERCISES AND GROUP WORK



30 TEACHER PRESENTATION OR INSTRUCTION

Principles to Emphasize

Teacher Presentation Is a Primary Activity

Teacher presentation “is one of the primary activities of teachers as they direct the learning process” (*Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 35).

True Stories Enhance Scripture Teaching

True stories from the scriptures and from Church history illustrate how obedience or disobedience to gospel principles has affected people’s lives. “Retelling these stories can be one of the most inspiring things teachers can do for their students” (*Teaching the Gospel: A Handbook*, 36).

Plan Teacher Presentation

Teacher presentation requires careful planning and preparation to decide “how to begin and how to develop the presentation in a logical fashion” (*Teaching the Gospel: A Handbook*, 36). During this preparation, a teacher needs to consider how the presentation will affect learner readiness, participation, and application.

Combine Teacher Presentation with Other Methods

Teacher presentation is effective when it is “part of an overall lesson plan that incorporates other methods and approaches” (*Teaching the Gospel: A Handbook*, 37).

Use Variety in the Presentation

Teacher presentation is enhanced by varying voice inflection, tone, and volume; movement; and the types of materials presented (see *Teaching the Gospel: A Handbook*, 37).

Suggested Training Activities: Teacher Presentation Is a Primary Activity

(8 minutes)

Handbook

Have teachers carefully read the first three paragraphs of the section entitled “Teacher Presentation or Instruction” (handbook, 35–36).

Ask:

- What is “teacher presentation or instruction”?
- Why do you think teacher presentation is one of the primary activities of teachers?
- Why do people sometimes talk about teacher presentation as if it were an undesirable method?

- When have you seen teacher presentation used effectively?
- What reduces the effectiveness of teacher presentation?
- How can you recognize when you are overusing teacher presentation?
- What are some major functions of teacher presentation or instruction?

Suggested Training Activities: True Stories Enhance Scripture Teaching

(23 minutes)

Quotation

Invite teachers to read the statement from handout 29 by Elder Bruce R. McConkie of the Quorum of the Twelve Apostles.

The Purpose of Faith-Promoting Stories

“I think the proper course for us to pursue is to turn to the holy scriptures and learn what the Lord has done for the people of his church in days of old. The more we know about the way an unchangeable God has operated in days past, the greater surety we will have that he will repeat himself in days present.

“The faith-promoting stories in the scriptures will accomplish their purpose if we let them, and that purpose is to create faith in our hearts so that we will trust in the same Lord who blessed our forbears and thereby inherit the same blessings that he poured out upon them. . . .

“Having so studied and having thereby gained faith like the ancients, we also shall enjoy what they enjoyed. Pure religion and undefiled will dwell in our hearts, as it did in theirs, and we for our day will be able to testify of the goodness of God to us as they testified of that same goodness to them” (“The How and Why of Faith-Promoting Stories,” *New Era*, July 1978, 5).

Ask teachers: What is the purpose of faith-promoting stories?

Handbook

Invite teachers to carefully read the section entitled “Use True Stories” (handbook, 36). Ask:

- In religious education, why are true stories so valuable?
- How can true stories affect students?

- What source did Elder Bruce R. McConkie identify as a “treasury of inspiring and faith-promoting stories”? (see handbook, 36).
- What did Elder McConkie suggest is the “perfect pattern in presenting faith-promoting stories”? (see handbook, 36).
- How can you help your students understand the value of true stories?

Writing Exercise

Distribute to teachers copies of recent general conference issues of the *Ensign* (if available). Show them the “stories” entry in the subject index near the back of the issue. (Since May 1994 the general conference issues of the *Ensign* have included a “stories” entry in the subject index.)

Invite teachers to:

- Review a scripture block they will be teaching in the coming week, and identify one of the principles it teaches.
- Identify stories that might be used to illustrate that principle (from the “stories” entry in the *Ensign* or from other sources).
- Write down the scripture reference, a principle it teaches, and ideas for stories to use in teaching the scripture block.

Invite teachers to share what they wrote with the in-service group.

Quotation

Invite teachers to read the statement from handout 29 by Elder Boyd K. Packer of the Quorum of the Twelve Apostles. Ask teachers to look for a word or phrase that stands out for them.

Do Not Embellish, Extend, or Decorate Stories

“As useful as stories are, I have always been scrupulously careful in telling stories not to give the impression that a fictitious story is true or that I participated in an incident when I did not. I know there are those who will want to make the stories appear to be part of their own experience. Personally, I feel that is dishonest. I would not do it, nor would I recommend it to anyone else. If I ever tell a story in my teaching and indicate that it is from my own experience, it did happen to me or I would never identify it that way. Nor should you feel it necessary to embellish or extend or decorate a story. If it won’t stand on its own to illustrate the point, then don’t use it” (*Teach Ye Diligently* [1975], 242).

Ask teachers: What word or phrase from Elder Packer’s counsel stood out for you? Why?

Suggested Training Activities: Plan Teacher Presentation

(8 minutes)

Object Lesson

Bring a blueprint or house plan to the in-service meeting and display it for teachers. Ask:

- What problems could arise if you tried to construct a building without a complete set of blueprints?
- What should be included in a complete set of blueprints?
- How does a blueprint compare to a plan for a teacher presentation?
- From your experience, what problems can arise if a teacher gives a presentation without first planning it?

Handbook

Invite teachers to read the section entitled “Plan the Presentation or Instruction Portion of the Lesson” (handbook, 36). Have them look for what teachers need to consider when planning a presentation. Ask:

- What should teachers consider when planning a presentation?
- How can careful planning help ensure that a presentation is not a passive experience for students?

Suggested Training Activities: Combine Teacher Presentation with Other Methods

(8 minutes)

Object Lesson

Bring a plain string and a string of pearls (or beads) to the in-service meeting. Display both items for teachers. Ask:

- How attractive is the plain string compared to the string of pearls (or beads)?
- What is the comparative value of each?
- How would you feel about presenting the plain string as a gift to someone you care about?
- What difference would it make if you presented the string of pearls to your friend?

Invite teachers to read the section entitled “Combine Teacher Presentation with Other Methods” (handbook, 37). Ask them to look for what the pearls and the string in the metaphor represent. Ask teachers:

- How valuable is a lesson that has only the “string” of the teacher talking and the students listening?
- What is it like to be a student in a learning experience that consists mostly of teacher presentation?
- How does the metaphor of the pearls remind us to use teacher presentation wisely?
- How can teacher presentation be used to “string or hold together” other teaching methods?

Suggested Training Activities: Use Variety in the Presentation

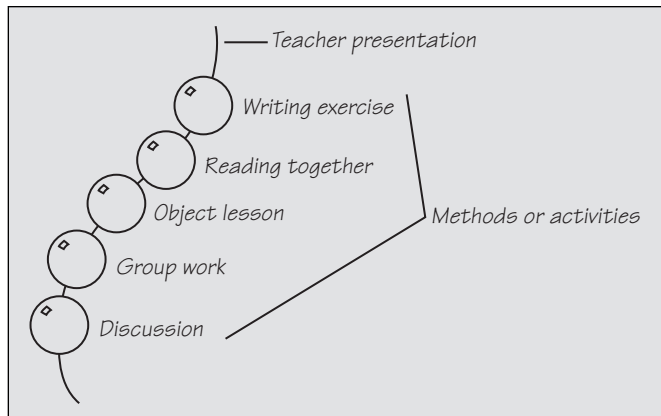
(8 minutes)

Handbook

Invite teachers to read the section entitled “Use Variety in the Presentation” (handbook, 37). Have them look for ways to introduce variety into teacher presentation. Ask: What are some ways to introduce variety into teacher presentation?

Discussion

Draw a string of pearls on the board. Ask teachers to review today’s in-service lesson and identify which parts of the lesson were the “string” (teacher presentation) and which parts were the “pearls” (methods or activities). Label the drawing on the board using the teachers’ answers. The labeled drawing should look similar to the one below.



Ask teachers: How was variety introduced into today’s in-service lesson?

Writing Exercise

Distribute handout 30 to teachers and invite them to complete it prior to the next in-service meeting. The handout asks teachers to review the Sermon on the Mount (Matthew 5–7) and give examples of how the Lord performed the major functions of teacher presentation in that sermon. At the next in-service meeting, invite teachers to share their findings with the group.

The Purpose of Faith-Promoting Stories

 *Notes*

Elder Bruce R. McConkie of the Quorum of the Twelve Apostles said:

“I think the proper course for us to pursue is to turn to the holy scriptures and learn what the Lord has done for the people of his church in days of old. The more we know about the way an unchangeable God has operated in days past, the greater surety we will have that he will repeat himself in days present.

“The faith-promoting stories in the scriptures will accomplish their purpose if we let them, and that purpose is to create faith in our hearts so that we will trust in the same Lord who blessed our forbears and thereby inherit the same blessings that he poured out upon them. . . .

“Having so studied and having thereby gained faith like the ancients, we also shall enjoy what they enjoyed. Pure religion and undefiled will dwell in our hearts, as it did in theirs, and we for our day will be able to testify of the goodness of God to us as they testified of that same goodness to them” (“The How and Why of Faith-Promoting Stories,” *New Era*, July 1978, 5).

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Elder Boyd K. Packer of the Quorum of the Twelve Apostles said:

“As useful as stories are, I have always been scrupulously careful in telling stories not to give the impression that a fictitious story is true or that I participated in an incident when I did not. I know there are those who will want to make the stories appear to be part of their own experience. Personally, I feel that is dishonest. I would not do it, nor would I recommend it to anyone else. If I ever tell a story in my teaching and indicate that it is from my own experience, it did happen to me or I would never identify it that way. Nor should you feel it necessary to embellish or extend or decorate a story. If it won’t stand on its own to illustrate the point, then don’t use it” (*Teach Ye Diligently* [1975], 242).

Instructions

Review the Sermon on the Mount in Matthew 5–7. Identify how the Savior performed the major functions of teacher presentation (see *Teaching the Gospel: A Handbook*, 36) by listing at least one example from the Sermon on the Mount for each function. Be prepared to share your findings with the in-service group.

 *Notes*

| Major Functions of Teacher Presentation | How the Savior Performed This Function in the Sermon on the Mount |
|--|---|
| Imparting information | |
| Illustrating | |
| Clarifying or explaining a doctrine or principle | |
| Telling a story | |
| Summarizing or drawing a conclusion | |
| Making transitions between various parts of the lesson | |
| Bearing testimony | |

GOSPEL TEACHING: SKILLS FOR EFFECTIVE TEACHING

SCRIPTURE STUDY AND TEACHING
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VISUAL, AUDIO, AND OTHER TEACHING RESOURCES
WRITING EXERCISES AND GROUP WORK



31 ASK QUESTIONS THAT HELP STUDENTS SEARCH, ANALYZE, AND APPLY

Principles to Emphasize

Ask Questions That Help Students Search, Analyze, and Apply

Questions are more likely to stimulate thinking and encourage student response when they: (1) lead students to search for information, (2) help them analyze what they are studying, and (3) help them apply what they have learned to their own lives (see *Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 37–38).

Avoid Controversial or Sensational Questions

Controversial or sensational questions “may frustrate the students and create contention in the class, which grieves the Spirit (see 3 Nephi 11:29)” (*Teaching the Gospel: A Handbook*, 38).

Suggested Training Activities: Ask Questions That Help Students Search, Analyze, and Apply

(40 minutes)

Quotation

Distribute copies of handout 31 to teachers, and read together the statement by Elder Boyd K. Packer of the Quorum of the Twelve Apostles.

Know How to Ask and Respond to Questions

“How easy it is for a teacher to respond quickly to simple questions, to close a conversation that might have ignited a sparkling and lively class discussion. . . . Few things are so agonizing for a new teacher as to want to start a discussion and then have everyone remain silent. The use of discussion, simple question and answer, is one of the basic, useful, and important teaching processes. It often does not go well simply because the teacher does not know how to ask questions or how to respond (or how not to respond) to those that are asked by the class” (*Teach Ye Diligently* [1975], 55–56).

Ask teachers:

- According to Elder Packer, why do class discussions often not go well?
- Why do you think teachers have a tendency to “respond quickly” and “close a conversation”?

- If a teacher does not know how to ask questions or how to respond, what impact can that have on the students’ learning experience?
- How could better questions and responses from the teacher affect the teaching experience? the learning experience?

Handbook

Explain to teachers that during this training session they will be learning about three types of questions that can lead students to do three things. Write the heading “Effective Questions Lead Students To:” on the board.

Invite teachers to carefully read the paragraph entitled “Ask questions that stimulate thinking and encourage student response” (handbook, 37). Ask teachers:

- According to the handbook, what three things can stimulating questions lead students to do?
- How do you think learning is affected by each of these three types of questions?

As teachers discuss their answers, write the following headings in three columns beneath the heading already on the board: “Search for information,” “Analyze what they are studying,” and “Apply the lesson in their lives.”

Handbook

Invite teachers to read the first three bulleted paragraphs of the section entitled “Ask questions that stimulate thinking and encourage student response” (handbook, 37–38). Have them look for guidelines in creating the three types of questions. Explain that the first bulleted paragraph is about *search* questions, the second about *analysis* questions, and the third about *application* questions.

Ask teachers:

- What words or phrases do these three types of questions often begin with?
- Why is it important for questions that help students analyze the meaning of what they are studying or apply what they have learned to have more than one possible answer?

Replace the heading “Effective Questions Lead Students To:” with the heading “When Asking Questions That Lead Students To.” Ask teachers to generate from their reading a list of the guidelines for creating each of the three types of questions. List their findings in the appropriate columns on the board. The completed chart should look similar to the following. (Leave the chart on the board during the rest of the training activities in this lesson.)

| When Asking Questions That Lead Students To: | | |
|--|--|---|
| Search for information | Analyze what they are studying | Apply the lesson in their lives |
| Avoid questions with “yes” or “no” answers and other obvious answers. | | |
| Invite students to search the scriptures using the scripture study aids, such as the footnotes or the Topical Guide, to find the answer. | Encourage students to think about the meaning of what they are studying. | Encourage students to apply what they have learned from the verses. |
| | Allow for more than one possible answer. | |
| Begin questions with words such as <i>who, what, when, how, where, and why.</i> | Begin questions with phrases like “Why do you think,” “How is it that,” or “What do you think this means?” | Begin questions with phrases like “Why should,” “What difference would it make if,” “What did you learn from,” or “When have you felt.” |

Ask teachers:

- Why should you usually avoid questions that require only “yes” or “no” answers when you are asking questions to begin a discussion?
- Why can asking “yes” and “no” questions be effective when you want to help students make an internal commitment to apply a principle?

 **Writing Exercise**

Distribute handout 32 to teachers. Have them compare the list on the handout to the list on the board. Ask the teachers to follow the instructions on the handout and label the questions listed according to the three categories in the chart. After they have finished, review and discuss teachers’ answers from the handout.

 **Video**

Show segment 1 of presentation 31, “Questions and Class Discussion” (3:10). This segment shows Sister Adair writing and rewriting questions that help students search for information in Doctrine and Covenants 1. Pause after the video segment and review with teachers what they learned from the presentation.

 **Writing Exercise**

Distribute copies of handout 33 to teachers. Invite them to rewrite the questions under the heading “Search Questions.” After they have finished, have a few teachers share their rewritten questions with the in-service group. Ask teachers to check their rewritten questions to see if they meet the guidelines listed on the board (and on the chart on handout 32). Invite them to rewrite any questions that do not meet the guidelines.

 **Video**

Show segment 2 of presentation 31, “Questions and Class Discussion” (4:11). This segment shows Brother Sackett asking

questions that help students analyze what is being studied in Doctrine and Covenants 1. During the video presentation, teachers will be asked to distinguish between questions that help students search for information and those that help students analyze what they are studying.

Pause after the video segment and review with teachers what they learned from the presentation. Ask: Why do you think it is important to ask *search* questions before asking *analysis* questions?

 **Writing Exercise**

Invite teachers to rewrite the questions provided on handout 33 under the heading “Analysis Questions.” After they have finished, have a few teachers share their rewritten questions with the in-service group. Ask teachers to check their rewritten questions to see if they meet the guidelines listed on the board (and on the chart on handout 32). Invite them to rewrite any questions that do not meet the guidelines.

 **Quotation**

Read together the following statement from handout 31 by Elder Henry B. Eyring of the Quorum of the Twelve Apostles.

Questions Should Invite Inspiration

“To ask and to answer questions is at the heart of all learning and all teaching. The Master asked, answered, and sometimes chose not to answer questions in his ministry. . . .

“ . . . Some questions invite inspiration. Great teachers ask those. That may take just a small change of words, an inflection in the voice. Here is a question that might not invite inspiration: ‘How is a true prophet recognized?’ That question invites an answer which is a list, drawn from memory of the scriptures and the words of living prophets. . . .

“But we could also ask the question this way, with just a small difference: ‘When have you felt that you were in the presence of a prophet?’ That will invite individuals to search their memories for feelings. After asking, we might wisely wait for a moment before calling on someone to respond. Even those who do not speak will be thinking of spiritual experiences. That will invite the Holy Ghost” (*The Lord Will Multiply the Harvest* [address to religious educators, 6 Feb. 1998], 5–6).

Ask teachers:

- According to Elder Eyring, what should good questions invite students to do?
- How might a question like “When have you felt that you were in the presence of a prophet?” help students apply what they are learning in their lives?

Add the phrase “When have you felt” to the third column of the chart on the board (as on handout 32). Point out the importance of this phrase in helping students apply what they are learning to their lives.

Video

Show segment 3 of presentation 31, “Questions and Class Discussion” (3:20). This segment shows Brother Sackett and Sister Adair asking questions that help students apply to their lives what they are learning in Doctrine and Covenants 1. During the video presentation, teachers will be asked to distinguish between the three types of questions. Pause after the video segment and review with teachers what they learned from the presentation.

Writing Exercise

Invite teachers to rewrite the questions provided on handout 33 under the heading “Application Questions.” After they have finished, have a few teachers share their rewritten questions with the in-service group. Ask teachers to check their rewritten questions to see if they meet the guidelines listed on the board (and on the chart on handout 32). Invite them to rewrite any questions that do not meet the guidelines.

Writing Exercise

Distribute copies of handout 34 to teachers and review the example questions in the video segments of presentation 31, “Questions and Class Discussion.” Invite teachers to read Doctrine and Covenants 3:1–4 or another block of scripture and, using handout 34, prepare their own questions that will lead students to search for information in the scripture block, analyze the meaning of what they are studying, and apply these verses in their lives.

Suggested Training Activities: Avoid Controversial or Sensational Questions

(10 minutes)

Handbook

Invite teachers to read the third bulleted paragraph on page 38 of the handbook. Ask: What problems may arise from using controversial questions to stimulate a discussion?

Quotation

Read together the following statement from handout 31 by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles.

Avoid Debate or Adversarial Discussion

“The Lord’s prescribed methods of acquiring sacred knowledge are very different from the methods used by those who acquire learning exclusively by study. For example, a frequent technique of scholarship is debate or adversarial discussion, a method with which I have had considerable personal experience. But the Lord has instructed us in ancient and modern scriptures that we should not contend over the points of his doctrine (see 3 Nephi 11:28–30; D&C 10:63). Those who teach the gospel are instructed not to preach with ‘wrath’ or ‘strife’ (D&C 60:14; see also 2 Timothy 2:23–25), but in ‘mildness and in meekness’ (D&C 38:41), ‘reviling not against revilers’ (D&C 19:30). Similarly, techniques devised for adversary debate or to search out differences and work out compromises are not effective in acquiring gospel knowledge” (in Conference Report, Apr. 1989, 37; or *Ensign*, May 1989, 29).

Ask teachers:

- What discussion methods or techniques does Elder Oaks identify as ineffective in acquiring gospel knowledge?
- Why do you think these techniques are not effective in helping a person acquire gospel knowledge?
- What effect might these techniques have on the learner?
- How can CES teachers avoid such controversial or sensational methods or techniques?

Know How to Ask and Respond to Questions

 Notes

Elder Boyd K. Packer of the Quorum of the Twelve Apostles said:

“How easy it is for a teacher to respond quickly to simple questions, to close a conversation that might have ignited a sparkling and lively class discussion. . . . Few things are so agonizing for a new teacher as to want to start a discussion and then have everyone remain silent. The use of discussion, simple question and answer, is one of the basic, useful, and important teaching processes. It often does not go well simply because the teacher does not know how to ask questions or how to respond (or how not to respond) to those that are asked by the class” (*Teach Ye Diligently* [1975], 55–56).

Questions Should Invite Inspiration

Elder Henry B. Eyring of the Quorum of the Twelve Apostles said:

“To ask and to answer questions is at the heart of all learning and all teaching. The Master asked, answered, and sometimes chose not to answer questions in his ministry. . . .

“ . . . Some questions invite inspiration. Great teachers ask those. That may take just a small change of words, an inflection in the voice. Here is a question that might not invite inspiration: ‘How is a true prophet recognized?’ That question invites an answer which is a list, drawn from memory of the scriptures and the words of living prophets. . . .

“But we could also ask the question this way, with just a small difference: ‘When have you felt that you were in the presence of a prophet?’ That will invite individuals to search their memories for feelings. After asking, we might wisely wait for a moment before calling on someone to respond. Even those who do not speak will be thinking of spiritual experiences. That will invite the Holy Ghost” (*The Lord Will Multiply the Harvest* [address to religious educators, 6 Feb. 1998], 5–6).

Avoid Debate or Adversarial Discussion

Elder Dallin H. Oaks of the Quorum of the Twelve Apostles said:

“The Lord’s prescribed methods of acquiring sacred knowledge are very different from the methods used by those who acquire learning exclusively by study. For example, a frequent technique of scholarship is debate or adversarial discussion, a method with which I have had considerable personal experience. But the Lord has instructed us in ancient and modern scriptures that we should not contend over the points of his doctrine (see 3 Nephi 11:28–30; D&C 10:63). Those who teach the gospel are instructed not to preach with ‘wrath’ or ‘strife’ (D&C 60:14; see also 2 Timothy 2:23–25), but in ‘mildness and in meekness’ (D&C 38:41), ‘reviling not against revilers’ (D&C 19:30). Similarly, techniques devised for adversary debate or to search out differences and work out compromises are not effective in acquiring gospel knowledge” (in Conference Report, Apr. 1989, 37; or *Ensign*, May 1989, 29).

Instructions

Compare the chart below to the one prepared on the board during the discussion. Consider the guidelines in the chart as you do the following activity. The questions listed below are examples of those a teacher might ask students when teaching Daniel 1–3; 5–7. Each question belongs in one of the three categories outlined in the handbook: questions that lead students to search for information, those that lead students to analyze what they are studying, or those that help students apply the lesson in their lives. Put each question in one of the three categories by labeling *search* questions with an *S*, *analysis* questions with *An*, and *application* questions with *Ap*.

 *Notes*

| When Asking Questions That Lead Students To: | | |
|--|--|---|
| Search for information | Analyze what they are studying | Apply the lesson in their lives |
| Avoid questions with “yes” or “no” answers and other obvious answers. | | |
| Invite students to search the scriptures using the scripture study aids, such as the footnotes or the Topical Guide, to find the answer. | Encourage students to think about the meaning of what they are studying. | Encourage students to apply what they have learned from the verses. |
| | Allow for more than one possible answer. | |
| Begin questions with words such as <i>who</i> , <i>what</i> , <i>when</i> , <i>how</i> , <i>where</i> , and <i>why</i> . | Begin questions with phrases like “Why do you think,” “How is it that,” or “What do you think this means?” | Begin questions with phrases like “Why should,” “What difference would it make if,” “What did you learn from,” or “When have you felt.” |

- ___ 1. What difference would it make in your life if you demonstrated faith like that of Daniel and his brethren?
- ___ 2. Why do you think Shadrach, Meshach, and Abed-nego were able to face the flames?
- ___ 3. According to Daniel 3:25, where was the Lord when Shadrach, Meshach, and Abed-nego were in their moment of danger?
- ___ 4. What difference would it make in your life if you were worthy of the Lord’s presence in your moments of greatest danger?
- ___ 5. Why did Daniel and his brethren refuse to eat the king’s food? (see Daniel 1).
- ___ 6. How is it that “the most mighty men” that were in Nebuchadnezzar’s army were slain (Daniel 3:20; see also v. 22), while Shadrach, Meshach, and Abed-nego “came forth of the midst of the fire”? (v. 26).
- ___ 7. Why should we refuse to partake of some things that the world proclaims are “good”?
- ___ 8. What were the Hebrew names of Shadrach, Meshach, and Abed-nego? (see Daniel 1:7).
- ___ 9. Why do you think God does not always preserve the righteous from harm or danger?
- ___ 10. In what areas of your life can you apply what you have learned from Daniel and his brethren?

HANDOUT 33

ASK QUESTIONS THAT HELP STUDENTS SEARCH, ANALYZE, AND APPLY

Search Questions

Rewrite the following questions so they lead students to search for information. Remember to follow the guidelines for search questions in the first column of the chart on the board and the chart on handout 32.

1. Were Nephi's parents "goodly"? (1 Nephi 1:1).

2. What did Nephi make? (see v. 2).

3. Did Nephi say the record is true? (see v. 3).

4. What did Lehi do "as he went forth"? (v. 5).

5. As Lehi prayed, what came forth? (see v. 6).

6. Where did Lehi go after he prayed? (see v. 7).

Analysis Questions

Rewrite the following questions so they lead students to analyze what they are studying. Remember to follow the guidelines for analysis questions in the second column of the chart on the board and the chart on handout 32.

1. Do you see how influential parents are in the way we are taught? (see 1 Nephi 1:1).

2. How important is our testimony as we share with others our own "proceedings"? (v. 1).

3. What is the one thing prophets always preach? (see v. 4).

4. What makes our prayers powerful? (see v. 5).

5. What is the thing that made Lehi "quake and tremble"? (v. 6).

Application Questions

Rewrite the following questions so they help students apply the lesson in their lives. Remember to follow the guidelines for application questions in the third column of the chart on the board and the chart on handout 32.

1. Can you see how important it is to follow your own "goodly parents"? (1 Nephi 1:1).

2. What is the most important thing we can do as we share our own "proceedings"? (v. 1).

3. Why should we repent? (see v. 4).

4. Do you know someone whose life has been influenced by praying "with all his heart"? (v. 5).

5. Is it important to pray? (see v. 5).

6. Can you see the difference it makes when we pray "with all [our] heart"? (v. 5).

HANDOUT 34

ASK QUESTIONS THAT HELP STUDENTS SEARCH, ANALYZE, AND APPLY

The video segments entitled “Questions and Class Discussion” demonstrate teachers asking effective search, analysis, and application questions. Below are some of their example questions.

| Search Questions → | Analysis Questions → | Application Questions |
|--|---|---|
| 1. Who is the voice of the Lord speaking to in D&C 1:1–2? | 1. How is it that the voice of the Lord is unto all people? (see D&C 1:2). | 1. What difference would it make if you were hearing the voice of the Lord in your life? When have you felt that you heard the voice of the Lord in your life? |
| 2. What does verse 3 say will happen to the rebellious? | 2. How is it that the iniquities of the rebellious are going to be “spoken upon the housetops”? (v. 3). | 2. What did you learn from these verses that you could apply in your life? |
| 3. How is the Lord going to get His warning to all people? (see v. 4). | 3. How is it that the “disciples, whom [the Lord has] chosen” are going to be able to tell everyone of His message? (v. 4). | 3. Why should hearing the voice of the Lord be a priority in your life? |

Instructions

Read Doctrine and Covenants 3:1–4 (or another block of scripture designated by the in-service leader). In the chart below, write three questions that will lead students to *search* for information in this block of scripture, three that will lead them to *analyze* what is being studied, and three that will help them *apply* these verses of scripture in their lives. Be sure to specify the verses that apply to each question.

| Search Questions → | Analysis Questions → | Application Questions |
|--------------------|----------------------|-----------------------|
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

32 PLANNING CLASS DISCUSSIONS

Principles to Emphasize

Good Questions and Effective Discussions Benefit Students

“Asking good questions and directing effective discussions are primary ways . . . [to] help students learn the value of personal inquiry” and encourage learner readiness, participation, and application (*Teaching the Gospel: A Handbook*, 37).

Plan the Discussion

Teachers need to carefully prepare and then conduct discussions under the influence of the Spirit so students can “begin to discover principles and concepts for themselves and then have the Spirit testify to them of their truthfulness” (*Teaching the Gospel: A Handbook*, 38).

Suggested Training Activities: Good Questions and Effective Discussions Benefit Students

(25 minutes)

Handbook

Invite teachers to carefully read the first paragraph of the section entitled “Questions and Class Discussion” (handbook, 37). Ask:

- When are people more likely to be edified? (see handbook, 37).
- In what ways do good questions and effective discussions benefit students? (see handbook, 37).
- How does a stimulating discussion encourage learner readiness, participation, and application?

Quotation

Read together the following statement by Elder Neal A. Maxwell of the Quorum of the Twelve Apostles.

The Master’s Inspired Questions

“Unlike some of our questions to others, Jesus’ questions were not flippant, nor were they mere rejoinders. Instead, they were true invitations, though only the meek may actually respond. Nevertheless, deep insights are imbedded in Christ’s questions! . . .

“Some of the Master’s queries require an entire shift in one’s frame of reference. Consider the question asked the brilliant, but as yet spiritually untamed, Saul on the road to Damascus: ‘Saul, Saul, why persecutest thou me?’ (Acts 9:4). An entire frame of reference was changed, including an inspired question.

“There are tactical advantages as well as spiritual advantages that can accompany inspired questions. In a modern metaphor that you’re familiar with, inspired questions put the ball on the other side of the net, leaving people free to respond without our being unduly pressing or aggressive. Others may not respond, of course. Nevertheless, the invitations are clearly there, for quality questions linger, especially if they are asked in love. . . .

“. . . Ironically, pointed questions can widen our perspectives. How long since you’ve asked such a question or been asked such a question?” (*Jesus, the Perfect Mentor* [CES fireside for young adults, 6 Feb. 2000], 1–2).

Scripture Activity

Read together Mark 8:27–31; 9:2 (see footnote 2*b*). Ask teachers:

- According to footnote *b* in Mark 9:2, what did Peter, James, and John do to find out more about what the Savior had taught them?
- In what ways did the Savior use questions and discussion in His teaching?
- How should the need for students to ask and search influence the way you teach?

Suggested Training Activities: Plan the Discussion

(25 minutes)

Handbook

Invite teachers to read the numbered paragraph entitled “Plan the discussion” (handbook, 38). Ask:

- What should a teacher consider when planning a discussion? (see handbook, 38).
- What is the “whole purpose of discussion”? (see handbook, 38).

Writing Exercise

Distribute copies of handout 35. Invite teachers to plan a discussion about Exodus 16:1–8 by completing the handout. Have them share their answers with the in-service group.

Application

Invite teachers to plan a discussion for an upcoming lesson using what they have learned. Have them share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

Instructions

 *Notes*

Imagine that while preparing to teach Exodus 16:1–8 you have chosen to lead a discussion. In planning the discussion, you remember that you need to: (1) consider the purpose of the discussion, (2) consider how the discussion will help students understand the principle or doctrine they need to learn, (3) generate a series of effective discussion questions that will lead to the purpose, and (4) consider how to respond if the discussion leads in an unwanted direction (see *Teaching the Gospel: A Handbook*, 38). Write your answers in the spaces provided below. Be prepared to share your answers with the in-service group.

1. *Purpose of the discussion.* Identify the purpose of a discussion about Exodus 16:1–8.

2. *Principle or doctrine.* Identify a principle or doctrine your students can learn from Exodus 16:1–8. Explain how this discussion will help students understand this principle or doctrine.

3. *Effective discussion questions.* Write a series of effective discussion questions that could help students search for information in Exodus 16:1–8, analyze the meaning of what is being studied, and apply it in their lives.

4. *Redirecting a discussion.* Identify some possible unwanted directions in which the discussion might go and how you would respond.

33 DIRECTING CLASS DISCUSSIONS

Principles to Emphasize

Follow the Lord’s Model

Teachers follow the Lord’s model when they direct a discussion so that students can draw nearer to Jesus Christ by seeking Him (see *Teaching the Gospel: A Handbook*, 38).

Direct Inspiring and Persuasive Discussions

Teachers are better able to direct inspiring and persuasive discussions when they call on students by name, give them time to think, listen to their answers, and acknowledge their responses in a positive manner (see *Teaching the Gospel: A Handbook*, 38–39).

Suggested Training Activities:

Follow the Lord’s Model

(10 minutes)

Handbook

Invite teachers to read the numbered paragraph entitled “Follow the Lord’s model” (handbook, 38). Ask:

- What should be the focus of our “seeking, asking, and knocking”?
- What do the verbs in Doctrine and Covenants 88:63 suggest about a student’s role in gospel learning?
- In what ways can following the Lord’s model strengthen students’ faith in and testimony of Jesus Christ?

Quotation

Read the following statement by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles.

Always Look to the Master

“Focusing on the needs of the students, a gospel teacher will never obscure their view of the Master by standing in the way or by shadowing the lesson with self-promotion or self-interest. This means that a gospel teacher must never indulge in priestcrafts, which are ‘that men preach and set themselves up for a light unto the world, that they may get gain and praise of the world’ (2 Nephi 26:29). A gospel teacher does not preach ‘to become popular’ (Alma 1:3) or ‘for the sake of riches and honor’ (Alma 1:16). He or she follows the marvelous Book of Mormon example in which

‘the preacher was no better than the hearer, neither was the teacher any better than the learner’ (Alma 1:26). Both will always look to the Master” (in Conference Report, Oct. 1999, 102; or *Ensign*, Nov. 1999, 79).

Ask teachers:

- How might a gospel teacher errantly “obscure [the students’] view of the Master”?
- What can a teacher do in directing a discussion so that both teacher and student “always look to the Master”?

Share your feelings about the importance of discussions that focus on the Master and the saving principles of the gospel of Jesus Christ.

Suggested Training Activities:

Direct Inspiring and Persuasive Discussions

(40 minutes)

Handbook

Explain that the handbook identifies some techniques for directing inspiring and persuasive discussions (paragraphs numbered 4–7, pp. 38–39). Invite teachers to scan these paragraphs and underline the four techniques described.

Invite teachers to carefully read the paragraph entitled “Call on students by name” and underline the key ideas for this technique. Ask:

- As you ask questions, when should you call on students by name? (see handbook, 38).
- How have you handled students who want to answer every question?
- How can a teacher invite responses from those who are less likely to participate? (see handbook, 38).

Invite teachers to read the paragraph entitled “Give students time to think” (handbook, 38) and underline the key ideas for this technique. Ask:

- Why is patience so important when waiting for a student response? (see handbook, 38).
- How can a teacher tell if a question is unclear? (see handbook, 38).
- If a question appears to be unclear, what should a teacher do? (see handbook, 38).

Invite teachers to read the paragraph entitled “Listen to the students’ answers” (handbook, 38–39) and underline the key ideas for this technique. Ask:

- How can teachers make sure they understand student responses? (see handbook, 38).
- How can teachers maintain full student participation after asking a question? (see handbook, 38).
- From your experience, why should a teacher remind students to listen when a class member is speaking?

Invite teachers to read the paragraph entitled “Acknowledge the response in a positive manner” (handbook, 39) and underline the key ideas for this technique. Ask:

- How does positive acknowledgment of responses promote discussion?
- Why is it important for students to be able to sense that a teacher’s response is sincere?
- How should teachers handle incorrect or inappropriate responses? (see handbook, 39).

Video

Show segment 4 of presentation 31, “Questions and Class Discussion” (3:37). This segment shows Sister Adair effectively directing a class discussion. Ask teachers to look for how Sister Adair follows the Lord’s model and uses the techniques that have been discussed. After showing the video, ask:

- How did Sister Adair follow the Lord’s model when she directed the discussion in such a way that students had an opportunity to draw nearer to Jesus Christ?
- How did Sister Adair use the techniques that were discussed in the training activities for this lesson?
- How did the use of these techniques influence the class discussion?

Application

Invite teachers to identify which of the techniques for directing inspiring discussions they would like to work on in the near future and to make a plan to do so. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

GOSPEL TEACHING: SKILLS FOR EFFECTIVE TEACHING

SCRIPTURE STUDY AND TEACHING
TEACHER PRESENTATION OR INSTRUCTION
QUESTIONS AND CLASS DISCUSSION
VISUAL, AUDIO, AND OTHER TEACHING RESOURCES
WRITING EXERCISES AND GROUP WORK



34 USING THE BOARD

Principles to Emphasize

Involve More than One of the Senses

“Numerous studies have shown that people learn best when more than one of the senses are utilized in their study experience.” These experiences often “create a readiness for the Spirit to fulfil his functions” (*Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 39).

Use the Board

The board is a primary teaching aid because it is simple to use and widely available (see *Teaching the Gospel: A Handbook*, 39).

Note: The following principle and its suggested training activities may be taught here or as part of lesson 35. If you choose to emphasize this principle in this lesson, a brief review may be all that is necessary in lesson 35.

Suggested Training Activities: Involve More than One of the Senses

(25 minutes)

Quotation

Distribute copies of handout 36 and read together the first statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles.

Learn by Hearing, Seeing, Feeling

“Were I a teacher of young students, I would have them commit to apply this principle: I will seek to learn by what I hear, see, and feel. I will write down the things I learn and will do them.

“You would want to explain how to use each of these three avenues of communication. Every student who consistently does that will be blessed by inspired direction in life” (*Helping Others to Be Spiritually Led* [address to religious educators at a symposium on the Doctrine and Covenants and Church history, Brigham Young University, 11 Aug. 1998], 1).

Handbook

Invite teachers to carefully read the first paragraph of the section entitled “Visual, Audio, and Other Teaching Resources” (handbook, 39). Ask:

- What have numerous studies shown about learning and the senses? (see handbook, 39).
- What can video and audio experiences often create?

Quotation

Read together the second statement by Elder Richard G. Scott on handout 36.

No Place for Gimmicks

“There is no place in your teaching for gimmicks, fads, or bribery by favors or treats. Such activities produce no lasting motivation for personal growth nor any enduring beneficial results. Simply stated, truths presented in an environment of true love and trust qualify for the confirming witness of the Holy Spirit” (*Helping Others to Be Spiritually Led*, 3).

Ask teachers:

- Why do you think “gimmicks, fads, or bribery by favors or treats . . . produce no lasting motivation”?
- How should the truths of the gospel be presented?

Handbook

Invite teachers to read together the comments in the gray box on page 40 of *Teaching the Gospel: A Handbook*, by Elder Boyd K. Packer of the Quorum of the Twelve Apostles. Ask teachers: What did Elder Packer caution about using audio and visual aids?

Video

Show presentation 32, “Using Visuals” (8:15). This presentation is a humorous depiction of a teacher overusing audio and visual materials. Ask teachers to look for how this presentation relates to Elder Boyd K. Packer’s counsel about using audio and visual materials “sparingly to accent or make a lesson interesting” (*Teaching the Gospel: A Handbook*, 40).

Suggested Training Activities: Use the Board

(25 minutes)

Handbook

Invite teachers to read the paragraph under the heading “Chalkboard” (handbook, 39). Ask:

- What effective uses of a board were mentioned? (see handbook, 39).
- Which of these methods have you used in your class?
- In what ways did using the board enhance your lessons?

Quotation

Have the teachers turn to handout 36 and follow along as you read the first statement by Elder Boyd K. Packer.

Focus Students’ Attention

“I think that no teaching aid surpasses, and few equal, the chalkboard. . . . You can use it to focus the eyes of your students while the main lesson is presented audibly. As you talk, you can put just enough on the board to focus their attention and give them the idea, but never so much that the visual aid itself distracts them and becomes more interesting than your lesson” (*Teach Ye Diligently* [1975], 224–25).

Ask teachers:

- What is a major purpose of the board?
- How much material should be put on the board?

Demonstration

Explain to teachers that material displayed on the board usually falls into one of three categories: (1) charts and graphs, (2) diagrams and pictures, and (3) lists and quotations. List these categories on the board, and demonstrate an example from each.

Group Work

Distribute handout 37. Separate the teachers into small groups. Assign each group one of the categories listed on the board in the previous training activity, and invite them to complete the corresponding portion of the handout. Allow the groups ten minutes to agree on an idea and create a visual representing their category. Have one teacher from each group present the group’s visual.

Quotation

Read together from handout 36 the second statement by Elder Boyd K. Packer.

Synchronize Sight and Sound

“Perhaps the most common mistake in employing written words as visual aids is in not synchronizing sight and sound. The mistake is made so frequently that only occasionally do you see it done correctly. If you have words to write on the chalkboard, or if they are on a chart, or if they are put on a flannelboard, or if they are thrown on a screen from a projector, the students should see with their eyes and hear with their ears at the same time” (*Teach Ye Diligently*, 225).

Ask teachers:

- What is a “common mistake in employing written words as visual aids”?
- How can teachers avoid making this mistake?

Demonstration

Invite each teacher to create a visual aid for Doctrine and Covenants 88:87 using part D of handout 37. Have the teachers share their visual aids with the in-service group.

Application

Invite teachers to use the board to add appropriate variety to their upcoming lessons. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

Learn by Hearing, Seeing, Feeling

Elder Richard G. Scott of the Quorum of the Twelve Apostles said:

“Were I a teacher of young students, I would have them commit to apply this principle: I will seek to learn by what I hear, see, and feel. I will write down the things I learn and will do them.

“You would want to explain how to use each of these three avenues of communication. Every student who consistently does that will be blessed by inspired direction in life” (*Helping Others to Be Spiritually Led* [address to religious educators at a symposium on the Doctrine and Covenants and Church history, Brigham Young University, 11 Aug. 1998], 1).

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Synchronize Sight and Sound

Elder Boyd K. Packer said:

“Perhaps the most common mistake in employing written words as visual aids is in not synchronizing sight and sound. The mistake is made so frequently that only occasionally do you see it done correctly. If you have words to write on the chalkboard, or if they are on a chart, or if they are put on a flannelboard, or if they are thrown on a screen from a projector, the students should see with their eyes and hear with their ears at the same time” (*Teach Ye Diligently*, 225).

 Notes

A. Charts and Graphs

Read the parables of the lost sheep, the lost coin, and the prodigal son in Luke 15. Create a chart that compares how the losses occurred and the responses to the losses.

B. Diagrams and Pictures

Create a diagram that illustrates the priesthood by including the following information. Elder Bruce R. McConkie, then a member of the Seventy, said: “*The priesthood is greater than any of its offices. . . . This principle may be diagramed by dividing a circle into segments. The priesthood is the circle; the segments of the circle are the callings or offices in the priesthood*” (*Mormon Doctrine*, 2nd ed. [1966], 595). Keep in mind that there are four offices in the Aaronic Priesthood (deacon, teacher, priest, and bishop) and five offices in the Melchizedek Priesthood (elder, high priest, patriarch, Seventy, and Apostle).

C. Lists and Quotations

Read Doctrine and Covenants 76:51–53 and create a list of some of the requirements for entrance into the celestial kingdom.

D. Any Category

Read Doctrine and Covenants 88:87. Choose one of the above categories and create a simple visual that you feel illustrates the principle in this verse (do not worry about being artistic).

 *Notes*

35 USING OBJECTS, PICTURES, AND SACRED MUSIC

Principles to Emphasize

Involve More than One of the Senses

“Numerous studies have shown that people learn best when more than one of the senses are utilized in their study experience.” These experiences often “create a readiness for the Spirit to fulfil his functions.” (*Teaching the Gospel: A Handbook*, 39.)

Use Objects and Pictures

Objects and pictures can be effective in helping students visualize and understand the scriptures (see *Teaching the Gospel: A Handbook*, 39).

Use Sacred Music

The First Presidency said, “The hymns invite the Spirit of the Lord, create a feeling of reverence, unify us as members, and provide a way for us to offer praises to the Lord. . . .” (preface to *Hymns*, p. ix) (*Teaching the Gospel: A Handbook*, 39).

Suggested Training Activities: Involve More than One of the Senses

(25 minutes)

Music

Have sacred music playing when teachers enter the room. Point out that this is an example of the appropriate use of sacred music.

Note: If you did not use the other suggested training activities for this principle in lesson 34, you may wish to use them as part of this lesson. If this principle was previously emphasized, a brief review may be all that is necessary here.

Suggested Training Activities: Use Objects and Pictures

(15 minutes)

Quotation

Read together the first statement from handout 38 by Elder Boyd K. Packer of the Quorum of the Twelve Apostles.

Use Simple, Well-Known Objects

“An otherwise difficult subject can be taught by using a simple, well-known object as a visual aid and then relating it to the untaught, intangible principle. . . .

“ . . . Remember that the Savior Himself used the simplest objects in His teaching. Need we do more?” (*Teach Ye Diligently* [1975], 230, 237).

Ask teachers: What familiar objects did the Savior use to illustrate His teaching? List teachers’ answers on the board.

Handbook

Invite teachers to read the paragraph under the heading “Objects and Pictures” (handbook, 39). Ask:

- In what ways can objects and pictures help students better understand the scriptures? (see handbook, 39).
- What objects and pictures have you successfully used in your teaching?
- What senses can students use to examine pictures or objects?

Quotation

Read together the second statement by Elder Boyd K. Packer on handout 38.

Have a Purpose

“In using visual aids, be sure they have a purpose. Don’t use them merely as decoration. Bring them out when you are ready to refer to them, so they don’t distract class members and draw their attention away from the lesson. And don’t use visual aids that are merely decoration for the classroom.

“A picture may be worth a thousand words, but only if it is used judiciously to enhance the lesson and make a point” (*Teach Ye Diligently*, 225).

Ask teachers:

- What is the purpose of visual aids?
- How can visual aids detract from a lesson?

Group Work

Display a collection of simple, well-known objects that might be used in object lessons. Separate teachers into small groups and have each group select an object. Invite the groups to identify a principle of the gospel they could teach by using that object in an object lesson. Have them explain how they would use the object in a lesson. Go around the room and interact with each of the groups to provide input and help as they are deciding what to present. When all the groups have finished, have them share their object lesson with the in-service group.

Suggested Training Activities: Use Sacred Music

(15 minutes)

Quotation

Read together the first statement from handout 38 by Elder Dallin H. Oaks of the Quorum of the Twelve Apostles.

Sacred Music Is a Powerful Preparation

“The singing of hymns is one of the best ways to put ourselves in tune with the Spirit of the Lord. I wonder if we are making enough use of this heaven-sent resource in our meetings, in our classes, and in our homes. . . .

“The singing of hymns is one of the best ways to learn the doctrine of the restored gospel. . . .

“Our sacred music is a powerful preparation for prayer and gospel teaching” (in Conference Report, Oct. 1994, 10, 13; or *Ensign*, Nov. 1994, 10, 12).

Ask teachers:

- What can hymns do for us?
- What does sacred music prepare us for?

Handbook

Invite teachers to read the material under the heading “Music” (handbook, 39–40). Ask:

- According to the First Presidency, what can hymns do for us? (see handbook, 39).
- In what ways can teachers use sacred music in the classroom? (see handbook, 39).
- Why should teachers talk to students about the importance of music in the classroom? (see handbook, 40).

Quotation

Read together the second statement from handout 38 by Elder Dallin H. Oaks.

All Should Sing

“Sacred music has a unique capacity to communicate our feelings of love for the Lord. This kind of communication is a wonderful aid to our worship. Many have difficulty expressing worshipful feelings in words, but all can join in communicating such feelings through the inspired words of our hymns.

“When a congregation worships through singing, all present should participate” (in Conference Report, Oct. 1994, 11; or *Ensign*, Nov. 1994, 10–11).

Ask teachers:

- What is the relationship between sacred music and communicating our feelings of love for the Lord?
- Why is it important that everyone present sing the hymns, regardless of their musical skills?

Music

Select an appropriate hymn that will illustrate the power of sacred music. Sing the hymn with the in-service group. Following the singing of the hymn, ask teachers:

- What gospel truths does this hymn teach you?
- How did the singing of this hymn make you feel?

Quotation

Read together the third statement from handout 38 by Elder Dallin H. Oaks.

Carefully Select Music

“We should be careful what music we use in settings where we desire to contribute to worship. Many musical numbers good for other wholesome settings are not appropriate for Church meetings.

“Our hymns have been chosen because they have been proven effective to invite the Spirit of the Lord” (in Conference Report, Oct. 1994, 12; or *Ensign*, Nov. 1994, 11).

Group Work

Separate the in-service teachers into small groups of between three and five people to discuss the following questions:

- What kinds of music are appropriate for the classroom?
- What standards should be applied to selecting music for the classroom?

Have the groups report what they discussed.

Application

Invite teachers to use object lessons and sacred music to add appropriate variety to their upcoming lessons. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

Use Simple, Well-Known Objects

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 Notes

36 USING AUDIOVISUAL PRESENTATIONS

Principle to Emphasize

“The use of audiovisual resources can be made more inspiring if students are invited to participate in the learning experience”
(*Teaching the Gospel: A Handbook*, 40).

Suggested Training Activities

(50 minutes)

Handbook

Write on the board the headings “Purposes” and “Techniques.” Invite teachers to carefully read the section entitled “Audiovisual Presentations” (handbook, 40). Ask them to look for the purposes of using audiovisual resources and what techniques make these resources even more effective. List their findings under the appropriate headings on the board.

Scripture Activity

Have teachers scan 1 Nephi 11 and note how the Spirit of the Lord taught Nephi. Ask:

- As the Spirit of the Lord taught Nephi, how did He demonstrate some of the purposes and techniques noted on the board?
- How might Nephi’s experience apply to your use of audiovisual presentations in the classroom?

Video

Invite teachers to prepare to watch a video presentation by reading 2 Kings 5:1–14. Write on the board *little maid, king of Israel, servant of Naaman*, and *Naaman*.

Invite teachers to watch the video looking for the contrasting levels of faith of the characters listed on the board. Demonstrate the appropriate use of media by showing presentation 33, “Naaman and Elisha” (14:25). In this presentation, Naaman, the Syrian, comes to Elisha to be healed of leprosy (see 2 Kings 5).

Pause the presentation after the little maid tells Naaman’s wife about the prophet Elisha. Ask teachers:

- How do you think the little maid might have developed such strong faith?
- What influence can faithful youth today have on others through their simple testimonies?

Pause the presentation after the scene with the king of Israel. Ask teachers: How much faith did the king of Israel demonstrate?

Pause the presentation again after Naaman’s servant talks to Naaman about bathing in the River Jordan. Ask teachers:

- How did Naaman’s servant demonstrate his faith in God?
- How do you think Naaman felt about Elisha at this point?

At the end of the video, ask teachers:

- How do you think Naaman felt now about Elisha and the Lord?
- What made the difference?

As you conclude the discussion, review with teachers the techniques you taught:

1. Writing on the board what students should look for as they watch or listen
2. Pausing during the presentation
3. Inviting students to look for how the message of the story applies to their lives

Writing Exercise

Invite teachers to consider how they would apply the techniques from the previous training activity if they were to use the presentation you are about to show. Distribute copies of handout 39, and invite the teachers to write their responses on the handout as they view the presentation. Show a brief audiovisual presentation from the seminary material or another Church resource.

After they have completed the handout, invite teachers to share their responses with the in-service group.

Handbook

Invite teachers to carefully read the section entitled “Cautions” (handbook, 40–41) and underline the four questions that teachers should ask themselves when using visual and audio resources. Ask:

- What four questions should teachers ask themselves when using visual and audio resources? (see handbook, 40).
- How are visual and audio resources sometimes misused by teachers? (see handbook, 40).
- Why is it inappropriate to use an audiovisual product that may carry a good message but has undesirable features? (see handbook, 41).
- What conditions must be met when using commercially produced videos? (see handbook, 41).
- What conditions must be met when using radio and television programs taped off the air? (see handbook, 41).
- What impact do copyright violations have on the presence of the Spirit?
- What are the restrictions on the duplication of Church-produced materials? (see handbook, 41).
- What are the laws governing the duplication of music? (see handbook, 41).

- Why is it important that students and teachers be cautioned about copyright laws?

Application

Invite teachers to use audiovisual resources more effectively in their upcoming lessons by carefully considering their purposes for using these resources, using techniques that involve the students, and heeding cautions about the proper use of such materials. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

Instructions

As you view the audiovisual presentation, consider how you would apply the following techniques if you were to use the presentation in a lesson. Write your ideas in the spaces provided. Be prepared to share your ideas with the in-service group.

 *Notes*

1. *Application.* How would you invite your students to look for how this message applies to their lives?

2. *Participation.* What would you invite your students to do as they watch or listen to this presentation?

3. *Pausing.* Where would you pause during the presentation to point out information or lead a discussion?

4. *Using only part of the presentation.* What part of the presentation could you show to make your point or stimulate a discussion without having to show the entire presentation?



GOSPEL TEACHING: SKILLS FOR EFFECTIVE TEACHING

SCRIPTURE STUDY AND TEACHING
TEACHER PRESENTATION OR INSTRUCTION
QUESTIONS AND CLASS DISCUSSION
VISUAL, AUDIO, AND OTHER TEACHING RESOURCES
WRITING EXERCISES AND GROUP WORK



37 WRITING EXERCISES AND GROUP WORK

Principle to Emphasize

The wise use of writing exercises and small group work can help teachers enhance the conditions of learner readiness and participation and “be an effective way to have the Holy Spirit help students make personal application of gospel principles” (*Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 41).

Suggested Training Activities

(50 minutes)

Handbook

Read together the first paragraph under “Writing Exercises and Group Work” (handbook, 41). Invite teachers to look for ways writing exercises and small group work can enhance the in-class experience. Ask:

- How can writing exercises and small group work enhance the in-class experience? (see handbook, 41).
- How do you think writing exercises and small group work influence the learner conditions of readiness, participation, and application?

Scripture Activity

Read together Doctrine and Covenants 88:122. Ask teachers: How can writing exercises and group work allow all students to participate so that “all may be edified of all”?

Quotation

Read together the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles.

Record and Obey Spiritual Impressions

“Participation allows individuals to *experience* being led by the Spirit. They learn to recognize and feel what spiritual guidance is. It is through the repeated process of feeling impressions, recording them, and obeying them that one learns to depend on the direction of the Spirit more than on communication through the five senses. . . .

“Please help your students to understand these principles and to receive confirmation from your own testimony of the reality of spiritual direction that will encourage them to seek such guidance. Prayerfully help them understand that such guidance is as real as are the five physical

senses. I encourage you to emphasize that we often leave the most precious personal direction of the Spirit unheard because we do not record and respond to the first promptings that come to us when the Lord chooses to direct us or when impressions come in response to urgent prayer” (*Helping Others to Be Spiritually Led* [address to religious educators at a symposium on the Doctrine and Covenants and Church history, Brigham Young University, 11 Aug. 1998], 3, 11).

Ask teachers:

- Why do you think it is important to record spiritual impressions?
- In what ways does recording spiritual impressions help individuals make personal application?
- How does the recording of spiritual impressions relate to CES classes?

Handbook

Read together the first paragraph under “Writing Assignments” (handbook, 42). Ask teachers to look for three advantages of using writing exercises. Ask: What are three advantages of using writing exercises? (see handbook, 42).

Video

Show presentation 34, “Writing Exercises and Group Work” (7:25). Ask teachers to look for the ways Sister Hoover follows the guidelines from the handbook (pp. 41–43) in effectively using writing exercises and group work. Following the video, ask:

- How did Sister Hoover follow the guidelines for group work outlined in the handbook?
- What do you think Sister Hoover did to prepare for each group activity?
- What did Sister Hoover have her students do to prepare for each group activity?
- Why was this preparation by Sister Hoover and the students important to the success of each activity?

Demonstration

Note: Prior to this in-service meeting, ask a few teachers for one or two ideas for writing exercises that have worked well in their classes.

Explain that the “Studying the Scriptures” sections of the seminary student study guide provide numerous writing activities that could be adapted as in-class writing exercises or small group activities.

Turn to an example in the student study guide and demonstrate how it might be adapted for use in class. Share the ideas for writing exercises that you collected from teachers prior to the in-service meeting.

 **Group Work**

Separate teachers into small groups of four or fewer. Invite the groups to select an activity listed in one of the “Studying the Scriptures” sections in the student study guide and determine how it might be adapted as an in-class writing exercise, a small group activity, or both. Announce a time limit and have each group identify a group leader. When they have finished, have the group leaders report teachers’ ideas to the in-service group.

 **Application**

Invite teachers to privately record any spiritual impressions they may have had during this in-service meeting.

 **Application**

Invite teachers to use writing exercises or small group work while teaching a scripture block in the coming week. Have teachers share their experience of applying what they have learned (with a colleague or in the next in-service meeting).

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