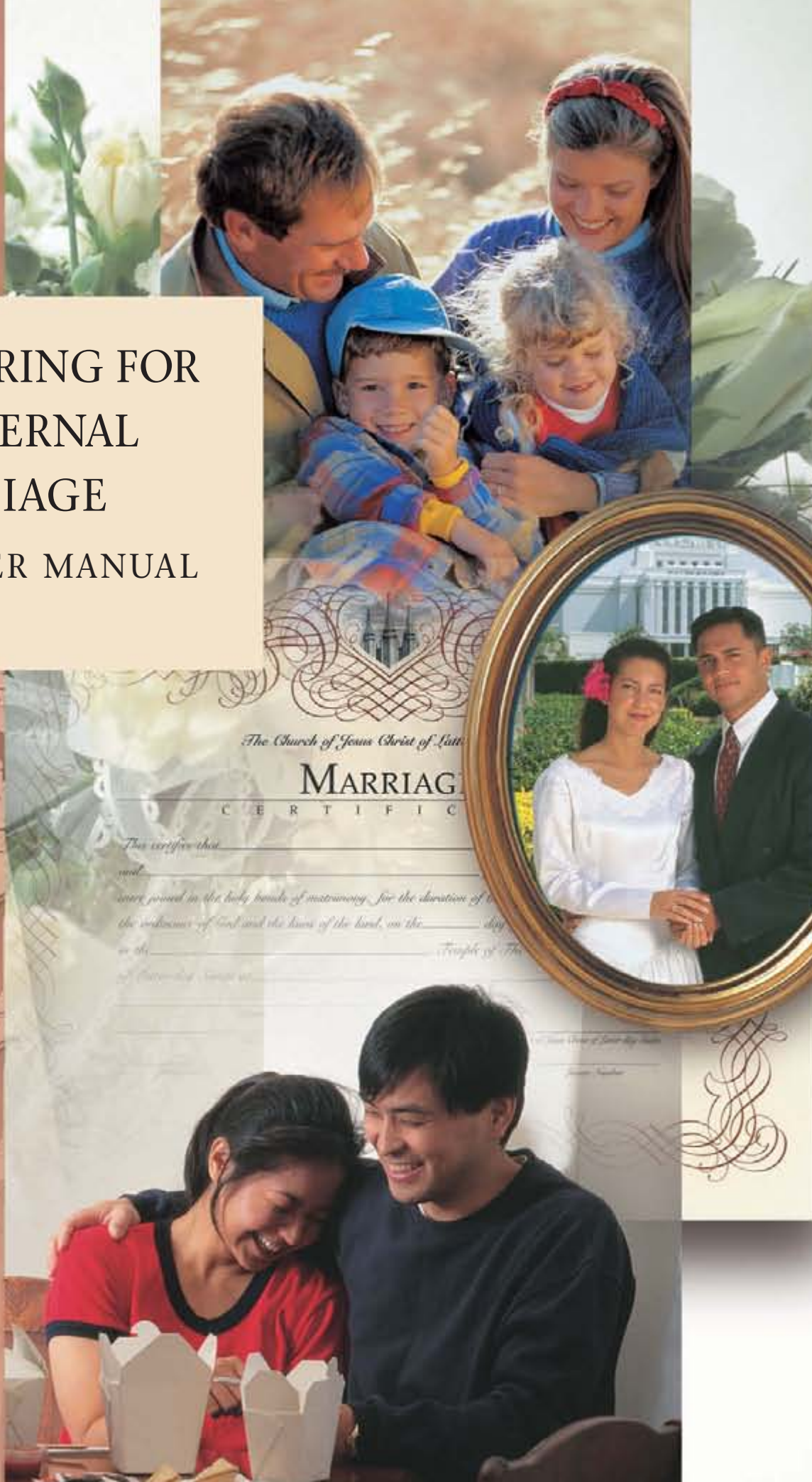


PREPARING FOR AN ETERNAL MARRIAGE

TEACHER MANUAL

Religion 234



The Church of Jesus Christ of Latter-day Saints

MARRIAGE

C E R T I F I C A T E

This certifies that

and

were joined in the holy bonds of matrimony, for the duration of

the ordinances of God and the laws of the land, on the _____ day

in the _____

Temple of The

of _____

The Church of Jesus Christ of Latter-day Saints

General President

PREPARING FOR AN ETERNAL MARRIAGE TEACHER MANUAL

Religion 234

Prepared by the
Church Educational System

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INTRODUCTION

The *Preparing for an Eternal Marriage Teacher Manual* centers on revealed truth related to dating and marriage from scripture, latter-day prophets, and other inspired Church leaders. In contrast to the many secular sources of information available on dating and marriage, this course presents doctrines of the restored gospel and related principles of conduct that can guide us in these important matters. Elder Boyd K. Packer, then a member of the Quorum of the Twelve Apostles, declared: “True doctrine, understood, changes attitudes and behavior.

“The study of the doctrines of the gospel will improve behavior quicker than a study of behavior will improve behavior” (in Conference Report, Oct. 1986, 20; or *Ensign*, Nov. 1986, 17).

This course provides students with basic principles designed to guide them as they prepare for marriage.

LIVING BY GOSPEL PRINCIPLES

Governing Our Lives with Principles

President Ezra Taft Benson counseled: “One of the most important things you can do . . . is to immerse yourselves in the scriptures. Search them diligently. Feast upon the words of Christ. Learn the doctrine. Master the principles that are found therein” (“The Power of the Word,” *Ensign*, May 1986, 81).

Elder Richard G. Scott, a member of the Quorum of the Twelve Apostles, stated: “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).

Knowing and living by correct principles is essential to a happy life and a happy marriage. Gospel principles include doctrine, commandments, covenants, ordinances, and precepts. In this manual, however, the term *principle* refers to a gospel truth that gives us counsel and guidance for conduct.

We Must Do Our Part

Principles can often be divided into two main parts: *if* and *then*. The *if* part is a statement of general counsel from the Lord. The *then* part is the promised results of obeying or disobeying that counsel.

God called the Word of Wisdom “a principle with promise” (D&C 89:3). The *if* part is the counsel to keep our bodies physically and spiritually pure. The *then* part promises health, wisdom, strength, and other blessings.

The Lord keeps His promises: “I, the Lord, am bound when ye do what I say; but when ye do not what I say, ye have no promise” (D&C 82:10). We must do our part to qualify for the blessings (see D&C 130:20–22). We should also remember that God determines the *then* part according to His wisdom and not according to our expectations.

Principles are not always taught or written in the *if-then* format. For example, General Authorities do not always say “*if you have faith, then you will have the Lord’s power in your life.*” Instead, they may relate examples that illustrate faith or motivate us to be faithful.

Gospel Principles Are Universal

Gospel principles are universal—they are true in all situations in all cultures at all times. The principles revealed to Adam in the beginning of the world are just as true in these latter days. We have prophets, scriptures, and the influence of the Holy Ghost to help us see and apply correct principles.

Summary

A principle is an enduring truth, law, or rule you can adopt to guide you in making decisions. Principles help us apply the doctrines of the gospel to everyday living. They give us a light to illuminate the path before us in an increasingly confused and wicked world.

USING THE STUDENT MANUAL

The *Eternal Marriage Student Manual* (item 35311) presents teachings about dating and marriage from inspired sources (see “Purpose of the Manual,” student manual, viii). The lessons in this teacher manual are based on the readings in the student manual.

As your students come to understand and live by the teachings compiled in the student manual, they will be better prepared to govern their lives with correct principles and follow the Lord’s great plan of happiness. The teachings in the student manual follow the pattern of the law of witnesses. Elder Henry B. Eyring of the Quorum of the Twelve Apostles said: “One of the ways we may know that the warning is from the Lord is that the law of witnesses, authorized witnesses, has been invoked. When the words of prophets seem repetitive, that should rivet our attention and fill our hearts with gratitude to live in such a blessed time” (in Conference Report, Apr. 1997, 32; or *Ensign*, May 1997, 25; see also student manual, 290).

The topics discussed in the student manual are listed alphabetically in the manual’s table of contents. A comprehensive index in the back of the manual can also help the reader find inspired statements on topics related to dating, courtship, marriage, and the family. These teachings present the Lord’s expectations for His covenant people when it comes to dating standards and marital conduct. Studying these doctrines and the words of the prophets can give us strength and guidance in an increasingly confused and wicked world.

HOW THE TEACHER MANUAL IS ORGANIZED

Each lesson in the teacher manual has seven parts:

- ***Title***—the topic of the lesson.
- ***Doctrinal Overview***—a brief introduction to the lesson topic and doctrinal background for the lesson.
- ***Principle***—a summary of the main point of the lesson.

Be sure to read the “Living by Gospel Principles” section (v–vi; or student manual, viii–ix). It is important that both you and your students understand the importance

of principles in the Religion 234 course. Elder Dallin H. Oaks of the Quorum of the Twelve Apostles explained:

“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).

- ***Student Manual Readings***—a list of recommended readings from the student manual that you and your students should read before each class. (For a complete list of student manual readings for all lessons, see “Student Manual Readings,” ix–xii.) These readings should be the primary resource for discussions and should not be replaced with secular material. You may wish to look in the subject index in the latest general conference editions of the *Ensign* to find addresses to supplement these readings.
- ***What to Teach***—one or more statements (found in the left-hand margin) that describe the doctrine, principle, or concept being taught.
- ***Suggestions for How to Teach***—“the *methods*, the approaches and learning activities a teacher uses to help students learn the content. These methods may include such activities as discussion, audiovisual resources, writing exercises, and small group work” (*Teaching the Gospel: A Handbook for CES Teachers and Leaders* [1994], 19). See *Teaching the Gospel: A Handbook* for further discussion on what and how to teach.
- ***Conclusion***—a summary of what students should learn from the lesson.

STUDENT MANUAL READINGS

LESSON 1: DEVELOPING AN ETERNAL PERSPECTIVE

Statements in “Eternal Perspective,” President Spencer W. Kimball (81)

“Living by Gospel Principles” (viii)

“Acquiring Spiritual Knowledge,” Elder Richard G. Scott (148)

LESSON 2: THE NEW AND EVERLASTING COVENANT OF MARRIAGE

“The New and Everlasting Covenant of Marriage” (in “Marriage for Eternity,” 167)

Statement in “Marriage for Eternity,” Elder Bruce R. McConkie (167)

“The Eternal Family,” Elder Robert D. Hales (100)

Selected Teachings from “Commitment” (21)

Selected Teachings from “Divorce” (73)

Selected Teachings from “Holy Spirit of Promise” (136)

Statement in “Covenants and Ordinances,” President Joseph Fielding Smith (38)

“Why Marry in the Temple?” Elder John A. Widtsoe (178)

“Those Who Do Not Marry,” (in “Marriage for Eternity,” 168)

“Remember the Importance of Marriage,” Elder Bruce R. McConkie; in “Marriage and the Great Plan of Happiness,” Elder Joe J. Christensen (284)

LESSON 3: THE FAMILY: A PROCLAMATION TO THE WORLD

“The Family: A Proclamation to the World,” the First Presidency and Quorum of the Twelve Apostles (83)

“The Family,” Elder Henry B. Eyring (104)

Selected Teachings on “The Family: A Proclamation to the World” (84)

Statement in “Satan Tries to Destroy Happiness,” Elder Joseph B. Wirthlin (in “Happiness in Marriage,” 135)

Statement in “Satan Tries to Destroy Happiness,” President Gordon B. Hinckley (in “Happiness in Marriage,” 134)

LESSON 4: THE LORD’S STANDARDS FOR DATING

“For the Strength of Youth” (52)

Selected Teachings from “Dating Standards” (51)

LESSON 5: THE LAW OF CHASTITY

“Personal Purity,” Elder Jeffrey R. Holland (233)

“Our Moral Environment,” Elder Boyd K. Packer (230)

“Sexual Purity” (in “For the Strength of Youth,” 56)

Statement in “Satan Tries to Destroy Happiness,” President Gordon B. Hinckley (in “Happiness in Marriage,” 134)

Statement in “Satan Tries to Destroy Happiness,” Elder Boyd K. Packer (in “Happiness in Marriage,” 134)

First statement in “Effects of Pornography on Dating, Marriages, and Families,” President Gordon B. Hinckley (in “Pornography,” 265)

“Same-Gender Attraction,” Elder Dallin H. Oaks (294)

Statement in “Same-Gender Attraction” section, President Gordon B. Hinckley (294)

Statement in “Morality and Modesty,” President Spencer W. Kimball (219)

“The Law of Chastity,” President Ezra Taft Benson (227)

LESSON 6: STAYING MORALLY CLEAN

Statement in “Morality and Modesty,” President Gordon B. Hinckley (220)

“Consequences of Obedience or Disobedience” (in “Morality and Modesty,” 221)

“For the Strength of Youth” (52)

“Put on the Whole Armor of God,” President Harold B. Lee (223)

LESSON 7: PERSONAL WORTHINESS AND THE BLESSINGS OF ETERNAL MARRIAGE

“Healing the Tragic Scars of Abuse,” Elder Richard G. Scott (5)

Statement in “Principle of Repentance,” Elder Boyd K. Packer (in “The Family: A Proclamation to the World” section, 87)

LESSON 8: OVERCOMING “THE NATURAL MAN”

Statement in “Temptations of Satan and the Natural Man,” Elder Jeffrey R. Holland (330)

“Put Off the Natural Man, and Come Off Conqueror,” Elder Neal A. Maxwell (333)

“Beware of Pride,” President Ezra Taft Benson (269)

“Discipline a Violent Temper,” President Gordon B. Hinckley (332)

“Our Fading Civility,” President Gordon B. Hinckley (331)

LESSON 9: BALANCING PERSONAL GROWTH AND RESPONSIBILITY

Selected Teachings from “Maturity” (198)

LESSON 10: TEMPORAL PREPAREDNESS

Statements in “Prepare for the Future,” President Gordon B. Hinckley (in “Education,” 77)

Statement in “Importance of Education for Women,” Elder Howard W. Hunter (in “Education,” 78)

Statement in “Importance of Education for Women,” Elder Russell M. Nelson
(in “Education,” 78)

Selected Teachings from “Temporal Preparedness” (327)

Selected Teachings from “Independence” (137)

“Becoming Self-Reliant,” Elder L. Tom Perry (307)

LESSON 11: EFFECTIVE COMMUNICATION

“Family Communications,” Elder Marvin J. Ashton (32)

LESSON 12: DIFFERENCES INHERENT BETWEEN MEN AND WOMEN

Selected Teachings from “Differences Inherent between Men and Women” (63)

“The Joy of Womanhood,” Sister Margaret D. Nadauld (70)

Statements in “Equality of Men and Women,” Elder James E. Faust (80)

Statement in “Equality of Men and Women,” Sister Eliza R. Snow (80)

LESSON 13: DIVINE ROLES AND RESPONSIBILITIES OF MEN AND WOMEN

Selected Teachings from “Men’s Divine Roles and Responsibilities” (200)

“Being a Righteous Husband and Father,” President Howard W. Hunter (206)

“Living Worthy of the Girl You Will Someday Marry,” President Gordon B.
Hinckley (209)

“To the Fathers in Israel,” President Ezra Taft Benson (203)

Selected Teachings from “Women’s Divine Roles and Responsibilities” (347)

“Women of the Church,” President Gordon B. Hinckley (357)

“To the Mothers in Zion,” President Ezra Taft Benson (352)

Selected Teachings from “Equality of Men and Women” (79)

Statement in “Principle of Mutual Respect,” Elder Merrill J. Bateman (in “The
Family: A Proclamation to the World” section, 91)

Statement in “Differences Inherent between Men and Women,” President Boyd K.
Packer (64)

“The Family: A Proclamation to the World,” the First Presidency and Quorum of the
Twelve Apostles (83)

Statement in “Differences Inherent between Men and Women,” Elder Neal A.
Maxwell (65)

Statement in “Differences Inherent between Men and Women,” Elder Merrill J.
Bateman (65)

Selected Teachings from “Mothers’ Employment outside the Home” (237)

“‘One Thing Needful’: Becoming Women of Greater Faith in Christ,” Sister
Patricia T. Holland (366)

LESSON 14: TRUE LOVE

Selected Teachings from “Love” (154)

LESSON 15: THE SEARCH FOR AN ETERNAL COMPANION

Selected Teachings from “Mate Selection” (188)

“The Family: A Proclamation to the World,” the First Presidency and Quorum of the Twelve Apostles (83)

LESSON 16: THE DECISION TO MARRY AND ENGAGEMENT

Selected Teachings from “Mate Selection” (188)

“Agency or Inspiration?” Elder Bruce R. McConkie (193)

“Summary Checklist” (in “Arrangements for a Temple Marriage,” 318)

LESSON 17: PREPARING FOR THE TEMPLE

“The Holy Temple,” President Boyd K. Packer (318)

Selected Teachings from “Temple Preparation” (314)

LESSON 18: JESUS CHRIST, THE SURE FOUNDATION

“Cultivating Divine Attributes,” Elder Joseph B. Wirthlin (130)

Statement in “How Does Our Love for God Influence Our Ability to Love Others?”
Elder Russell M. Nelson (in “Love,” 157)

LESSON 19: ADJUSTING TO MARRIED LIFE

Selected Teachings from “Adjustments in Marriage” (9)

“Overcoming Those Differences of Opinion: A Formula for Finding Unity in Marriage,” Elder Robert E. Wells (286)

LESSON 20: INTIMACY IN MARRIAGE

Selected Teachings from “Intimacy in Marriage” (139)

Statement in “Costs of Infidelity,” President Thomas S. Monson (in “Fidelity in Marriage,” 113)

“Birth Control” (14)

“Personal Purity,” Elder Jeffrey R. Holland (233)

“The Fountain of Life,” Elder Boyd K. Packer (141)

LESSON 21: COURSE SUMMARY: GOVERNING OUR LIVES BY CORRECT PRINCIPLES

“Acquiring Spiritual Knowledge,” Elder Richard G. Scott (148)

“We Must Do Our Part” (in “Living by Gospel Principles,” ix)

Statement in “Foundations for Eternal Marriage,” Elder Richard G. Scott (124)

1 DEVELOPING AN ETERNAL PERSPECTIVE

DOCTRINAL OVERVIEW

President Spencer W. Kimball taught, “If we live in such a way that the considerations of eternity press upon us, we will make better decisions” (“The Things of Eternity—Stand We in Jeopardy?” *Ensign*, Jan. 1977, 3; see also student manual, 81).

PRINCIPLE

An eternal perspective enriches all of life, including our dating and courtship decisions.

STUDENT MANUAL READINGS

Statements in “Eternal Perspective,” President Spencer W. Kimball (81)

“Living by Gospel Principles” (viii)

“Acquiring Spiritual Knowledge,” Elder Richard G. Scott (148)

WHAT TO TEACH

The teachings of the prophets provide an eternal perspective on the purpose of dating.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Briefly review the circumstances surrounding the courtship of the Prophet Joseph Smith and Emma Hale (see Joseph Smith—History 1:56–59). Explain that while Joseph was courting Emma, he knew he had upcoming annual appointments with the angel Moroni to receive instruction concerning the bringing forth of the Book of Mormon (see *Church History in the Fulness of Times* [Religion 341–43 student manual, 2000], 41–44). Ask:

- How might it influence your decisions about dating if you knew you would someday be called to a position of responsibility in the Church?
- How might your efforts to be worthy to build the kingdom of God influence your conduct while dating?



Group work. Divide the class into groups of three or four. Have each group choose one of the following questions. Have them give the popular position of their culture on the question and explain its likely short- and long-term consequences. Then have them use their index to find counsel on the subject in the student manual, and ask them to identify the likely consequences of following that counsel.

- Generally speaking, who should we date?
- What level of physical intimacy is appropriate in a dating relationship?
- How should we treat those we date?
- How do we choose a spouse?
- What level of commitment should spouses have to their marriage vows?
- What values are important to have in common with a possible marriage partner?
- What are some emotional or psychological differences between men and women? In what ways may these differences affect our dating conduct?



Have a representative from each group report their findings to the class. (Keep the discussion brief, as all of these important topics are addressed in later lessons.)

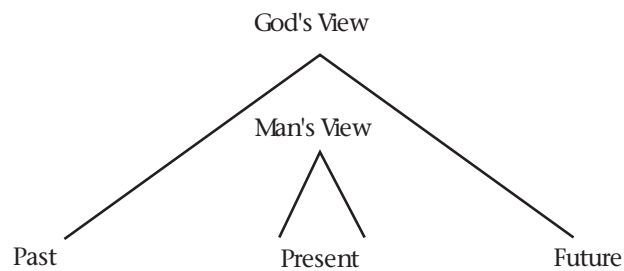


Scripture activity. Read Mosiah 26:1–4 and ask:

- What problem did the “rising generation” have?
- What led to their unbelief?
- How did their limited, worldly perspective affect their conduct?
- What consequences can we see today among youth who grow up without giving heed to the words of the prophets and apostles?
- In what ways can heeding the words of the prophets and apostles influence our dating and courtship experiences? (Answers might include that we will have the guidance of the Spirit and the protection of God’s counsel through His prophets.)



Discussion. Draw on the board the following diagram from the “Eternal Perspective” section (student manual, 81).



Discuss the advantages of having an eternal perspective. Read the statements by President Spencer W. Kimball in the same section. Ask students what they learned from this statement about the importance of having an eternal perspective in dating and marriage.

WHAT TO TEACH

We must have faith in Jesus Christ in order to gain spiritual knowledge and develop an eternal perspective on all aspects of life, including dating.

SUGGESTIONS FOR HOW TO TEACH



Scripture activity. Read 4 Nephi 1:35–38, and ask students if they think there is a “great division” among the people of the earth today. Tell students that Doctrine and Covenants 1:14–16 describes a great division in our day. Write *Faith in Jesus Christ* on one side of the board and *No Faith* on the other. Have students read verses 14–16, and ask: What types of conduct described in these verses might demonstrate that a person belongs on the “Faith in Jesus Christ” side? Answers should include:

- Hearing the voice of the Lord and His servants.
- Giving heed to the words of the prophets and apostles.
- Receiving ordinances and keeping covenants.
- Seeking the Lord and His righteousness.

Ask: What conduct described in these verses might demonstrate that a person belongs on the “No Faith” side? Answers should include:

- Ignoring the voice of the Lord and His servants.
- Straying from ordinances and breaking covenants.
- Not seeking the Lord, but walking in one’s own way after the image of the world.

Ask:

- Why is faith in Jesus Christ important in gaining spiritual knowledge?
- Why is faith in Jesus Christ important in our dating and courtship experiences?
- What might be the result if we approach our dating and courtship experiences without faith in Jesus Christ? (We could be cut off and risk being part of Babylon when it is destroyed [see D&C 1:14–16].)

WHAT TO TEACH

We gain an eternal perspective on dating and courtship by learning and applying gospel principles.

SUGGESTIONS FOR HOW TO TEACH



Group work. Prior to teaching this lesson, be sure to review carefully the “Living by Gospel Principles” section (v–vi; or student manual, viii–ix) to gain an understanding of how a principle is defined for this course. Religion 234 is a principle-based course, and it is important that both you and your students understand how true principles can bless our lives.

Invite students to turn to the “Living by Gospel Principles” section. Divide the class into three groups and assign each group a heading from the section. Give them a few minutes to review the material under their assigned heading and prepare to teach it to the class in their own words using their own examples. Have each group briefly teach its principle to the class. Ask students what they learned from this exercise.



Object lesson. Bring a compass and a map to class. Discuss how these items can be related to gospel principles. (For example, the map and the compass, like gospel principles, guide us to our destination but do not show all the details of the terrain.)



Scripture activity. Read Mosiah 4:29–30. Ask: According to verse 30, what must we watch, and what must we do, to avoid perishing?



Discussion. Invite students to read “Acquiring Spiritual Knowledge,” by Elder Richard G. Scott of the Quorum of the Twelve Apostles (student manual, 148). Discuss the following questions:

- Of all the kinds of learning, which is the most important? Why?
- What is an example of how a true principle can be applied in dating and courtship decisions in a variety of situations and cultures?

Invite students to state a true principle about dating and courtship. Have them explain how we can apply the principle using Elder Scott’s five-part formula of understanding, valuing, obeying, remembering, and expanding the knowledge.

CONCLUSION

Draw the eternal perspective diagram again (see p. 2). Read Isaiah 55:8–9 and ask:

- How does the diagram relate to these verses?
- How can understanding the nature of God help us have faith in His teachings and commandments?
- How can studying and applying the principles of the gospel help us in our dating experiences?
- How can having an eternal perspective help us make righteous decisions in dating, courtship, and marriage?

2 THE NEW AND EVERLASTING COVENANT OF MARRIAGE

DOCTRINAL OVERVIEW



Marriage for eternity is an essential part of Heavenly Father's plan of salvation. Elder Joseph Fielding Smith, then a member of the Quorum of the Twelve Apostles, taught, "Nothing will prepare mankind for glory in the kingdom of God as readily as faithfulness to the marriage covenant" (*The Way to Perfection* [1970], 232). Doctrine and Covenants 131:1–4 teaches:

"In the celestial glory there are three heavens or degrees;

"And in order to obtain the highest, a man must enter into this order of the priesthood [meaning the new and everlasting covenant of marriage];

"And if he does not, he cannot obtain it.

"He may enter into the other, but that is the end of his kingdom; he cannot have an increase" (brackets in original).

We have been promised that through obedience to the new and everlasting covenant of marriage, we may become like God and live forever as families in His presence.

PRINCIPLE

If we understand and value the new and everlasting covenant of marriage, we will be better able to date and court in a way that keeps us worthy of its sacred promises.

STUDENT MANUAL READINGS

"The New and Everlasting Covenant of Marriage" (in "Marriage for Eternity," 167)

Statement in "Marriage for Eternity," Elder Bruce R. McConkie (167)

"The Eternal Family," Elder Robert D. Hales (100)

Selected Teachings from "Commitment" (21)

Selected Teachings from "Divorce" (73)

Selected Teachings from "Holy Spirit of Promise" (136)

Statement in "Covenants and Ordinances," President Joseph Fielding Smith (38)

"Why Marry in the Temple?" Elder John A. Widtsoe (178)

"Those Who Do Not Marry," (in "Marriage for Eternity," 168)

"Remember the Importance of Marriage," Elder Bruce R. McConkie; in "Marriage and the Great Plan of Happiness," Elder Joe J. Christensen (284)

WHAT TO TEACH

Understanding the new and everlasting covenant of marriage helps us date, court, and marry appropriately.

SUGGESTIONS FOR HOW TO TEACH



Object lesson. Show students a jigsaw puzzle and ask some or all of the following questions:

- How many of you enjoy putting together puzzles?
- Have any of you ever tried to put together a difficult puzzle without having a picture of what the completed puzzle looks like? Describe your experience.
- How can the process of dating and courtship be compared to putting together a puzzle?
- In dating, what might be compared to the “picture” of the completed puzzle? (Having an eternal perspective of life, including an understanding of the plan of happiness, the new and everlasting covenant of marriage, and the importance of the family.)
- How are dating and courtship without an eternal perspective similar to trying to complete a puzzle without a picture?
- How does understanding the new and everlasting covenant of marriage help those who are dating make righteous decisions?



Scripture activity. Read Doctrine and Covenants 131:1–4. Discuss the meaning of each important word in the phrase *new and everlasting covenant of marriage*. You may want to include the following statements in the discussion:

“The marriage covenant had, for many centuries, been considered valid only ‘till death doth us part’; now a new covenant was about to be revealed, which would cover both eternity and time. It would be everlasting as well as new. It is new; and yet, it is as old as the gospel; it is as old as the plan of salvation adopted in the Council of Heaven, before the foundations of the world were laid. . . . It is part of that plan, that covenant, of which Jesus Christ is the Representative and Mediator” (Hyrum M. Smith and Janne M. Sjodahl, *The Doctrine and Covenants Commentary*, rev. ed. [1972], 822).

“The new and everlasting covenant . . . is everything—the fulness of the gospel. So marriage properly performed, baptism, ordination to the priesthood, everything else—every contract, every obligation, every performance that pertains to the gospel of Jesus Christ, which is sealed by the Holy Spirit of promise according to his law . . . , is a part of the new and everlasting covenant.

“. . . Therefore, all who seek a place in the kingdom of God are under the obligation and commandment to abide in the new and everlasting covenant, which is the fulness of the gospel with *all* its rites, covenants, gifts, and obligations” (Joseph Fielding Smith, *Doctrines of Salvation*, comp. Bruce R. McConkie, 3 vols. [1954–56], 1:158–59).

Ask:

- Why are the words *everlasting* and *covenant* important to our “big picture” of dating and courtship? How do these words help you understand the “puzzle” of courtship and marriage?
- If an understanding of the new and everlasting covenant of marriage were not part of your perspective, how might that affect your dating behavior?



Student manual. Read the subsection “The New and Everlasting Covenant of Marriage” (in “Marriage for Eternity,” student manual, 167). Discuss how these statements help us understand this order of marriage.

WHAT TO TEACH

Understanding the doctrines related to eternal marriage helps us better understand eternal marriage.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Ask students to read the following scriptures and statements and find the doctrines that relate to eternal marriage. The questions following each reference may be used to encourage discussion.

- Read Doctrine and Covenants 49:16–17. For what purpose was this earth created?
- Reread President Brigham Young’s statement in the subsection “The New and Everlasting Covenant of Marriage.” In what ways is marriage for eternity essential to our reaching our divine potential?
- What is the Abrahamic covenant? (see Bible Dictionary, “Abraham, covenant of,” 602). How is it related to the new and everlasting covenant of marriage?
- Read Doctrine and Covenants 131:1–4; 132:19–25. How do we qualify to have “eternal increase”?
- Read the statements by Elder Bruce R. McConkie, who was then a member of the Seventy, in the “Marriage for Eternity” section (student manual, 167–68). Read also “The Eternal Family,” by Elder Robert D. Hales of the Quorum of the Twelve Apostles (student manual, 100). How does one become a king or queen in eternity?
- Read the selected teachings in the “Commitment” section (student manual, 21). In what ways is commitment essential to strengthening a marriage?
- Read the selected teachings in the “Divorce” section (student manual, 73). In what ways might a couple married for eternity view divorce differently than a couple married by secular authority?

WHAT TO TEACH

Those who keep the covenant of eternal marriage will receive God’s greatest blessings.

SUGGESTIONS FOR HOW TO TEACH




Discussion. Ask students: What does it mean to be sealed by the Holy Spirit of Promise? (see “Holy Spirit of Promise,” student manual, 136; see also President Joseph Fielding Smith’s statement in “Covenants and Ordinances,” 38). Explain that the Holy Spirit of Promise is the Holy Ghost, who places a “seal of approval” on ordinances. If we break covenants, He removes the seal. When we live worthy to have the companionship of the Holy Ghost, our ordinances are sealed and we can receive the promised blessings. Ask:


- What might prevent the Holy Ghost from ratifying a covenant? (see D&C 132:18).
- Why is it essential to have our ordinances sealed by the Holy Spirit of Promise?



Scripture activity. Read Doctrine and Covenants 130:20–21; 132:5. Explain that a person must meet the conditions of a law in order to receive the blessing associated with that law. Write on the board the headings *What the Lord Has Commanded* and *Then, According to Our Faithfulness*. Invite students to read Doctrine and Covenants 132:19–20. Have them identify the requirements and blessings associated with the new and everlasting covenant of marriage. Write their answers under the appropriate headings on the board. The completed chart should look similar to the following:

What the Lord Has Commanded	Then, According to Our Faithfulness
<ul style="list-style-type: none"> • If my spouse and I are worthily sealed by priesthood authority in the temple • If our marriage is sealed by the Holy Spirit of Promise • If we abide by the conditions of the law 	<ul style="list-style-type: none"> • We will come forth in the First Resurrection • We will inherit thrones and kingdoms • We will have a valid marriage in eternity • We will have eternal increase • We will become exalted beings

 **Student manual.** Invite students to read “Why Marry in the Temple?” by Elder John A. Widtsoe, who was a member of the Quorum of the Twelve Apostles (see student manual, 178). Have them comment on the value of each of the blessings that Elder Widtsoe discusses. How does a righteous temple marriage lead to happiness in this life and a fulness of joy in the world to come?

 **Student manual.** Read the statements under “Those Who Do Not Marry” (student manual, 168). Ask students what these statements teach about those who do not have the opportunity to be married in this life.

CONCLUSION

Read the statement by Elder Bruce R. McConkie under “Remember the Importance of Marriage” in “Marriage and the Great Plan of Happiness,” by Elder Joe J. Christensen (student manual, 284). Ask:

- What constitutes worthiness to receive a temple recommend?
- Why is it important to be worthy to enter into the new and everlasting covenant of marriage?
- In what ways does understanding the doctrine of marriage for eternity help you obey the Lord’s counsel on dating and courtship?

Testify that we need to keep in mind the sacredness of the new and everlasting covenant of marriage. Explain that it is only by honoring this marriage covenant that we can eventually be crowned with glory and receive eternal life.

3 THE FAMILY: A PROCLAMATION TO THE WORLD

DOCTRINAL OVERVIEW



The purpose of the gospel is to prepare God's children to live eternally as families. Understanding and living by "The Family: A Proclamation to the World" can help us work toward this goal. Elder Henry B. Eyring of the Quorum of the Twelve Apostles taught:

"You can imagine the importance our Heavenly Father places upon the subject of this . . . proclamation.

"Because our Father loves his children, he will not leave us to guess about what matters most in this life concerning where our attention could bring happiness or our indifference bring sadness" ("The Family,"

[CES fireside for college-age young adults, 5 Nov. 1995], 1; or *To Draw Closer to God* [1997], 157; see also student manual, 104).

PRINCIPLE

Understanding the proclamation on the family helps us prepare for eternal marriage.

STUDENT MANUAL READINGS

"The Family: A Proclamation to the World," the First Presidency and Quorum of the Twelve Apostles (83)

"The Family," Elder Henry B. Eyring (104)

Selected Teachings on "The Family: A Proclamation to the World" (84)

Statement in "Satan Tries to Destroy Happiness," Elder Joseph B. Wirthlin (in "Happiness in Marriage," 135)

Statement in "Satan Tries to Destroy Happiness," President Gordon B. Hinckley (in "Happiness in Marriage," 134)

WHAT TO TEACH

"The Family: A Proclamation to the World" is a key statement of the Lord's doctrine and will.

SUGGESTIONS FOR HOW TO TEACH



Student manual. Invite students to read "The Family: A Proclamation to the World," by the First Presidency and Quorum of the Twelve Apostles (student manual, 83). Next have them read "The Family," by Elder Henry B. Eyring (student manual, 104). Discuss the importance of the proclamation on the family.



Discussion. Have students read aloud several statements from the selected teachings on "The Family: A Proclamation to the World" (student manual, 84). Read Doctrine and Covenants 1:38. Note the Lord's declaration that all His

words will be fulfilled. Testify that the proclamation on the family qualifies as the voice of the Lord's servants. Have students identify the proclamation's promises and warnings to individuals and nations. Discuss any events or trends in your community or nation that this proclamation warns about.

WHAT TO TEACH

In our day there is a critical need for the proclamation on the family.

SUGGESTIONS FOR HOW TO TEACH



Student manual. The proclamation on the family addresses ways we can withstand Satan's attacks on marriage and the family. Read the statement by Elder Joseph B. Wirthlin of the Quorum of the Twelve Apostles in the subsection "Satan Tries to Destroy Happiness" (in "Happiness in Marriage," student manual, 135). (You may also want to read additional statements from this subsection to reinforce the point.)

Have students turn to "The Family: A Proclamation to the World" (student manual, 83) and find key words that indicate the seriousness of its counsel. Write their answers on the board. If students do not identify the following phrases, add them to the list:

- "We . . . solemnly proclaim" (par. 1)
- "We declare" (par. 4, 5)
- "Held accountable before God" (par. 6)
- "We warn that individuals" (par. 8)
- "We warn that . . . individuals, communities, and nations" (par. 8)
- "We call upon responsible citizens and officers of government everywhere" (par. 9)



Group work. Read the following statement by President Gordon B. Hinckley:

"Perhaps our greatest concern is with families. The family is falling apart all over the world. The old ties that bound together father and mother and children are breaking everywhere" (in Conference Report, Oct. 1997, 94; or *Ensign*, Nov. 1997, 69).

Make copies of the following five statements, each on a separate handout. Divide the class into groups of three or four and give each group one or more of the statements. Explain that these statements describe some of the challenges that confront families. Have students turn to "The Family: A Proclamation to the World" (student manual, 83). Have the groups review their assigned statements looking for problems faced by families. Then have them review the proclamation on the family looking for ways the proclamation helps us prevent or combat those problems. Have each group list on a piece of paper the problems and solutions they find.

Statement 1

Elder Joseph B. Wirthlin of the Quorum of the Twelve Apostles noted:

“[In the United States the] parents of nearly 2,750 children separate or divorce each day. . . .

“Every day over 500 children ages 10 to 14 begin using illegal drugs, and over 1,000 start drinking alcohol. Nearly half of all middle-schoolers abuse drugs or alcohol or [become involved in immorality]’ [Louis S. Richman, “Struggling to Save Our Kids,” *Fortune*, 10 Aug. 1992, 34–35]. Data from other nations are equally alarming.

“These and many other ills of our society today have their source in the breakdown of the family. If Satan can weaken or destroy the loving relationships among members of families, he can cause more misery and more unhappiness for more people than he could in any other way” (in Conference Report, Apr. 1993, 85; or *Ensign*, May 1993, 69).

Statement 2

President Gordon B. Hinckley, then a counselor in the First Presidency, stated:

“Since 1960, the U.S. [has experienced] . . . a 560% increase in violent crime; a 419% increase in illegitimate births; a quadrupling in divorce rates; a tripling of the percentage of children living in single-parent homes; more than a 200% increase in the teenage suicide rate’ (William J. Bennett, “Quantifying America’s Decline,” *Wall Street Journal*, 15 Mar. 1993, p. A12). . . .

“One need not, of course, read statistics to recognize a moral decay that seems to be going on all about us” (in Conference Report, Oct. 1993, 76–77; or *Ensign*, Nov. 1993, 54, 59).

Statement 3

Elder Alexander B. Morrison, then a member of the Seventy, wrote:

“Federal government statistics [for the United States] for 1993 [indicate that] . . . over 1.2 million babies were born outside of marriage (31% of all births, up from 28% only three years previously). . . .

“Nearly one in four pregnancies now ends in abortion, with approximately 1.6 million abortions performed in 1990 and more than 28 million abortions [since] 1973. . . .

“The number of divorces in America has increased by nearly 200 percent in the last thirty years; only about 50 percent of U.S. marriages now are first-time marriages. . . .

“The percent of children living in single-parent homes has more than tripled in the last three decades, to its current level of nearly 29 percent of all families with children. Approximately 90 percent of single-parent homes are fatherless. . . .

“The reported incidence of child abuse increased from 101 per 10,000 Americans in 1976 to 390 per 10,000 in 1990, an almost fourfold increase” (*Zion: A Light in the Darkness* [1997], 4–7).

Statement 4

Elder Alexander B. Morrison, then a member of the Seventy, wrote:

“In *The Atlantic Monthly* (April 1993), Barbara Defoe Whitehead pointed out that divorce or out-of-wedlock childbirth are transforming the lives of American children. . . .

- Children in single-parent families are two to three times as likely as children in two-parent families to have emotional and behavioral problems. . . .
- Children in single-parent families are more likely to drop out of high school, to get pregnant as teenagers, to abuse drugs, and to be in trouble with the law. More than seventy percent of all juveniles in state reform institutions in the United States come from fatherless homes. . . .
- The father-child bond is severely, often irreparably damaged in families disrupted by divorce or illegitimacy. Close to half of such children have not seen their father at all in the past year. Many fathers have simply vanished. . . .

“Barbara Whitehead has stated that ‘survey after survey shows that Americans are less inclined than they were a generation ago to value sexual fidelity, lifelong marriage, and parenthood as worthwhile personal goals. Motherhood no longer defines adult womanhood; equally important is the fact that fatherhood has declined as a norm for men . . .’ [“Dan Quayle Was Right,” *Atlantic Monthly*, Apr. 1993, 55–56]. . . .

“. . . No society can long survive that denigrates, demeans, and devalues fatherhood. Men who do not look upon fatherhood, preceded by an honorable marriage, as a sacred privilege and obligation, deny their own manliness and can never rise to their divine potential, either in this world or the next” (*Zion: A Light in the Darkness* [1997], 11–14, 18).

Statement 5

Elder Eran A. Call, then a member of the Seventy, said:

“The home is being threatened and challenged more today than ever before. Today less than half of the children born in the United States, and in many countries in the world, will spend their entire childhood in an intact family [see Barbara Defoe Whitehead, “Dan Quayle Was Right,” *Atlantic Monthly*, Apr. 1993, 47]. Infidelity, divorce, abortion, and abandoned homes are on the increase. The father is rapidly losing his traditional role as caregiver, breadwinner, protector, moral educator, and head of the family.

“During 1960 to 1990, a 30-year period, births outside of marriage in the United States increased 500 percent and divorce increased 400 percent [see David Blankenhorn, *Fatherless America: Confronting Our Most Urgent Social Problem* (1995)]” (in Conference Report, Oct. 1997, 37–38; or *Ensign*, Nov. 1997, 28).

Invite a student from the first group to present that group's findings. If other groups studied that statement, have them add anything else they found. Continue with a student whose group studied another statement, and so on until you have discussed all the statements. Testify that the proclamation on the family presents the Lord's solutions to many problems faced by families today.

WHAT TO TEACH

The principles in the proclamation on the family help us make decisions in dating and courtship.

SUGGESTIONS FOR HOW TO TEACH



Group work. Divide the class into groups of three or four and assign each group a paragraph from the proclamation on the family (student manual, 83). Have the groups look for ways the principles in their paragraph can help them make decisions in dating and courtship. Discuss their findings. If students do not mention the following points, include them in the discussion:

- “Marriage between a man and a woman is ordained of God and . . . the family is central to the Creator’s plan for the eternal destiny of His children” (par. 1). This principle helps us see why marriage is desirable and necessary.
- Every man and woman “is a beloved spirit son or daughter of heavenly parents, and, as such, each has a divine nature and destiny” (par. 2). This principle helps us understand why we must treat all those we date with respect.
- “Sacred ordinances and covenants available in holy temples make it possible for . . . families to be united eternally” (par. 3). This principle helps dating couples understand the necessity of choosing an eternal companion wisely.

CONCLUSION

Share the first three paragraphs of the statement by President Gordon B. Hinckley in the subsection “Satan Tries to Destroy Happiness” (in “Happiness in Marriage,” student manual, 134). Ask students what influence they think the principles in the proclamation should have on their decisions in dating and courtship. Testify that the proclamation on the family is an inspired document given for our safety and blessing by true prophets of God. Encourage students to study the proclamation often and apply its principles in their lives.

4 THE LORD'S STANDARDS FOR DATING

DOCTRINAL OVERVIEW

The Lord has given us standards for dating so we can have greater happiness, protection, and success. The First Presidency has outlined some of these standards in a pamphlet called *For the Strength of Youth*, which is reprinted in the student manual ("For the Strength of Youth," 52). Regarding the first edition of this pamphlet, Elder Russell M. Nelson of the Quorum of the Twelve Apostles said:

"Within its pages are summary statements of certain vital standards. These statements were prepared by the Lord's anointed, mindful of this scripture in the Doctrine and Covenants:

"It is an imperative duty that we owe to all the rising generation, and to all the pure in heart—

"For there are many yet on the earth . . . who are only kept from the truth because they know not where to find it.' (D&C 123:11–12; see also Jer. 50:2; 1 Ne. 21:22.)

"The booklet reviews, in [an] abbreviated way, specific standards. While much is included, much more could have been and is not. Sufficient detail is included to allow each of you to know what the Lord expects of you" ("Standards of the Lord's Standard-Bearers," *Ensign*, Aug. 1991, 9).

PRINCIPLE

Following the Lord's standards results in greater happiness and protection.

STUDENT MANUAL READINGS

"For the Strength of Youth" (52)

Selected Teachings from "Dating Standards" (51)

WHAT TO TEACH

The Lord has given us dating standards for our peace of mind, protection, and happiness.

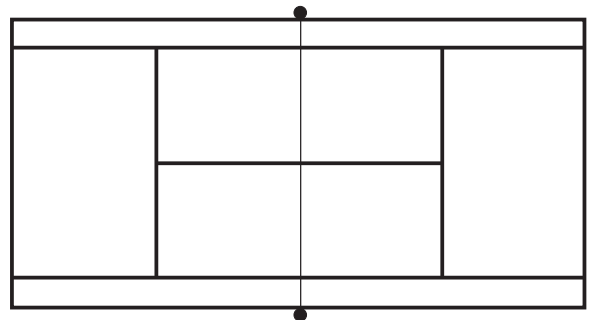
SUGGESTIONS FOR HOW TO TEACH



Object lesson. Note: This activity draws an analogy with tennis. If you or your students are not familiar with tennis, you could substitute another game with boundaries that mark what is "in bounds" and "out of bounds."

Draw on the board a tennis court like the one depicted here. Ask students to name some of the rules of the game. (Be prepared to provide information if students do not know much about the game.)

Hold up a tennis racket and tennis ball. Ask students to think about the feats of control and speed that a skilled tennis player



can perform using this simple equipment. Explain that an important rule of tennis is that the ball must stay “in bounds.” Point out that there are no rules about how fast you serve the ball or how many times it can be volleyed over the net, but there are rules about keeping score and what is in and out of bounds. Ask:

- Are tennis players in the middle of a match allowed to decide the size of the court?
- Do the players get to decide the boundaries of the court just prior to a match?
- Do the players get to change the rules after the game has begun?
- How could the lines in tennis be compared to the standards the Lord has set for expressing physical affection in dating? (The boundaries are clearly marked.)
- In what ways can these standards from the Lord bring us peace of mind, happiness, and protection?

Share the following statement that President Gordon B. Hinckley made to youth: “I make you a promise that God will not forsake you if you will walk in His paths with the guidance of His commandments” (“A Prophet’s Counsel and Prayer for Youth,” *Ensign*, Jan. 2001, 2). What are the bounds we are counseled to stay within?

WHAT TO TEACH

We need to know and follow the Lord’s standards for dating.

SUGGESTIONS FOR HOW TO TEACH



Student manual. Discuss what our lives might be like if there were no standards to guide us. Ask students to consider what dating would be like without standards.

Refer to President Gordon B. Hinckley’s statements under “Dating Standards” (see student manual, 51). Ask students to read and summarize his counsel. Have a student read the following statement from the first edition of *For the Strength of Youth*:

“Standards are rules or guidelines given to help you measure your conduct. Why has the Lord given standards? He wants all his children to return to live with him one day. However, he knows that only those who are worthy will be able to live with him. Standards help you know how well you are preparing to live with your Father in Heaven. Your entire lives on earth are intended to give you the opportunity to learn to choose good over evil, service over selfishness, kindness and thoughtfulness over self-indulgence and personal gratification. By comparing your behavior and thoughts with your Father’s standards, you are in a better position to govern yourselves and make the right choices. God’s commandments (standards) are constant, unwavering, and dependable. As you adhere to them, you will receive countless blessings from heaven—including the gift of eternal life” ([1990], 6).

Ask students to summarize this statement.

Invite students to measure their conduct by the guidelines in the current edition of *For the Strength of Youth*. Invite them to evaluate their dating practices and to ask themselves if these practices are leading them toward a temple marriage. Encourage students to commit to change any practices that are less than what the Lord has asked. Discuss how living up to the Lord’s dating standards affects our happiness now and in the future.



Student manual. Invite students to read the dating section in “For the Strength of Youth” (student manual, 55–56). Have them list the dating standards outlined by the Church in this section. Invite them to discuss the purpose of each standard and how it can lead to greater happiness, protection, and success in dating.

WHAT TO TEACH

Many fun dating activities are in harmony with the Lord's standards.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Read the following counsel from “For the Strength of Youth”: “Plan dating activities that are positive and inexpensive and that will help you get to know each other” (student manual, 56). Ask students for examples of dating activities that meet these standards.



Group work. Duplicate the two charts at the end of this chapter on two sides of a handout. Divide the class into groups of three or four, and give each group a handout. Explain that on the front side are examples of qualities to consider in a partner, and on the back is a list of dating activities. Instruct the groups to choose dating activities from the list that they think could best reveal the presence or absence of each characteristic in the chart on the front. Have them write in the right-hand column of the chart their top three choices of dating activities for each characteristic.

Give the groups a few minutes to fill in the information requested, and then have a representative from each group share their answers with the class. You may want to include the following questions in the discussion:

- What value would each of these characteristics have in a marriage and family?
- Which dating activities did you choose most often? Why?
- Which dating activities did you choose least often or not at all? Why?
- What other dating activities might help couples learn about each other's integrity, manners, regard for the gospel, and so on?
- In what ways could the activities you chose allow couples to discover each other's standards?
- Why is it important to learn about your date's standards?

Discuss the following statement from “For the Strength of Youth”:

“In cultures where dating or courtship is acceptable, dating can help you develop lasting friendships and eventually find an eternal companion. Date only those who have high standards and in whose company you can maintain your standards” (student manual, 55).

Ask students why it is important to date only those with high standards.



Student manual. Explain to students that “For the Strength of Youth” outlines several categories of standards that can help us in our dating and courtship. Invite them to read “For the Strength of Youth” from the “Gratitude” section through “Go Forward with Faith” (student manual, 53–58). Ask them to list the standards described in these sections. (Note: Lesson 5, “The Law of Chastity,” discusses the topic of sexual purity more thoroughly.)



Student manual. Study the selected teachings in the “Dating Standards” section of the student manual (51). Discuss this counsel from our prophets and apostles, focusing especially on topics that have not yet been discussed.

CONCLUSION

Ask students to ponder what they have learned about the importance of living by the Lord's standards. Testify that the Lord gives us standards to help us enjoy our dating and courtship and to preserve us from influences that might keep us from building an eternal marriage and family.

Qualities to Consider	Dating Activities That Might Help Reveal These Characteristics
Spirituality; a foundation built on Christ	
Charity, love, and personal concern	
Emotional maturity; a stable personality	
Ambition, industriousness, initiative	
Financial maturity and discipline	
Personal health	
Honesty and integrity	
Patience and tolerance	
Homemaking or handyman skills	
Enjoyment of children	
Intellectual capability; desire for knowledge	
Ability to express affection appropriately in dating	
Ability to hold a job	

Dating Activities		
<ul style="list-style-type: none"> a. Go to a movie, or watch television or videos. b. Attend an art exhibit, play, or concert. c. Go to a dance. d. Attend an athletic event as spectators. e. Participate in a sporting or athletic event. f. Go on a hike or bike ride. g. Have a party at someone's home. h. Have a picnic. 	<ul style="list-style-type: none"> i. Attend a social event at church. j. Go for a car or bus ride. k. Visit with each other's families. l. Participate in a service project or work project. m. Attend church meetings. n. Have dinner at a restaurant. o. Prepare and eat dinner at home. p. Do homework or read together. q. Participate in a school or church service committee. 	<ul style="list-style-type: none"> r. Sit down together and have a conversation. s. Visit each other's place of employment. t. Go shopping together. u. Visit or play with younger siblings, nieces, nephews, or other young children. v. Go on a double date or group date. w. Play group quiz or guessing games.

5 THE LAW OF CHASTITY

DOCTRINAL OVERVIEW

President Ezra Taft Benson taught, “The law of chastity is virtue and sexual purity” (*The Teachings of Ezra Taft Benson* [1988], 278).

In a letter to members of the Church dated 14 November 1991, the First Presidency stated:

“Sexual relations are proper only between husband and wife appropriately expressed within the bonds of marriage. Any other sexual contact, including fornication, adultery, and homosexual and lesbian behavior, is sinful” (in student manual, 230).

Elder Russell M. Nelson of the Quorum of the Twelve Apostles added:

“Both men and women are required to observe the law of chastity. The commandment ‘Thou shalt not commit adultery’ applies to all” (“Combatting Spiritual Drift—Our Global Pandemic,” *Ensign*, Nov. 1993, 107).

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

“The emphasis we place on the law of chastity is explained by our understanding of the purpose of our procreative powers in the accomplishment of God’s plan. . . .

“Outside the bonds of marriage, all uses of the procreative power are to one degree or another a sinful degrading and perversion of the most divine attribute of men and women” (in Conference Report, Oct. 1993, 99; or *Ensign*, Nov. 1993, 74; see also student manual, 261).

Bruce C. Hafen, who was later called to the Seventy, wrote:

“Properly understood, the scriptures and the prophets counsel us to be virtuous not because romantic love is bad, but precisely because romantic love is so good. It is not only good, it is pure, precious, even sacred and holy” (“The Gospel and Romantic Love,” *Ensign*, Oct. 1982, 66).

PRINCIPLE

Through all our dating and courtship experiences, the law of chastity points the way to peace of mind, lasting security, and happiness.

STUDENT MANUAL READINGS

“Personal Purity,” Elder Jeffrey R. Holland (233)

“Our Moral Environment,” Elder Boyd K. Packer (230)

“Sexual Purity” (in “For the Strength of Youth,” 56)

Statement in “Satan Tries to Destroy Happiness,” President Gordon B. Hinckley (in “Happiness in Marriage,” 134)

Statement in “Satan Tries to Destroy Happiness,” Elder Boyd K. Packer (in “Happiness in Marriage,” 134)

First statement in “Effects of Pornography on Dating, Marriages, and Families,” President Gordon B. Hinckley (in “Pornography,” 265)

“Same-Gender Attraction,” Elder Dallin H. Oaks (294)

Statement in “Same-Gender Attraction” section, President Gordon B. Hinckley (294)

Statement in “Morality and Modesty,” President Spencer W. Kimball (219)

“The Law of Chastity,” President Ezra Taft Benson (227)

WHAT TO TEACH

Key doctrines of the gospel establish the purpose of the law of chastity.

WHAT TO TEACH

Society and institutions today have devalued chastity and virtue.

SUGGESTIONS FOR HOW TO TEACH



Group work. Divide the class into groups of three or four. Have students turn to “Personal Purity,” by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles (student manual, 233). Assign each group one of the following sections from the address: “The Doctrine of the Human Soul,” “The Ultimate Symbol of Total Union,” and “A Symbol of the Relationship with God.” Ask the groups to study their assigned section and answer the following questions:

- Why should we be morally clean?
- Why is this such an important issue from an eternal point of view?

When they have finished, discuss their answers. Ask: Why is repentance essential in correcting a course that is not in harmony with the Lord’s standards?

SUGGESTIONS FOR HOW TO TEACH



Discussion. Invite students to read “Our Moral Environment,” by Elder Boyd K. Packer, who was then a member of the Quorum of the Twelve Apostles (student manual, 230). Have them look for:

- Ways society has devalued chastity and virtue.
- Satan’s deceptions regarding chastity.
- Changing sexual attitudes and behavior.
- Worldly influences and effects on society and individuals.



Discussion. Invite students to read the “Sexual Purity” section of “For the Strength of Youth” (student manual, 56). Also read the statements by President Gordon B. Hinckley and Elder Boyd K. Packer in the subsection “Satan Tries to Destroy Happiness” (in “Happiness in Marriage,” student manual, 134) and the first paragraph in the collection of statements by President Hinckley under “Pornography” (student manual, 265). In addition, you may want to include some or all of the following statements in the discussion:

- “[There are] dangers that threaten the Church within. . . . [One is] sexual impurity. . . . If purity of life is neglected, all other dangers set in upon us like the rivers of waters when the flood gates are opened” (Joseph F. Smith, *Gospel Doctrine*, 5th ed. [1939], 312–13).
- “We all should be concerned about the society in which we live, a society which is like a moral Armageddon. . . . There are so many in the world who do not seem to know or care about right or wrong” (James E. Faust, in Conference Report, Oct. 1996, 57; or *Ensign*, Nov. 1996, 41).
- “Never before, at least not in our generation, have the forces of evil been so blatant, so brazen, so aggressive as they are today. . . .

“The home is under siege. So many families are being destroyed. . . .

“Stand above the sleaze and the filth and the temptation which is all about you” (Gordon B. Hinckley, “Walking in the Light of the Lord,” *Ensign*, Nov. 1998, 98–99).

- “We have watched the standards of morality sink ever lower until now they are in a free-fall” (Boyd K. Packer, in Conference Report, Oct. 1998, 27; or *Ensign*, Nov. 1998, 22; see also student manual, 278).
- “In today’s society the difference between right and wrong is being obscured by loud, seductive voices calling for no restraints in human conduct. They advocate absolute freedom without regard to consequences. I state unequivocally that such behavior is the high road to personal destruction” (James E. Faust, in Conference Report, Apr. 1999, 59–60; or *Ensign*, May 1999, 45).

Ask students: Why do you think there is such a disregard in the world for the Lord’s standards? Testify that it is essential to live by the Lord’s standards.



Discussion. *Note:* In preparing to teach this lesson activity, be sure to carefully study “Same-Gender Attraction,” by Elder Dallin H. Oaks (student manual, 294) so you will be prepared to answer doctrinal questions about this topic. Answer student questions by showing them that answers can be found in the address. Encourage students who want more information to study the address carefully.

Turn with students to the selected teachings in the “Same-Gender Attraction” section (student manual, 294). Read aloud President Gordon B. Hinckley’s response to the question “What is your Church’s attitude toward homosexuality?”

Invite two students to do a role play. Have one take the role of a member of the Church and the other the role of a nonmember. Have the member give President Hinckley’s explanation to the nonmember. Do not let the role play become emotional or turn into a debate.

Ask the class:

- Under what conditions do homosexual inclinations threaten a person’s membership in the Church?
- What other reasons are there, besides keeping one’s Church membership, for being chaste? (see Galatians 5:22–23).

If you feel there is a need in your class, have students read “Same-Gender Attraction,” by Elder Dallin H. Oaks (student manual, 294). Ask some or all of the following questions:

- What reason did Elder Oaks give for making the following statement: “The words *homosexual*, *lesbian*, and *gay* are adjectives to describe particular thoughts, feelings, or behaviors. We should refrain from using these words as nouns to identify particular conditions or specific persons”?
- How did Elder Oaks address the belief in the world today that some people were “born that way”?
- What counsel does Elder Oaks give to those struggling with homosexual thoughts or feelings?

WHAT TO TEACH

If we heed the Lord's warnings to be chaste, we will stand firm against the storm of immorality.

SUGGESTIONS FOR HOW TO TEACH



Student manual. Refer students to the statement by President Spencer W. Kimball under “Morality and Modesty” (student manual, 219), and discuss the following questions:

- When is the best time to set your standards of dating behavior? Why?
- What did President Kimball say about conscience? How can you tell when your conscience is warning you against a certain behavior?
- How can you control your thoughts so they will be in harmony with your conscience?
- What if you and your date disagree about what is and is not appropriate behavior on a date? How can you resolve the issue and maintain Church standards?



Student manual. Have students read “The Law of Chastity” by President Ezra Taft Benson (student manual, 227). Have them answer the following questions:

- What does President Benson say are the results of sin and transgression?
- What does he say are the blessings of staying morally clean?
- What has the Lord taught us about sexual sin, regardless of what society would have us believe?
- What does the Lord expect of you?
- What steps will ensure that you never fall into this transgression?

Give examples of the great happiness and security that come to those who obey the law of chastity.

CONCLUSION

Write the following scripture on the board: “See that ye bridle all your passions, that ye may be filled with love” (Alma 38:12). Ask:

- What does the word *bridle* mean? (“To restrain, guide or govern; to check, curb or control; as, to *bridle* the passions” [Noah Webster, *An American Dictionary of the English Language* (1828)].)
- What do you think the phrase “bridle all your passions” means?
- In what ways can controlling our passions lead to an increase of love?
- How can living the law of chastity lead to a more loving and caring marriage?
- How does obeying the commandments lead to happiness and joy? Why?

6 STAYING MORALLY CLEAN

DOCTRINAL OVERVIEW

When we obey the law of chastity, the Lord helps us grow in faith, self-confidence, peace of mind, and happiness in this life and in the world to come.

In the April 1942 general conference, President J. Reuben Clark Jr. presented a message from the First Presidency that included the following statement: “How glorious and near to the angels is youth that is clean” (in Conference Report, Apr. 1942, 89).

President Gordon B. Hinckley counseled the youth of the Church:

- “Avoid evil talk. Do not take the name of the Lord in vain.”
- “Choose your friends carefully.”
- “Be clean. Don’t waste your time in destructive entertainment.”
- Avoid pornography. “It is exciting, but it will destroy you.”
- “Concerning illicit drugs, . . . stay entirely away from them.”
- “The Church counsels against early dating.”
- “Steady dating at an early age leads so often to tragedy.”
- “Have a wonderful time, but stay away from familiarity. Keep your hands to yourself.”

(“A Prophet’s Counsel and Prayer for Youth,” *Ensign*, Jan. 2001, 7–8.)

PRINCIPLE

Happiness and peace of mind come from keeping our lives pure.

STUDENT MANUAL READINGS

Statement in “Morality and Modesty,” President Gordon B. Hinckley (220)

“Consequences of Obedience or Disobedience” (in “Morality and Modesty,” 221)


“For the Strength of Youth” (52)

“Put on the Whole Armor of God,” President Harold B. Lee (223)

WHAT TO TEACH

Great blessings come from obeying the law of chastity, and tragic consequences come from disobeying it.

SUGGESTIONS FOR HOW TO TEACH

 **Discussion.** Write on the board the headings *Obedience* and *Disobedience*. Have students read President Hinckley’s instruction to the youth of the Church (in “Morality and Modesty,” student manual, 220) and the subsection “Consequences of Obedience or Disobedience” (in “Morality and Modesty,” student manual, 221). Use these readings as a springboard to identify the blessings of obedience and the consequences of disobedience (including guilt, broken hearts and homes, sexually-transmitted diseases, and unwed fathers and mothers). List students’ answers on the board under the appropriate headings. Invite students to share examples from the scriptures of blessings that come from obedience to the law of chastity.

WHAT TO TEACH

Living other gospel principles helps us live the law of chastity.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Ask: What can we do to stay morally clean? Write students' ideas on the board. Read the following scriptures and discuss how each helps us understand how to stay morally clean: Galatians 5:16–17, 19–21; James 1:13–15; 1 Nephi 15:23–24; Alma 13:28; 17:2–3; Helaman 5:12.



Student manual. Divide the class into groups of three or four and assign each group a section of “For the Strength of Youth” (student manual, 52). Have the groups read their assigned section looking for counsel from the First Presidency that helps us stay morally clean in dating and courtship. List students' findings on the board. If they do not mention each of the following points, include them in the discussion:

- “Choose friends who share your values so you can strengthen and encourage each other in living high standards” (student manual, 53).
- “Treat everyone with kindness and respect” (53–54).
- “Dress modestly” (54).
- “Choose only entertainment and media that uplift you” (54).
- “Pornography in all its forms is . . . dangerous and addictive” (54).
- “Have the courage to walk out of a movie or video party, turn off a computer or television, change a radio station, or put down a magazine if what is being presented does not meet Heavenly Father's standards” (55).
- “Don't listen to music that drives away the Spirit, encourages immorality, glorifies violence, uses foul or offensive language, or promotes Satanism or other evil practices” (55).
- “When dancing, avoid full body contact with your partner. Do not use positions or moves that are suggestive of sexual behavior” (55).
- “Date only those who have high standards and in whose company you can maintain your standards” (55).
- “When you begin dating, go in groups or on double dates” (56).
- “Plan dating activities that are positive and inexpensive” (56).
- “Do things that will help you and your companions maintain your self-respect and remain close to the Spirit of the Lord” (56).
- “God has commanded that sexual intimacy be reserved for marriage” (56).
- “Always treat your date with respect” (56).
- “Stay in areas of safety where you can easily control your physical feelings. Do not participate in talk or activities that arouse sexual feelings” (56).
- “Homosexual activity is a serious sin” (56).
- “Be honest with yourself, others, and the Lord” (57).
- When you keep the Word of Wisdom and follow other healthful practices, “you gain the blessings of a healthy body, an alert mind, and the guidance of the Holy Ghost” (58).
- “Be true to the Lord and to His Church in all circumstances” (58).
- “Right choices lead to happiness and eternal life” (52).



Discussion. Have students read “Put on the Whole Armor of God,” by President Harold B. Lee (student manual, 223). Ask:

- Which four parts of the body does Paul caution us to protect from Satan’s attacks?
- From what materials is our armor to be fashioned?
- In what ways can truth, righteousness, the gospel of peace, and salvation help preserve our virtue?
- How can we use the shield of faith and the sword of the Spirit to overcome Satan’s efforts to take our virtue away from us?
- Why are both the shield and the sword necessary?

Read Ephesians 6:14–15. Show *New Testament Video* presentation 18, “The Whole Armour of God” (14:43; item 53141), a modern-day illustration of Paul’s counsel in Ephesians 6:11.



Discussion. Discuss with students what we can do to make our conduct consistent with our knowledge of right and wrong. Ask what we can do to keep an eternal perspective in times of temptation or confusion. You may want to include some or all of the following in the discussion:

- We should follow the counsel of Elder Harold B. Lee, who was then a member of the Quorum of the Twelve Apostles, to “revere womanhood” (in Conference Report, Apr. 1954, 71).
- We should read the scriptures daily. We must nourish our spirit so it can control our flesh.
- We should ask ourselves: How will this conduct affect me? How will this conduct affect others—my date, my family, my date’s family, my future spouse and children? How will this conduct affect my relationship with Heavenly Father?
- We need to remember that the sexual attraction to others that Heavenly Father has given us is part of the power of creation that He shares with us. Along with that power, He has given us the power to control those feelings. We must accept responsibility for controlling our thoughts, feelings, and conduct (see 1 Corinthians 10:13; 2 Peter 2:9; Doctrine and Covenants 62:1).
- We should not be afraid to have a “boundary-setting” talk with a date, especially one who appears to want more intimacy than is appropriate. We can practice in advance what we might say.
- We should not allow ourselves to become dulled by the moral pollution in our environment. Elder Neal A. Maxwell of the Quorum of the Twelve Apostles quoted the following poem by Alexander Pope:

“Vice is a monster of so frightful mien,
As, to be hated, needs but to be seen;
Yet seen too oft, familiar with her face,
We first endure, then pity, then embrace”

(*An Essay on Man*, epistle II, lines 217–20; in Conference Report, Apr. 1993, 94; or *Ensign*, May 1993, 76).

- We should live by the Lord’s standards in spite of pressures from others, even if it means being considered “old-fashioned”(see 1 Nephi 8:33–34). We should keep our sacramental covenant to always remember Jesus Christ (see D&C 20:77, 79) and respond to temptations as He did by paying them no heed (see D&C 20:22).

CONCLUSION

Ask students to always remember that temporal and spiritual rewards will come to us when we are morally clean. Discuss the First Presidency statement delivered in 1942 by President J. Reuben Clark (see the doctrinal overview section on page 22 above). Share your testimony of the importance of staying morally clean throughout our lives.

7 PERSONAL WORTHINESS AND THE BLESSINGS OF ETERNAL MARRIAGE

DOCTRINAL OVERVIEW

The Atonement of Jesus Christ made it possible for us to enjoy the blessings that come from a worthy temple marriage. Elder Richard G. Scott of the Quorum of the Twelve Apostles said: “I testify that with unimaginable suffering and agony at an incalculable price, the Savior earned His right to be our Intermediary, our Redeemer, our Final Judge. Through faith in Him and receipt of the requisite ordinances and covenants, you will earn your right to the blessings of eternal marriage, made possible through His infinite Atonement” (in Conference Report, Apr. 1999, 34; or *Ensign*, May 1999, 27).

PRINCIPLE

The Atonement of Jesus Christ makes it possible for us to enjoy the blessings of eternal marriage.

STUDENT MANUAL READINGS

“Healing the Tragic Scars of Abuse,” Elder Richard G. Scott (5)

Statement in “Principle of Repentance,” Elder Boyd K. Packer (in “The Family: A Proclamation to the World” section, 87)

Note: Throughout this lesson, you should emphasize the great value in completely avoiding sexual sin. However, there may be students in your class who have already broken the law of chastity. You should also emphasize the power of Christ’s Atonement and our capacity to repent and be cleansed completely.

Students may also ask questions about abuse and personal unworthiness. Prepare for such questions by reading “Healing the Tragic Scars of Abuse,” by Elder Richard G. Scott (student manual, 5). Encourage students to choose partners who make them feel happy and worthwhile.

WHAT TO TEACH

Worthiness for temple ordinances requires sincere repentance, which includes godly sorrow for one’s sins.

SUGGESTIONS FOR HOW TO TEACH



Video. Consider introducing the subject of personal worthiness by showing *New Testament Video* presentation 16, “Godly Sorrow Leads to Repentance” (9:25, item 53141). Or read or retell the following story:

A young woman was engaged and was excited for her upcoming temple wedding. During the temple recommend interview with her bishop, she confessed past sins. He explained that she would have to delay her temple wedding in order to have time to properly repent. She became upset, fearing the embarrassment of telling her fiancé, family, and friends. She felt that the bishop was being unfair, because she had stopped dating the young man with whom she had sinned and was no longer committing the sin.

The bishop explained that true repentance requires more than simply ending the sin, and that her sudden distress was simply a display of “worldly sorrow.” He taught her that she must experience “godly sorrow” in order to repent. Although the wedding date had to be postponed, through study and prayer she drew closer to her Heavenly Father, experienced godly sorrow, pled for forgiveness, and finally gained the joy of repentance. Although the experience was painful, on her wedding day she felt great peace and happiness because she knew she was clean and worthy to be in the Lord’s house.


After the video (or story), ask:


- Why was it necessary for this young woman to confess her transgressions?
- What enabled her to move from worldly sorrow to godly sorrow?
- What must we do to repent besides having godly sorrow? (Among other things, we must ask for forgiveness.)
- What might have happened if the young woman had chosen to hide her sins from her bishop and her fiancé instead of accepting responsibility? (see D&C 132:18).
- In what ways do you think she grew by confessing and repenting?
- What did she risk by confessing and repenting?
- In what ways might her fiancé grow?
- How do you think this experience affected her sense of self-worth?
- How do you think it affected her relationship with the Lord?

WHAT TO TEACH


True repentance brings forgiveness to the transgressor through the Atonement.

SUGGESTIONS FOR HOW TO TEACH

 **Discussion.** Read aloud the statement by Elder Boyd K. Packer, who was then a member of the Quorum of the Twelve Apostles, in the subsection “Principle of Repentance” (in “The Family: A Proclamation to the World” section, student manual, 87).

 **Scripture activity.** Read 1 John 1:8 and ask: Why is it important for us to understand how to truly repent of our sins? Invite students to explain the process of repentance as if they were teaching a person who is not a member of the Church. Ask them to include the elements of repentance mentioned in Mosiah 27:23–29; Alma 36:5–24. Include the following elements if the students do not mention them:

- Recognition of our guilt.
- Godly sorrow and pain for our sins.
- Confession (to Heavenly Father, to others we may have wronged, and to proper priesthood authority if necessary) and asking for forgiveness.
- Acceptance of Christ’s atoning sacrifice.
- Restoration, as far as possible, of what was lost or taken.
- Replacement of sin with obedience to God’s commandments.
- Exquisite joy that comes from forgiveness of sins (see Alma 36:20–21).

 **Scripture activity.** Read Mosiah 4:2–3. Discuss how we can know we have been forgiven after we repent. According to verse 3, what three conditions help us know that we have been granted a remission of our sins? (The Spirit of the Lord comes upon us, we are “filled with joy,” and we have “peace of conscience.”) Read verses 26–30, and discuss what a person must do to retain a remission of sins.



Discussion. Read aloud and discuss the following statement by President Boyd K. Packer, Acting President of the Quorum of the Twelve Apostles:

"In April of 1847, Brigham Young led the first company of pioneers out of Winter Quarters. At that same time, 1,600 miles to the west the pathetic survivors of the Donner Party straggled down the slopes of the Sierra Nevada Mountains into the Sacramento Valley.

"They had spent the ferocious winter trapped in the snowdrifts below the summit. That any survived the days and weeks and months of starvation and indescribable suffering is almost beyond belief.

"Among them was fifteen-year-old John Breen. On the night of April 24 he walked into Johnson's Ranch. Years later John wrote:

"It was long after dark when we got to Johnson's Ranch, so the first time I saw it was early in the morning. The weather was fine, the ground was covered with green grass, the birds were singing from the tops of the trees, and the journey was over. I could scarcely believe that I was alive.

"The scene that I saw that morning seems to be photographed on my mind. Most of the incidents are gone from memory, but I can always see the camp near Johnson's Ranch' [John Breen, "Pioneer Memoirs," unpublished, as quoted on "The Americanization of Utah," PBS television broadcast].

"At first I was very puzzled by his statement that 'most of the incidents are gone from memory.' How could long months of incredible suffering and sorrow ever be gone from his mind? How could that brutal dark winter be replaced with one brilliant morning?

"On further reflection I decided it was not puzzling at all. I have seen something similar happen to people I have known. I have seen some who have spent a long winter of guilt and spiritual starvation emerge into the morning of forgiveness. When morning came, they learned this:

"Behold, he who has repented of his sins, the same is forgiven, and I, the Lord, remember them no more' [D&C 58:42].

"I, even I, am he that blotteth out thy transgressions for mine own sake, and will not remember thy sins' [Isaiah 43:25].

"I will forgive their iniquity, and I will remember their sin no more' [Jeremiah 31:34].

"For I will be merciful to their unrighteousness, and their sins and their iniquities will I remember no more' [Hebrews 8:12; see also Hebrews 10:17]. . . .

"Letters come from those who have made tragic mistakes. They ask, 'Can I ever be forgiven?'

"The answer is yes!" (in Conference Report, Sept.–Oct. 1995, 21–22; or *Ensign*, Nov. 1995, 18–19).

WHAT TO TEACH

Repenting of our sins and relying on the Atonement of Jesus Christ restores worthiness.

SUGGESTIONS FOR HOW TO TEACH



Scripture activity. Read the following scriptures and discuss the accompanying questions. Ask students to look for insights about repentance and the power of the Atonement of Jesus Christ.

- Mosiah 11:14; 23:9. How serious were the sins of Alma the Elder?
- Alma 26:20–22. How do you know that Alma the Elder was forgiven? Why can we also be forgiven?
- Mosiah 28:4. How serious were the sins of Alma the Younger? How do you know that he was forgiven?
- Alma 8:14–15; 36:24–30. What did Alma the Younger do to gain forgiveness and become clean again? How does this apply to us?
- 2 Nephi 25:23, 26. What did Nephi say to those who fear they can never be forgiven?
- Mosiah 26:29; Moroni 6:8. What hope is there for those who sin again after being forgiven?
- Mosiah 14:4–5. What do these verses mean to you?

WHAT TO TEACH

It is far better not to sin in the first place than to sin and repent.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Ask: How might the young woman in the story in the previous lesson have benefitted by not sinning in the first place? Discuss the following statement by Elder Spencer W. Kimball, then a member of the Quorum of the Twelve Apostles:

“Another error into which some transgressors fall, because of the availability of God’s forgiveness, is the illusion that they are somehow stronger for having committed sin and then lived through the period of repentance. This simply is not true. That man who resists temptation and lives without sin is far better off than the man who has fallen, no matter how repentant the latter may be. . . . His sin and repentance have certainly not made him stronger than the consistently righteous person.

“. . . How much better it is never to have committed the sin!” (*The Miracle of Forgiveness* [1969], 357).

Discuss why it is better to be “consistently righteous.”

CONCLUSION

Read Elder Richard G. Scott’s statement from the doctrinal overview for this lesson (p. 26). Invite students to ponder the influence of the Atonement of Jesus Christ in their lives. Testify of the redeeming power of the Atonement that has given us the opportunity to be married for eternity.

8 OVERCOMING “THE NATURAL MAN”

DOCTRINAL OVERVIEW

King Benjamin taught his people, “The natural man is an enemy to God, and has been from the fall of Adam, and will be, forever and ever” (Mosiah 3:19). He explained that such a man will remain in this condition “unless he yields to the enticings of the Holy Spirit, and putteth off the natural man and becometh a saint through the atonement of Christ the Lord, and becometh as a child, submissive, meek, humble, patient, full of love, willing to submit to all things which the Lord seeth fit to inflict upon him, even as a child doth submit to his father” (v. 19). Elder Orson Pratt, who was a member of the Quorum of the Twelve Apostles, taught: “The more righteous a people become the more they are qualified for loving others and rendering them happy. A wicked man can have but little love for his wife” (*The Seer* [1853–54], 156; see also student manual, 157).

PRINCIPLE

As we strive to become more like the Savior and overcome the natural man, we become better prepared for dating and a temple marriage.

STUDENT MANUAL READINGS

Statement in “Temptations of Satan and the Natural Man,” Elder Jeffrey R. Holland (330)

“Put Off the Natural Man, and Come Off Conqueror,” Elder Neal A. Maxwell (333)

“Beware of Pride,” President Ezra Taft Benson (269)


“Discipline a Violent Temper,” President Gordon B. Hinckley (332)

“Our Fading Civility,” President Gordon B. Hinckley (331)

WHAT TO TEACH

Through transgression of God’s law, a person becomes a “natural man” and an enemy to God.

SUGGESTIONS FOR HOW TO TEACH

 **Discussion.** Invite students to read Mosiah 3:19; 16:2–5; 27:25; Ether 3:2; and Doctrine and Covenants 20:20 looking for what condition mankind needs to overcome. Ask students why a person in this condition is called a “natural man.” Discuss what leads to this condition. Read the statement by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles in the selected teachings in the “Temptations of Satan and the Natural Man” section (student manual, 330). Ask:

- What role did the Fall of Adam play in man’s fallen nature? (see Ether 3:2). What are the consequences if we remain in a fallen state?
- What responsibility do individuals have for their fallen natures? (see Mosiah 16:2–5; Alma 42:10–12; D&C 20:20).
- How is the eternal nature of man different from the natural man? (see Mosiah 3:19; D&C 93:38).

- Although “the natural man is an enemy to God” (Mosiah 3:19), why isn’t our situation hopeless? (see John 3:3–8; 15:14; Mosiah 3:11–12; 27:25–26).

Testify that the repentant qualify for the Atonement of Jesus Christ by living the commandments of God (see Mosiah 3:11–12, 19). Each repentant person can be born again, become spiritually alive, and become worthy to be known as a friend of God (see John 3:3–8; 15:14; Mosiah 27:25–26).

WHAT TO TEACH

The natural man’s selfishness, pride, anger, and incivility are harmful to a successful and loving relationship.

SUGGESTIONS FOR HOW TO TEACH



Group work. Read the following statement by the Prophet Joseph Smith: “Now, in this world, mankind are naturally selfish, ambitious and striving to excel one above another; yet some are willing to build up others as well as themselves” (*Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith [1976], 297). Explain that this lesson will examine the selfishness, pride, anger, and incivility of the natural man. Divide the class into four groups. Assign each group to read the material in one of the following categories and answer the accompanying questions.

Selfishness

Read “Put Off the Natural Man, and Come Off Conqueror,” by Elder Neal A. Maxwell of the Quorum of the Twelve Apostles (student manual, 333), looking for answers to the following questions:

- How did Elder Maxwell define selfishness?
- Why is selfishness “the detonator in the breaking of the Ten Commandments”?
- Which forms of selfishness have the power to destroy dating and marriage relationships? Why?
- What qualities do we need to develop to avoid being selfish? How can we strengthen relationships?
- What has God given us to help us overcome selfishness?

Pride

Read “Beware of Pride,” by President Ezra Taft Benson (student manual, 269), looking for answers to the following questions:

- How can enmity toward God affect the way we treat those we date?
- How can enmity toward our fellow men affect our dating and courtship conduct?
- In what ways do the manifestations of pride outlined by President Benson affect our behavior in dating and courtship?
- How can humility improve our behavior in dating and courtship?

Anger

Read “Discipline a Violent Temper,” by President Gordon B. Hinckley, then a counselor in the First Presidency (student manual, 332), and answer the following questions:

- What can a violent temper do to a dating or courtship relationship?
- What counsel did President Hinckley give about controlling one’s temper?
- Can anyone make you lose your temper? Why or why not?

Incivility

Read “Our Fading Civility,” by President Gordon B. Hinckley (student manual, 331), looking for answers to the following questions:

- How should our education affect our civility?
- What are examples of incivility in dating and courtship?
- What are examples of how civility can improve our dating and courtship relationships.

When the groups have finished, have a member from each group present their answers to the class. Discuss their findings.

WHAT TO TEACH

Through the Atonement of Jesus Christ and with the help of the Spirit, we can overcome the natural man and become true Saints.

SUGGESTIONS FOR HOW TO TEACH

Scripture activity. Invite students to read 2 Nephi 25:23, 26; Mosiah 3:19; 4:1–6; 5:2–9 looking for how we can overcome the natural man. Discuss their findings. Write on the board: *Through the Atonement of Jesus Christ and with the help of the Holy Ghost, we can overcome the natural man and become true Saints.* Ask: Why is it impossible to overcome the natural man without the Atonement of Jesus Christ? Read Mosiah 5:2 again and ask:

- In what ways can our dispositions change as we overcome the natural man and become Saints?
- How can doing good continually affect a dating relationship?

WHAT TO TEACH

Overcoming the natural man makes us more sensitive to the Holy Spirit and strengthens relationships that lead to eternal marriage.

SUGGESTIONS FOR HOW TO TEACH

Scripture activity. Read the “What to Teach” principle for this lesson activity. Have students read one or more of the following scriptures and relate them to the teaching principle: Romans 12:2–19; Moroni 10:20–23; Doctrine and Covenants 76:5–10. Have them give examples.

CONCLUSION

Read Galatians 5:16–17. Ask students what they learned from this lesson that could help them in their efforts to “walk in the Spirit.” Discuss how walking in the Spirit helps us overcome the natural man. Encourage students to seek the influence of the Holy Ghost every day. Testify that with the help of the Spirit and through the Atonement of Jesus Christ we can overcome the natural man and build lasting relationships.

9 BALANCING PERSONAL GROWTH AND RESPONSIBILITY

DOCTRINAL OVERVIEW

To succeed in our relationships, we should follow the Savior's example by striving for growth in our physical, mental, social, emotional, and spiritual lives. Elder Ezra Taft Benson, then a member of the Quorum of the Twelve Apostles, taught: "It seems to me that the most successful program of complete youth fitness ever known to man was described in fourteen words . . . : 'And Jesus increased in wisdom and stature and in favor with God and man.' There is the ideal of any program of youth fitness, to help our youth increase in wisdom and stature and in favor with God and man. It covers everything: physical fitness, mental fitness, social fitness, emotional fitness, spiritual fitness" (. . . *So Shall Ye Reap* [1960], 140).

PRINCIPLE

Personal growth is a key to building lasting relationships.

STUDENT MANUAL READINGS

Selected Teachings from "Maturity" (198)

WHAT TO TEACH

Personal growth involves finding balance in the various areas of our lives.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Ask students: What do you think it means to be "mature"? Explain that we can look to the Savior as our example of maturity. Read the statement by Elder Ezra Taft Benson in the doctrinal overview above. Invite students to search Luke 2 for the verse Elder Benson mentioned. Write on the board the headings *Jesus Increased In* and *We Need to Grow*. Have students list the ways Jesus increased and corresponding ways we need to grow. The completed chart should look similar to the following:

Jesus Increased In	We Need to Grow
wisdom	mentally and emotionally—make decisions based on gospel principles, take personal responsibility
stature	physically—observe sound health practices, have confidence in our abilities
favor with God	spiritually—live Christ-centered lives
favor with man	socially—be unselfish, serve others

Ask students for examples of the types of maturity listed in the right-hand column. Elder M. Russell Ballard of the Quorum of the Twelve Apostles stated, “A periodic review of the covenants we have made with the Lord will help us with our priorities and with balance in our lives.” Invite students to discuss the following recommendations by Elder Ballard:

1. “Think about your life and set your priorities.”
2. “Set short-term goals that you can reach.”
3. “Through wise budgeting, control your real needs and measure them carefully against your many wants in life.”
4. “Build relationships with your family and friends through open and honest communication.”
5. “Study the scriptures.”
6. Schedule “the time for sufficient rest, exercise, and relaxation.”
7. “Teach one another the gospel.”
8. “Pray often as individuals and as families.”

(In Conference Report, Apr. 1987, 15–17; or *Ensign*, May 1987, 14–15.)

WHAT TO TEACH

*There is more to
maturing than simply
growing older.*

SUGGESTIONS FOR HOW TO TEACH



Discussion. Ask students whether there is any difference between aging and maturing. Invite a student to read aloud the first three paragraphs of the story by Elder Marvin J. Ashton, who was a member of the Quorum of the Twelve Apostles, in the “Maturity” section (student manual, 198). Ask students: What is this girl lacking if she wants a lasting relationship? Have another student read the fourth paragraph of the story. Ask: What did Elder Ashton say are true indicators of maturity?

Write on the board the headings *Mature* and *Immature*. Ask the class for examples of what people their age do that is mature and what they do that is immature. List their answers on the board. Discuss how these actions can help or hinder a dating relationship.



Student manual. Write on the board the headings from the following chart. Fill in the left-hand column. Invite students to search the “Maturity” section in the student manual (198–99) for indicators of maturity. Have them identify principles in each statement and suggest which area of growth each principle belongs in. Write their answers on the board in the appropriate column. The completed columns may look similar to the following:

Speaker	Indicators of Maturity			
	Mental and Emotional	Physical	Spiritual	Social
President Spencer W. Kimball	Achieves higher grades after serving a mission.	Is strong, hard-working after serving a mission.	Has served an honorable mission.	Is more gracious after serving a mission.
President Gordon B. Hinckley	Controls thoughts.	Controls actions.	Controls thoughts and actions.	Controls thoughts and actions.
Elder Marvin J. Ashton	Controls thoughts, is self-disciplined, conducts self wisely, has courage to flee contention and not retaliate.	Demonstrates resilience and continuing effort.	Tries to be Christlike.	Earns respect.
Elder Neal A. Maxwell	Defers gratification.		Demonstrates faith and trust in waiting for explanations.	
Elder Richard G. Scott	Faces challenges, resolves difficult problems.		Learns to apply truth.	
Elder Marion D. Hanks			Is pure, demonstrates honesty and integrity, performs selfless service.	Is responsible, considerate, kind; cares about others.

Summarize students' findings from the chart. Invite students to suggest other indicators of maturity. Ask: In what ways can each of these qualities increase the likelihood of success in marriage?

CONCLUSION

Reread the fourth paragraph of Elder Marvin J. Ashton's statement in the "Maturity" section (student manual, 198). Encourage students to choose an area in their lives and to strive to improve in that area over the next several weeks. Testify that continued growth and balance are essential to lasting relationships.

10 TEMPORAL PREPAREDNESS

DOCTRINAL OVERVIEW

Eternal families strive to make Jesus Christ their focus in temporal as well as spiritual matters. In this dispensation the Lord directed His Church to “organize yourselves; prepare every needful thing” (D&C 88:119). To obey this commandment we need to prepare to provide temporally for our future families.

PRINCIPLE

Temporal preparedness enhances our ability to build a successful marriage.

STUDENT MANUAL READINGS

Statements in “Prepare for the Future,” President Gordon B. Hinckley
(in “Education,” 77)

Statement in “Importance of Education for Women,” Elder Howard W. Hunter (in
“Education,” 78)

Statement in “Importance of Education for Women,” Elder Russell M. Nelson
(in “Education,” 78)

Selected Teachings from “Temporal Preparedness” (327)


Selected Teachings from “Independence” (137)

“Becoming Self-Reliant,” Elder L. Tom Perry (307)

WHAT TO TEACH

We should prepare for marriage temporally as well as spiritually.

SUGGESTIONS FOR HOW TO TEACH

 **Discussion.** Tell students that a daughter once asked her father, “What should I look for in a husband?” The father replied, “Find a man of God who has a job.” He might have given his son similar advice: “Find a woman of God who knows how to manage a home.” Ask students how they can prepare temporally for marriage and family life. List their responses on the board. Answers might include the ability to:

- Earn a living.
- Manage money.
- Manage time.
- Clean and mend clothing.
- Prepare nutritious meals.
- Learn to maintain living quarters.
- Know basic homemaking skills.
- Learn about home storage and production.
- Practice principles of health and physical fitness.

- Learn to work.
- Complete projects and achieve goals.

Write on the board the following statement by President Thomas S. Monson of the First Presidency: “Preparation precedes performance” (in Conference Report, Apr. 1996, 61; or *Ensign*, May 1996, 43). Ask:

- How might lack of preparation in each of the areas listed affect one’s ability to provide for one’s future family?
- How does this relate to the statement on the board?



Student manual. Ask: What does it mean to prepare temporally for marriage? Discuss the statements by President Gordon B. Hinckley in the subsection “Prepare for the Future” (in “Education,” student manual, 77). Ask students what they learned from these statements about preparing temporally for marriage. Invite them to consider how they are preparing today to provide for the temporal needs of their future family.

WHAT TO TEACH

Temporal preparedness may include knowledge and proficiency in a variety of skills.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Ask students to read the following material in the student manual and answer the accompanying questions.

Education

Read the statements by Elder Howard W. Hunter and Elder Russell M. Nelson in the subsection “Importance of Education for Women” (in “Education,” student manual, 78). Reread President Gordon B. Hinckley’s counsel in the subsection “Prepare for the Future” (student manual, 77).

- Why are education and training important in marriage preparation for both men and women?
- What are some of the benefits of a formal education?

Health

Read the statements by President Spencer W. Kimball under “Health” (in “Temporal Preparedness,” student manual, 327).

- Why are learning about and practicing principles of good health important preparation for marriage?
- What are you doing to care for your health?

Employment and Finances

Read the subsection “Employment and Finances” (in “Temporal Preparedness,” student manual, 327).

- How can being a wise steward in finances bless a marriage?
- What did Elder Boyd K. Packer, then of the Quorum of the Twelve Apostles, say about various types of employment?
- Elder M. Russell Ballard, then a member of the Presidency of the Seventy, gave three keys to improving family finances. In what ways are you practicing these principles now?
- According to Elder Joseph B. Wirthlin of the Quorum of the Twelve Apostles, how can we help children learn independence?

Home Storage and Production

Read the subsection “Home Storage and Production” (in “Temporal Preparedness,” student manual, 329).

- Why is knowledge of home storage and production important preparation for marriage?
- What are you doing now to learn about home storage and production?

Personal and Family Preparedness

Read the statement by Elder L. Tom Perry of the Quorum of the Twelve Apostles in “Temporal Preparedness” (student manual, 327).

- Why do we need to be prepared for less prosperous times?
- What is the great blessing of being prepared?

WHAT TO TEACH

Self-reliance is an important part of being prepared for marriage.

SUGGESTIONS FOR HOW TO TEACH

Discussion. Ask students what they think it means to be independent. Read aloud the following story:

“In our friendly neighbor city of St. Augustine great flocks of sea gulls are starving amid plenty. Fishing is still good, but the gulls don’t know how to fish. For generations they have depended on the shrimp fleet to toss them scraps from the nets. Now the fleet has moved. . . .

“The shrimpers had created a Welfare State for the . . . sea gulls. The big birds never bothered to learn how to fish for themselves and they never taught their children to fish. Instead they led their little ones to the shrimp nets.

“Now the sea gulls, the fine free birds that almost symbolize liberty itself, are starving to death because they gave in to the ‘something for nothing’ lure! They sacrificed their independence for a handout.

“A lot of people are like that, too. . . .

“Let’s not be gullible gulls. We . . . must preserve our talents of self-sufficiency, our genius for creating things for ourselves, our sense of thrift and our true love of independence” (“Fable of the Gullible Gull,” *Reader’s Digest*, Oct. 1950, 32; in Marion G. Romney, in Conference Report, Oct. 1982, 132–33; or *Ensign*, Nov. 1982, 91).

Invite students to explain how this story applies to preparing for marriage. Next have the students read the “Independence” section (student manual, 137). Ask:

- What insights did you gain from these teachings?
- How do you think independence relates to the marriage relationship?



Group work. Ask students to turn to “Becoming Self-Reliant,” by Elder L. Tom Perry (student manual, 307). Divide the class into four groups. Have the first group read the first two sections of the address, “Nephi’s Self-Reliance” and “Importance of Self-Reliance.” Ask them to look for what happens to our spiritual and temporal growth when we are not self-reliant. Have the second group read the fourth section, “Spiritual Nourishment.” Ask them to prepare to explain how an understanding of the scriptures can help us become self-reliant. Have the third group read the fifth section, “Temporal Self-Reliance.” Ask them to think of several ways newlyweds can become self-reliant. Have the fourth group read the

last two sections, “Proper Use of Resources” and “Financial Well-Being.” Ask them to list ways a newlywed couple could improve their self-reliance by applying these two principles. Ask all the groups to think of real-life examples of their assigned principle in action.

When the groups have finished, have a representative from each group report their findings. Discuss their answers.

CONCLUSION

Write on the board the following statement by Elder M. Russell Ballard: “Attitude is an important part of the foundation upon which we build a productive life” (student manual, 328). Discuss the statement as a class. Help students understand that temporal preparedness is an important ingredient in a successful marriage.

11 EFFECTIVE COMMUNICATION

DOCTRINAL OVERVIEW

The Savior taught: “Out of the abundance of the heart the mouth speaketh” (Matthew 12:34). Effective communication helps us enjoy the company of others, share feelings and ideas, and build relationships that endure from first acquaintance through love and commitment. Elder Marvin J. Ashton of the Quorum of the Twelve Apostles said: “If we would know true love and understanding one for another, we must realize that communication is more than a sharing of words. It is the wise sharing of emotions, feelings, and concerns. It is the sharing of oneself totally” (in Conference Report, Apr. 1976, 80; or *Ensign*, May 1976, 52; see also student manual, 32–33). Effective communication is crucial for dating and marriage.

PRINCIPLE

Effective communication helps build friendships and strengthen commitment during courtship and marriage.

STUDENT MANUAL READINGS

“Family Communications,” Elder Marvin J. Ashton (32)

WHAT TO TEACH

Effective communication is vital to a close relationship.

SUGGESTIONS FOR HOW TO TEACH



Group work. Write the following statement on the board: *Communication helps determine whether a dating couple's relationship can move to a higher level of commitment.* Ask students to relate examples that demonstrate this principle. Divide the class into groups of three or four. Assign the groups to read “Family Communications,” by Elder Marvin J. Ashton (student manual, 32), and summarize one or more of Elder Ashton’s seven suggestions for effective communication. Suggest that students substitute the words *date* or *spouse* when Elder Ashton uses the words *family*, *family member*, and so on. When they have finished, invite a representative from each group to present their findings to the class.

WHAT TO TEACH

The scriptures contain examples of righteous communication that strengthens relationships.

SUGGESTIONS FOR HOW TO TEACH



Scripture activity. The scriptures contain examples of both negative communication that harms relationships and positive communication that builds them. Write on the board the headings from the following chart. Fill in the first column of the chart with the scripture references listed. Divide the class into groups of three or four and assign each group two or more scriptures from the column. Have the groups study their assigned passages looking for (1) examples of positive and negative communication, and (2) general principles of effective communication. Have a representative from each group present their findings to the class, and write them on the board. The completed chart should look similar to the following:

Reference	Negative Communication	Positive Communication	Principle of Communication
Proverbs 8:6–9	Speaks of wickedness, is forward and perverse.	Speaks of excellent things, right things, truth, righteousness, plainness.	Use clean speech. Tell the truth.
Proverbs 15:1–2	Speaks grievous words that stir up anger, speaks foolishness.	Gives soft answers that turn away wrath, is wise and knowledgeable.	We can avoid much contention by communicating positively and honestly.
Proverbs 15:28	“Pours out” evil things.	“Studies” before answering.	Think before you speak.
Matthew 12:34–37	Comes from an evil heart, speaks idle words that will condemn.	Comes from a good heart, speaks good things that will justify.	Our speech can indicate our character.
Matthew 15:16–20	Comes from an evil heart, defiles, bears false witness, commits blasphemy.		Evil thoughts lead to evil speech.
Ephesians 4:29, 31–32	Is corrupt, bitter, wrathful, angry, loud, full of malice.	Is edifying, kind, tenderhearted, forgiving.	Avoid evil speech. Repent of evil.
Colossians 4:6		Is full of grace and wisely seasoned.	Strive to make your speech edifying.

You may also want to have students review one or more of the following scriptures as part of the exercise: Mosiah 2:32; Alma 5:30–31; 12:14; 3 Nephi 11:29; Doctrine and Covenants 20:54; 88:124.

WHAT TO TEACH

Appropriate sharing of emotions, feelings, and concerns helps strengthen relationships.

SUGGESTIONS FOR HOW TO TEACH



Group work. Read aloud Elder Marvin J. Ashton’s statement in the “Doctrinal Overview” above. Ask: What keys to communication does Elder Ashton give?

Divide the class into groups of three or four. Ask students to share the following information about themselves with their group:

- Where you were born and raised.
- Something unusual about your family.
- Your favorite trip or vacation.
- Something you admire in a family member or friend.
- A trait you possess that you think will contribute to the success of your future marriage.

When the groups are finished, ask: Which of these topics was the easiest for you to speak about? Which was the most difficult? Why? Include some or all of the following questions in the discussion:

- What topics do couples usually discuss on their first date? What topics would you like to discuss?
- What might happen if a couple with a developing relationship never takes the risk of discussing topics that are personal?
- What are the risks of talking about personal topics?
- How can we help others feel safe sharing personal experiences, thoughts, and feelings?
- How can you show that you are a good listener?
- What questions can you ask on a date that will help you get to know the other person? (You may want to list students' suggestions on the board.)
- What difference can it make in a relationship when you know you can comfortably share your thoughts and feelings with the other person?
- How does effective communication foster sharing, friendship, growth, compatibility, trust, and love in a relationship?

CONCLUSION

Read Matthew 12:34–35; James 3:5–6 and ask: How is the tongue connected to the heart? How is the tongue like a “little fire”? In what ways can our communication either build or destroy relationships? Testify that effective communication is essential to building eternal relationships.

12 DIFFERENCES INHERENT BETWEEN MEN AND WOMEN

DOCTRINAL OVERVIEW

“All human beings—male and female—are created in the image of God. Each is a beloved spirit son or daughter of heavenly parents, and, as such, each has a divine nature and destiny. Gender is an essential characteristic of individual premortal, mortal, and eternal identity and purpose” (“The Family: A Proclamation to the World,” student manual, 83; or *Ensign*, Nov. 1995, 102). Men and women have different divine roles and responsibilities and have “gifts differing according to the grace that is given to [them]” (Romans 12:6).

President Gordon B. Hinckley, then a counselor in the First Presidency, taught: “Each of us is an individual. Each of us is different. There must be respect for those differences, and while it is important and necessary that both the husband and the wife strive to ameliorate those differences, there must be some recognition that they exist and that they are not necessarily undesirable. There must be respect one for another, notwithstanding such differences. In fact, the differences may make the companionship more interesting” (*Cornerstones of a Happy Home* [pamphlet, 1984], 4–5; see also student manual, 128).

PRINCIPLE

Understanding the differences inherent between men and women helps dating couples interact in more Christlike ways.

STUDENT MANUAL READINGS

Selected Teachings from “Differences Inherent between Men and Women” (63)

“The Joy of Womanhood,” Sister Margaret D. Nadauld (70)

Statements in “Equality of Men and Women,” Elder James E. Faust (80)

Statement in “Equality of Men and Women,” Sister Eliza R. Snow (80)

WHAT TO TEACH

The differences in the natures of men and women make it possible for each to make important contributions to dating and marriage relationships.

SUGGESTIONS FOR HOW TO TEACH



Student manual. Ask a student to read aloud the first paragraph of President Spencer W. Kimball’s statement under “Differences Inherent between Men and Women” (student manual, 63). Read aloud the statement by President Gordon B. Hinckley in the doctrinal overview above.



Discussion. Ask:

- According to President Hinckley, why are the differences between men and women “not necessarily undesirable”?
- Why do we need to respect the differences between men and women?
- How can our differences “make [a] companionship more interesting”?



Student manual. Allow time for students to read Sister Margaret D. Nadauld's address "The Joy of Womanhood" (student manual, 70). Ask the men what points most impressed them. Ask the women what points most impressed them.

WHAT TO TEACH

Gender differences help us fulfill our God-given roles.

SUGGESTIONS FOR HOW TO TEACH



Student manual. Read the statements by President Howard W. Hunter in the "Differences Inherent between Men and Women" section (student manual, 63). Ask: What roles in the plan of salvation do you think the gift of spirituality could help women fulfill?

Read the statements by the following leaders in the "Differences Inherent between Men and Women" section and discuss the accompanying questions.

President Spencer W. Kimball

- In what ways do you think the differences between men and women make them "dependent on each other" to reach their full potential?
- Give examples of differences between men and women that are "beautifully basic" and others that are "superficial."

President Ezra Taft Benson

- What "natural attributes, affections, and personalities" did President Ezra Taft Benson say women generally have?
- In what ways do you think these traits help balance the often "aggressive and competitive nature" of men?
- What did President Benson suggest often happens to women when they enter the competitive workplace?

President Boyd K. Packer

- What differences between fathers and mothers have you observed?
- President Boyd K. Packer, Acting President of the Quorum of the Twelve Apostles, warned us against role changes for men and women that can erode the family. Can you think of any examples of these role changes?

Elder James E. Faust (see page 80)

- Elder James E. Faust, then a member of the Quorum of the Twelve Apostles, described a "special spiritual enrichment which is inherent in [women's] natures." In what ways do you think this enrichment helps women fulfill their divine callings?
- In what ways are the differing gifts of mothers and fathers complementary?

Elder Dallin H. Oaks

- Elder Dallin H. Oaks of the Quorum of the Twelve Apostles stated that there are pressures today "for changes that confuse gender and homogenize the differences between men and women." What standard does he give to help us judge whether such changes are beneficial or negative? (One standard is that we should not "alter those separate duties and privileges of men and women that are essential to accomplish the great plan of happiness.")

Elder Neal A. Maxwell

- Where did the “division of duties” between men and women originate?
- How does knowing this affect your view of the differences between men and women?

Elder Merrill J. Bateman

- How would you describe a “synergistic relationship”?

WHAT TO TEACH

Appreciating each other's inherent differences and gifts helps us interact in Christlike ways.

SUGGESTIONS FOR HOW TO TEACH

Discussion. The basic differences between men and women can affect relationships for better or worse. Differences that are understood and appreciated can help build a relationship, while differences that are ignored or resented can cause contention. Read aloud the following story:

When Spencer W. Kimball was called as an Apostle, he and his wife Camilla and their family were living in Arizona. The phone call from the First Presidency informing him of the calling was so overwhelming, he was overcome with feelings of inadequacy. As he sobbed, Camilla sat on the floor with him, stroking his hair, trying to quiet him. He wrote: “My wife was my salvation. She comforted me and encouraged me and continued to say there was only one road to follow” (*Spencer W. Kimball: Twelfth President of The Church of Jesus Christ of Latter-day Saints*, ed. Edward L. Kimball and Andrew E. Kimball Jr. [1977], 191; see 189–90).

Ask: In what ways do you think Sister Kimball was his “salvation”? Read aloud the following excerpt from a letter by Sister Kimball to her husband:

“Sometimes I almost feel in the press of your many responsibilities that I don’t matter very much any more. Anyone who thinks being the wife of one of the general authorities is a bed of roses should try it once, shouldn’t they? Theoretically I realize and appreciate all the blessings and advantages, but sometimes I selfishly feel it would be nice not to have to share my husband with a million others. I do love and appreciate you, dear, and admire your sterling qualities. I wouldn’t have you be one whit less valiant in the pursuit of your duty, . . . but it is comforting to be reassured once in a while that you realize I am standing by” (in Caroline Eyring Miner and Edward L. Kimball, *Camilla: A Biography of Camilla Eyring Kimball* [1980], 130).

Ask: In what ways did Sister Kimball need the support of her husband as much as he needed her support? Discuss with students how these two examples illustrate that men and women need each other’s strengths and support.

Point out to students that while gender differences are positive attributes of an eternal marriage, if managed unwisely they can become a source of contention. Husbands and wives must be patient with each other and make ongoing efforts to understand each other.



Discussion. Reread the statement by President Gordon B. Hinckley in the doctrinal overview for this lesson (p. 43). Ask:

- What can men and women do to help each other feel loved and needed?
- What can they do to demonstrate caring and tenderness toward each other?
- What are some ways a woman can tell that a man understands and accepts her?
- What are some ways a man can tell that a woman understands and accepts him?

- What are some ways men and women can show respect for each other?
- Why is it important for couples to accept differences in each other that likely will not change?
- Think of someone you know who seems to be a wonderful companion to his or her spouse. What specific things can we learn from this person's example?



Scripture activity. Divide the class into three groups and assign each group to read one of the following blocks of scripture:

- John 2:1–10 (the story of the wedding feast; see also JST, John 2:4).
- John 4:6–30 (the Samaritan woman at the well).
- John 8:1–11 (Jesus interacting with the woman taken in adultery).

Invite each group to look for ways the Savior showed respect for the needs of women. Have them also look for what we can learn from the Savior's example. Invite them to think of how we can apply these lessons to dating and social situations. When they have finished, have a representative from each group report their insights to the class.

CONCLUSION

Ask students to read the statement by Sister Eliza R. Snow, who was general president of the Relief Society, about the status of women (in "Equality of Men and Women," student manual, 80). Discuss her statement. Invite students to define the "golden mean" Sister Snow referred to. Testify that the differing gifts of men and women are important to the strength of a relationship.

13 DIVINE ROLES AND RESPONSIBILITIES OF MEN AND WOMEN

DOCTRINAL OVERVIEW

The inherent, complementary differences between men and women enable them to fulfill divinely appointed roles in Heavenly Father's plan. When we understand what the Lord expects of us in the great plan of happiness, we must strive to use these differences in His service (see D&C 82:3).

The Lord told Moses that after the creation of Adam, "I, the Lord God, said unto mine Only Begotten, that it was not good that the man should be alone; wherefore, I will make an help meet for him" (Moses 3:18). Then Eve was created, and Adam and Eve became husband and wife. This is the Lord's way; it is His perfect order.

PRINCIPLE

Accepting divinely appointed roles and responsibilities in the gospel plan helps us find greater happiness in our relationships.

STUDENT MANUAL READINGS

Selected Teachings from "Men's Divine Roles and Responsibilities" (200)

"Being a Righteous Husband and Father," President Howard W. Hunter (206)

"Living Worthy of the Girl You Will Someday Marry," President Gordon B. Hinckley (209)

"To the Fathers in Israel," President Ezra Taft Benson (203)

Selected Teachings from "Women's Divine Roles and Responsibilities" (347)

"Women of the Church," President Gordon B. Hinckley (357)

"To the Mothers in Zion," President Ezra Taft Benson (352)

Selected Teachings from "Equality of Men and Women" (79)

Statement in "Principle of Mutual Respect," Elder Merrill J. Bateman (in "The Family: A Proclamation to the World" section, 91)

Statement in "Differences Inherent between Men and Women," President Boyd K. Packer (64)

The Family: A Proclamation to the World (83)

Statement in "Differences Inherent between Men and Women," Elder Neal A. Maxwell (65)

Statement in "Differences Inherent between Men and Women," Elder Merrill J. Bateman (65)

Selected Teachings from "Mothers' Employment outside the Home" (237)

"'One Thing Needful': Becoming Women of Greater Faith in Christ," Sister Patricia T. Holland (366)

WHAT TO TEACH

Women and men have divinely appointed roles and responsibilities in the gospel plan.

SUGGESTIONS FOR HOW TO TEACH



Group work. Write on the board the headings *Men's Divinely Appointed Roles* and *Women's Divinely Appointed Roles*. Divide the men in the class into groups of three or four and assign each group to read one of the following sections of the student manual:

- Selected Teachings from “Men’s Divine Roles and Responsibilities” (200)
- “Being a Righteous Husband and Father,” by President Howard W. Hunter (206)
- “Living Worthy of the Girl You Will Someday Marry,” by President Gordon B. Hinckley (209)
- “To the Fathers in Israel,” by President Ezra Taft Benson (203)

Divide the women in the class into groups of three or four and assign each group to read one of the following sections:

- Selected Teachings from “Women’s Divine Roles and Responsibilities” (347)
- “Women of the Church,” by President Gordon B. Hinckley (357)
- “To the Mothers in Zion,” by President Ezra Taft Benson (352)
- Statement from Elder Matthew Cowley, who was a member of the Quorum of the Twelve Apostles, in *Matthew Cowley Speaks* (1954), 109:

“You sisters . . . belong to the great sorority of saviorhood. You may not hold the priesthood. Men are different, men have to have something given to them to make them saviors of men, but not mothers, not women. You are born with an inherent right, an inherent authority, to be the saviors of human souls. You are the co-creators with God of his children. Therefore, it is expected of you by a right divine that you be the saviors and the regenerating force in the lives of God’s children here upon the earth.”

Have all the groups look for the divinely appointed responsibilities of men and women. When they have finished, have a representative from each group report their findings to the class. Have each representative write a summary of their findings on the board in the appropriate column. (Leave these lists on the board.)

Review the last two sentences of paragraph seven of the proclamation on the family (student manual, 83). Discuss why husbands and wives must work together as a team, sharing responsibilities and filling in for each other. Explain that as with any team, both partners must be flexible and willing to support each other in both their primary and secondary duties.

WHAT TO TEACH

Men and women are equal before the Lord.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Discuss how neither men nor women are superior, but their natures and roles are different. Ask students why it is important to understand this. Ask: What have our Church leaders said about the equality of men and women? (You may want to have students read some of the selected teachings in the “Equality of Men and Women” section in the student manual [79–80].) Be sure students understand that our natures and roles come with us from our pre-earth life. Testify that God blesses all equally, male and female, according to their righteousness.



Student manual. Read the statements by President Spencer W. Kimball in the “Equality of Men and Women” section (student manual, 79). Help students see that those of the opposite gender have different duties and privileges but are equally important in the Lord’s plan of salvation. Invite students to read the statement by Elder Merrill J. Bateman in the subsection “Principle of Mutual Respect” (in “The Family: A Proclamation to the World” section, student manual, 91). Ask: How should those who understand the plan of salvation view the divine roles of men and women?

WHAT TO TEACH

The divinely appointed roles and responsibilities of men and women reflect their different but complementary natures.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Read the following lines:

“All the world’s a stage,
And all the men and women merely players.
They have their exits and their entrances,
And one man in his time plays many parts”
(William Shakespeare, *As You Like It*, act 2, scene 7, lines 139–42).

Invite students to think of our roles in life as parts in a play. Ask: For men and women who understand the plan of salvation, what eternal roles are most important for them to fill? (Answers might include the roles of son or daughter of God, husband or wife, father or mother.) Note President David O. McKay’s declaration that “No other success can compensate for failure in the home” (in Conference Report, Apr. 1964, 5).

Explain that in the world there are many competing roles that women and men try to fill. Prophets of God have helped us understand our divinely appointed roles as sons and daughters of God. Read and discuss the statements by President Boyd K. Packer, Acting President of the Quorum of the Twelve Apostles, in the selected teachings in the “Differences Inherent between Men and Women” section (student manual, 64).



Student manual. Read the second paragraph of “The Family: A Proclamation to the World” (student manual, 83). Ask: What does this paragraph suggest about the origin of women’s and men’s divine roles and responsibilities? Ask students to read the statement by Elder Neal A. Maxwell, who was then a member of the Presidency of the Seventy, in the “Differences Inherent between Men and Women” section (student manual, 65). Emphasize that our roles and duties were “divinely determined in another time and another place.”

Read aloud paragraph seven of the proclamation on the family, beginning at “By divine design.” Discuss the following questions and add students’ responses to the lists of divinely appointed roles on the board.

- Which responsibilities belong primarily to men? to women?
- What does the proclamation say about individual adaptations to these responsibilities?
- What is our obligation in helping each other fill our separate roles and responsibilities?

Have students read the statement by Elder Merrill J. Bateman of the Seventy in the “Differences Inherent between Men and Women” section (student manual, 65). Ask students to think of ways the roles listed on the board are complementary to each other.

WHAT TO TEACH

Church leaders have counseled mothers generally not to seek employment outside the home.

SUGGESTIONS FOR HOW TO TEACH



Video. Consider showing *Old Testament Video* presentation 18, “For This Child I Prayed” (12:16; item 53058). The video illustrates a young woman trying to decide between being a homemaker and pursuing a career. After showing the video, discuss why making this decision requires faith in Jesus Christ and the perspective of the plan of salvation.



Student manual. Assign each student a statement from the “Mothers’ Employment outside the Home” section (student manual, 237–40), or divide the class into groups of three or four and assign each group a statement. As they read, ask students to summarize the counsel in the statement. Also ask them to find principles that can be written as *if-then* statements and to answer the following questions:

- What are the potential costs of mothers working outside the home when it is not necessary to do so?
- What is the counsel regarding those who must do so? Share the following statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles:
“President Benson has taught that a mother with children should be in the home. . . . (*To the Mothers in Zion* [pamphlet, 1987], 5–6). You in these unusual circumstances qualify for additional inspiration and strength from the Lord. Those who leave the home for lesser reasons will not” (in Conference Report, Apr. 1993, 42–43; or *Ensign*, May 1993, 34).

When the students have finished, have them present their findings to the class.



Discussion. *Note:* Before teaching this lesson activity, read “‘One Thing Needful’: Becoming Women of Greater Faith in Christ,” by Sister Patricia T. Holland (student manual, 366) and note the location of counsel that will help students deal with unrealistic role expectations.

Discuss with students why some men and women feel burdened by conflicting or unrealistic role expectations or feel they are expected to “run faster or labor more than [they] have strength” (D&C 10:4). Read Sister Holland’s article. Discuss her counsel about the dangers of comparing ourselves to others. Ask students what they learned from the article about dealing with unrealistic role expectations. (If necessary, use the counsel you noted during your lesson preparation.)

CONCLUSION

We are sons or daughters of our Heavenly Father, sent to earth to learn how to be more like Him so we can fill our destiny and return to Him. Everything we do as men and women should be done with this in mind. Ask:

- From what you have learned in this lesson, how should we view the differences between women and men?
- How can husbands and wives help each other understand their differences and their equality before the Lord? How does this help foster unity and trust in marriage?
- What are some ways that men and women might be called on to support each other in their various roles?

14 TRUE LOVE

DOCTRINAL OVERVIEW

Understanding love helps us in selecting an eternal companion and establishing an eternal marriage. Bruce C. Hafen, who was later a member of the Seventy, said: “Be friends first and sweethearts second. Lowell Bennion once said that relationships between young men and young women should be built like a pyramid. The base of the pyramid is friendship. And the ascending layers are built of things like time, understanding, respect, and restraint. Right at the top of the pyramid is a glittering little mystery called romance. And when weary travelers in the desert see that glitter on top of the pyramid from far off, they don’t see what underlies the jewel to give it such prominence and hold it so high” (“The Gospel and Romantic Love,” in *Brigham Young University 1982–83 Fireside and Devotional Speeches* [1983], 32).

The Apostle John wrote: “Let us love one another: for love is of God; and every one that loveth is born of God, and knoweth God. He that loveth not knoweth not God; for God is love” (1 John 4:7–8).

PRINCIPLE

Understanding love helps us establish and maintain eternal relationships.

STUDENT MANUAL READINGS

Selected Teachings from “Love” (154)

WHAT TO TEACH

Love is complex and often misunderstood.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Explain that other feelings are often mistaken for the kind of love that launches and sustains eternal relationships. If what we think is true love is in reality nothing more than physical desire, it could result in disillusionment, dislike, and estrangement.

Write on the board the headings *True Love* and *Counterfeits*. Ask the class for words that describe true love. (These may include *eternal, pure, mature, godlike, nurturing, real, and married love*.) Write responses on the board in the appropriate column. Ask students to also name words that describe counterfeits of true love. (These may include *infatuation, selfish desire, transitory, domineering, and lust*.) Write responses on the board. Explain that the purpose of this lesson is to discover the difference between true love and its counterfeits.

WHAT TO TEACH

To achieve an eternal marriage, couples must learn the difference between true love and its counterfeits.

SUGGESTIONS FOR HOW TO TEACH



Group work. Write the following questions on the board:

1. What is true love?
2. What are some of the counterfeits of true love?
3. How does our love for God influence our ability to love others?
4. What types of conduct help develop true love in relationships?

Explain that these questions are subheadings from the “Love” section in the student manual (154–58). Divide the class into four groups and assign each group one of the four questions. Ask students to find answers by reading the corresponding subsections. Have them report their findings.



Scripture discussion. Read the following scriptures and statements and show how they help answer the accompanying questions.

What Is True Love?

- Read Genesis 29:20. How do you think Jacob’s willingness to work showed his love for Rachel? (Answers may include that he sacrificed by working for her, his love never tired or waned, he expressed his love by action, he was patient.)
- Read Romans 8:35, 39. How can the principle taught in these verses be likened to true love for an eternal companion? (see also Elder Spencer W. Kimball’s statements in the subsection).
- Read Doctrine and Covenants 42:22–23. To what else do some “cleave”? Share the following statement by Elder Spencer W. Kimball:

“There are those married people who permit their eyes to wander and their hearts to become vagrant, who think it is not improper to flirt a little, to share their hearts, and have desire for someone other than the wife or the husband, [but] the Lord says in no uncertain terms: ‘Thou shalt love thy wife with *all* thy heart, and shall cleave unto her and none else.’ [D&C 42:22; italics added.]

“And, when the Lord says *all* thy heart, it allows for no sharing nor dividing nor depriving. And, to the woman it is paraphrased: ‘Thou shalt love thy husband with *all* thy heart and shall cleave unto him and none else.’ The words *none else* eliminate everyone and everything. The spouse then becomes preeminent in the life of the husband or wife, and neither social life nor occupational life nor political life nor any other interest nor person nor thing shall ever take precedence over the companion spouse” (in Conference Report, Oct. 1962, 57).

What Are Some of the Counterfeits of True Love?

- Read the following statement by President Spencer W. Kimball:

“Improper sex life can bring only disappointment, disgust, and usually rejection. . . .

“Very often the couple—the two people who have been promiscuous, who have been wanton, who have crossed the lines of propriety—become disgusted with one another and discontinue associations altogether. Many come to dislike, if not to hate, the partner in sin” (*Faith Precedes the Miracle* [1972], 156).

What role should physical attraction play in the selection of a mate?

- Read Romans 13:10. What are some of the ways couples “work ill” to each other today?

How Does Our Love for God Influence Our Ability to Love Others?

- Read Matthew 6:24; Doctrine and Covenants 59:5. If we love anything more than God, how will it affect our love in courtship and marriage? (see also the statement in the subsection by Elder Russell M. Nelson of the Quorum of the Twelve Apostles).
- Read Doctrine and Covenants 42:22. Who besides God are we commanded to love with all our heart?

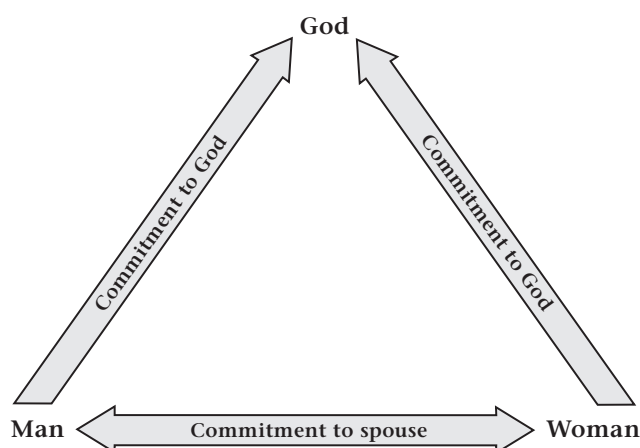
- Read Galatians 5:16–19. Contrast the “works of the flesh” and walking “in the Spirit.”
- Read Galatians 5:22–23. How does obedience to gospel principles relate to true love? (see also the statement by Elder Orson Pratt, who was a member of the Quorum of the Twelve Apostles, in the subsection).

What Types of Conduct Help Develop True Love in Relationships?

- Read 2 Timothy 2:22. What does the word *flee* in Paul’s counsel imply? How can following righteousness lessen the threat of “youthful lusts”? (See also Genesis 39:10–12—Joseph fleeing temptation.)
- Read Moroni 7:45–47. How does developing charity enhance our relationships?

CONCLUSION

Draw the following diagram on the board. Explain that we must base our commitment on our testimony of the Lord and His gospel.



Tell students that several important principles from today’s lesson are illustrated in the diagram. Invite students to try to explain it. Testify that the key to developing true love and avoid Satan’s counterfeits is to strengthen our commitment to God. As we do so, our love for our eternal companion will also increase.

15 THE SEARCH FOR AN ETERNAL COMPANION

DOCTRINAL OVERVIEW

Marriage between men and women is ordained of God (see D&C 49:15–17). Without each other, men and women cannot fulfill the purposes for which they were created (see 1 Corinthians 11:11; Moses 3:18, 24). Only through temple marriage can men and women receive every eternal blessing (see D&C 131:1–4; 132:15–18). President Spencer W. Kimball taught:

“In selecting a companion for life and for eternity, certainly the most careful planning and thinking and praying and fasting should be done to be sure that of all the decisions, this one must not be wrong. In true marriage there must be a union of minds as well as of hearts. Emotions must not wholly determine decisions, but the mind and the heart, strengthened by fasting and prayer and serious consideration, will give one a maximum chance of marital happiness” (“Oneness in Marriage,” *Ensign*, Mar. 1977, 3).

PRINCIPLE

Compatibility in key areas is essential to a happy marriage.

STUDENT MANUAL READINGS

Selected Teachings from “Mate Selection” (188)

The Family: A Proclamation to the World (83)

Note: This lesson will likely take two class periods to teach.

WHAT TO TEACH

Church leaders have counseled us to find a righteous eternal companion.

WHAT TO TEACH

Our choice of a spouse will affect countless future generations.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Invite the men in the class to read the subsection “Counsel for Single Brethren” (in “Mate Selection,” student manual, 190) to identify traits Church leaders have counseled us to look for in a mate. Invite the women to do the same in the subsection “Counsel for Single Sisters” (student manual, 189). Write students’ findings on the board and discuss them as a class.


SUGGESTIONS FOR HOW TO TEACH




Discussion. Read the statement by President Spencer W. Kimball in the subsection “Importance of Choosing Wisely” (in “Mate Selection,” student manual, 188). Have students identify the most important points in the reading.



Video. To illustrate how our decision about choosing a marriage companion can affect the future, show *Old Testament Video* presentation 10, “Thousands of Millions” (4:48; item 53058). Discuss why making a wise decision is an obligation we owe to our posterity, not only in time but in eternity.


 **Scripture activity.** Read Genesis 24:60 and ask students how Rebekah's posterity could number in the "thousands of millions." You may want to demonstrate how many descendants one righteous couple can affect. Ask: If a husband and wife have four children, and each of their children marries and has four children, and so on, how many descendants will the original couple have in the fifth generation? (256.) How many descendants in the tenth generation? (262,144.) How many in the twentieth generation? (274,877,906,944.) Point out that if each generation averages thirty years, twenty generations will span only 600 years. Ask: What does this imply about choosing a marriage companion?

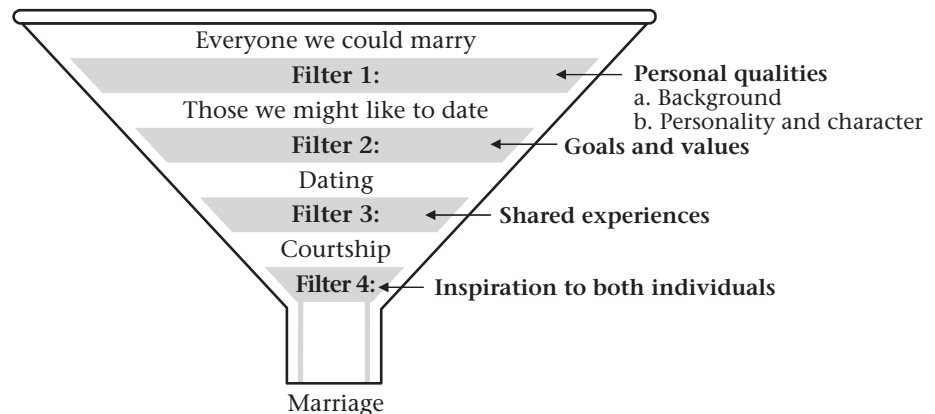
 **Object lesson.** To illustrate the ongoing impact of a couple's decision to marry, show the accompanying picture. Or show a couple in a wedding picture, followed by pictures of the couple and their children ten years later, twenty years later, and so on. Try to find pictures that include the couple's children and their spouses, their grandchildren, and their great-grandchildren.

WHAT TO TEACH

We should consider a variety of factors in choosing a marriage partner.

SUGGESTIONS FOR HOW TO TEACH

 **Discussion.** Draw the following diagram on the board. (Leave the diagram on the board for the rest of the activities in this lesson.)



Explain that the diagram represents how we might choose an eternal companion. The top of the diagram represents the beginning of our search among our friends and acquaintances. The filters represent the choices we make that lead to dating, courtship, and marriage. For example, we might use filter 1, the personal qualities filter, and filter 2, the goals and values filter, to find people we are compatible with and feel comfortable dating. We might use filter 3, the shared experiences filter, as we choose a person to court more seriously. And we can seek for filter 4, inspiration to both individuals, to help us make our decision of whether to marry that person.

Explain that some of the filters may be used at more than one stage of a relationship. For example, we may want to know more about a potential date's goals and values (filter 2) before dating that person. (You may want to add a dotted arrow to the diagram to illustrate this point.) Often, though, it is through the dating process that we learn this information.

The remaining activities in this lesson examine filters 1 and 2. Filters 3 and 4 will be discussed in lesson 16, “The Decision to Marry and Engagement.” Ask: How could studying these filters help us in our search for an eternal companion?

WHAT TO TEACH

Background, personality, and character are important factors in the mate-selection process.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Refer to filter 1 in the diagram on the board. Have students read the first statement by President Spencer W. Kimball in the subsection “Background Factors” (in “Mate Selection,” student manual, 188). Discuss this principle of compatibility. Ask students how having similar backgrounds could help a marriage relationship. Ask students what role they think cultural differences might play in a marriage. Ask them what role they think differences in education might play.

Ask: What do you think is the most important background factor to consider when searching for an eternal mate? Read President Spencer W. Kimball’s second statement under “Background Factors,” and emphasize the phrase “which almost invariably result.” Ask: In what ways are these challenges usually eliminated when both spouses are faithful members of the Church?

Express your gratitude for the blessings of temple marriage.



Discussion. Refer to the personal qualities filter in the diagram. Have students read President David O. McKay’s statement in the subsection “Background Factors” (in “Mate Selection,” student manual, 188). Discuss the importance of finding someone with a disposition (in other words, a personality and temperament) that is compatible with your own.

Have class members name character traits, and list them on the board. Include some of the following traits: kind, calm, organized, flexible, emotionally mature, happy, optimistic, confident.

Ask students to consider which of the traits listed would be most compatible with their own. Discuss why it is wise to find someone whose traits complement ours and who inspires us to be better—someone we can likewise complement and inspire. Discuss traits that we should develop so we will become a better eternal companion.

WHAT TO TEACH

We should marry someone who embraces the goals and values in the proclamation on the family.

SUGGESTIONS FOR HOW TO TEACH



Group work. Refer to filter 2, the goals and values filter, in the diagram. Goals and values include our attitude toward gospel principles, roles and duties in marriage, work, money, children, and so on. Explain the importance of identifying the attitudes and level of commitment to the gospel in a potential marriage partner. Have students refer to “The Family: A Proclamation to the World” (student manual, 83), which lists many values related to marriage and families.

Give students copies of the handout at the end of this manual (see pp. 81–82). Explain that the questions on the handout are based on the values in “The Family: A Proclamation to the World.” Divide the questions equally among several groups of students. Have each group discuss why the topics of their questions are important in preparing for a temple marriage. Also have them discuss what problems might arise in marriage if spouses have differing opinions on these values. Keep the discussion general and impersonal. Let them know that some differences in values can be settled by compromise.

Read and discuss the statement by President Gordon B. Hinckley under “Mate Selection” (student manual, 188).

CONCLUSION

Ask students what they learned from this lesson. Read the statement by President Spencer W. Kimball in the doctrinal overview for this lesson (p. 54). Discuss why selecting a companion for life and eternity is one of the most important decisions of our lives.

16 THE DECISION TO MARRY AND ENGAGEMENT

DOCTRINAL OVERVIEW

“Therefore shall a man leave his father and his mother, and shall cleave unto his wife: and they shall be one flesh” (Genesis 2:24; see also Matthew 19:5; Mark 10:7; D&C 42:22; Moses 3:24; Abraham 5:18).

President Gordon B. Hinckley said: “This will be the most important decision of your life, the individual whom you marry.

“There is no substitute for marrying in the temple. . . . Marry the right person in the right place at the right time” (*Ensign*, Feb. 1999, 2).

PRINCIPLE

We must involve the Lord in our decision to marry.

STUDENT MANUAL READINGS

Selected Teachings from “Mate Selection” (188)

“Agency or Inspiration?” Elder Bruce R. McConkie (193)

“Summary Checklist” (in “Arrangements for a Temple Marriage,” 318)

WHAT TO TEACH

Proper dating relationships can help us know who to marry.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Couples whose relationship progresses from friendship to steady dating eventually arrive at a crossroads. The relationship can:

- Progress to engagement.
- Regress to casual dating.
- End.

Discuss why deciding the direction a relationship will take is so important. Ask: How can we know what to do? Point out the importance of both studying the matter carefully and seeking divine guidance.

WHAT TO TEACH

We should plan carefully and think and fast and pray when selecting our eternal companion.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Read together the statement by President Spencer W. Kimball under “Finding the Right One” (in “Mate Selection,” student manual, 191). Discuss why it is helpful to understand that there is likely not just one person we are meant to marry. Ask: What problems might we face if we think there is only one person we can marry? (Answers might include the following: If we think good marriages are “made in heaven,” we might fail to realize that good marriages require time and work here on earth. Or we could end up waiting a lifetime for a perfect person instead of finding someone capable of achieving perfection in the next life. Or if we have problems after marriage, we might conclude that we married the wrong person and not put enough effort into solving our problems.)

WHAT TO TEACH

We should strive to improve ourselves as we decide who to marry.

SUGGESTIONS FOR HOW TO TEACH



Scripture activity. Read Matthew 7:3–5. Read the following statement by Elder Neal A. Maxwell of the Quorum of the Twelve Apostles:

“If the choice is between reforming [others] or ourselves, is there really any question about where we should begin? The key is to have our eyes wide open to our own faults and partially closed to the faults of others—not the other way around! The imperfections of others never release us from the need to work on our own shortcomings” (in Conference Report, Apr. 1982, 57; or *Ensign*, May 1982, 39).

Ask: How does this counsel apply to courtship? (Point out that it is also important not to overlook a partner’s traits that could prevent a couple from being married in the temple or that could damage their future marriage.)

Discuss why we need to strive to improve ourselves as we court and not expect more of the person we are considering marrying than we do of ourselves. Discuss why we need to continue to do so after we are married.

WHAT TO TEACH

We should follow the counsel of prophets and apostles as we date and decide who to marry.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Draw on the board the diagram from lesson 15 (p. 55). (Leave it on the board for the rest of this lesson.) Refer to filter 3, the shared experiences filter.

Explain that after we find someone with whom we are compatible, and after we determine that we share goals and values with that person, we must decide whether this is a person we would like to court. As part of this decision we should weigh the positive and negative experiences we have shared. Point out that counsel from the prophets and apostles can help us evaluate these experiences.

Read the statement by President Gordon B. Hinckley under “The Right Person” (in “Mate Selection,” student manual, 188). Ask: What counsel does President Hinckley give regarding choosing someone to marry? List students’ answers on the board. The list should include:

- “Be worthy of the mate you choose.”
- “Marry the right person in the right place at the right time.”
- “Choose a companion of your own faith. You are much more likely to be happy.”
- “Choose a companion you can always honor.”
- “Choose a companion . . . you can always respect.”
- “Choose a companion . . . who will complement you in your own life.”
- “Choose a companion . . . to whom you can give your entire heart, your entire love, your entire allegiance, your entire loyalty.”

Discuss the value of this counsel for those deciding who to marry.



Student manual. Read the statement by Elder Bruce R. McConkie, who was then a member of the Seventy, in the subsection “The Right Person” (in “Mate Selection,” student manual, 189). Ask: Why is it important to consider whether we have affection for the person we wish to marry? Why is it important to consider whether that person is striving to be married in the temple? Read the statement by Elder Richard G. Scott of the Quorum of the Twelve Apostles in the same subsection (student manual, 189). Ask: What essential attributes did Elder Scott mention? Write students’ answers on the board. If they do not include the following, point out that Elder Scott counseled us to look for someone who:

- Has “a deep love of the Lord and of His commandments.”
- Has “a determination to live” the commandments.
- “Is kindly understanding.”
- Is “forgiving of others.”
- Is “willing to give of self.”
- Has “the desire to have a family crowned with beautiful children.”
- Is committed to teaching his or her children “the principles of truth.”

Ask:

- Why are these attributes important in yourself as well as your companion?
- What else did Elder Scott suggest that men look for in a woman? (Her desire to be a wife and mother, her commitment to developing patience and kindness, her love of children, and her desire to care for them instead of pursuing professional interests.)
- What else did he suggest that women look for in a man? (His honoring of the priesthood and use of it to serve others, his acceptance of his role as provider, and his effort to prepare himself to fill these responsibilities.)

Discuss why it is wise to find a mate who is striving to gain the attributes described by Elders McConkie and Scott. Reread the final paragraph of Elder Scott’s statement. Discuss why we ought to seek temple worthiness rather than perfection in a potential mate. President David O. McKay counseled: “If you meet a girl in whose presence you feel a desire to achieve, who inspires you to do your best, and to make the most of yourself, such a young woman is worthy of your love and is awakening love in your heart” (*Gospel Ideals* [1953], 459).

Note how this counsel relates to Moroni 7:14–16. Note also that we are not to judge another person, but rather, the influence that others might have on us.

WHAT TO TEACH

We should seek the Spirit’s inspiration in our marriage decision.

SUGGESTIONS FOR HOW TO TEACH



Group work. Refer to filter 4 in the diagram, inspiration to both individuals.

Explain that after we have learned about a person’s personal qualities, considered the person’s goals and values, and evaluated the experiences we have shared with that person, we can seek the Lord’s inspiration as we make our decision whether to marry that person.

Have students turn to “Agency or Inspiration?” by Elder Bruce R. McConkie, who was a member of the Quorum of the Twelve Apostles (student manual, 193–97). Divide the class into four groups. Have one group read “You Have Not Understood,” (194), Elder McConkie’s case study about Oliver Cowdery (see D&C 8–9). Have the second read “Why Are You Asking Me?” (195), about the brother of Jared (see Ether 2–3). Have the third read “They Shall Counsel between Themselves and Me” (195), about Bishop Edward Partridge (see D&C 58). Have the fourth read “Counsel with the Lord in All Thy Doings” (196). Ask the groups to find how we can “strike a fine balance” between using our own agency and relying on the Spirit. Have a representative from each group present their findings to the class. Summarize the article by reading aloud the fourth paragraph under the heading “Counsel with the Lord in All Thy Doings” (196–97).



Discussion. Read the statements by Elders Bruce R. McConkie and Dallin H. Oaks of the Quorum of the Twelve Apostles in the subsection “The Role of Prayer and Personal Revelation” (in “Mate Selection,” student manual, 191). Discuss the importance of using our own best efforts to make a decision as well as asking the Lord for guidance. What does it mean to study out a problem in our mind? (see D&C 6:22–23; 9:8–9). How can you tell a negative answer from a positive one? How will you feel if something is true or right?

Explain that sometimes it may be best to postpone or to end an engagement when they are still unsure about a decision to marry.

WHAT TO TEACH

Engagement is a time for growth and preparation.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Point out that when a man and woman decide to marry, they become engaged. Engagement involves a change in status as relatives and friends begin to treat the two individuals as a couple. Engagement gives the couple time to focus exclusively on each other, feel the peace of knowing that the Spirit has inspired their decision, and make practical arrangements. Discuss why engagement is also a time for personal growth and preparation. Ask: Why does the decision to marry often move young adults to a new level of maturity?

Point out that during their engagement, a couple must plan their wedding and begin to prepare for their life together. Invite students to turn to the “Summary Checklist” (in “Temple Preparation,” student manual, 318). Briefly review some of the items on the list. Note that preparations for the temple are the most important of all their marriage preparations, and that you will talk about these more in the next lesson. Invite students to list other preparations engaged couples might need to make. These might include:

- Plan a wedding reception, if desired.
- Plan a honeymoon.
- Find a place to live.
- Plan for additional schooling or training for both partners.
- Arrange for health and life insurance.
- Arrange to meet transportation needs.
- Purchase necessary household items.
- Get to know new relatives.
- Establish independence from parents.
- Determine who pays for what.
- Discuss what you can afford.
- Pack belongings.

Write students’ answers on the board. If they do not mention the following, include them on the list:

- Create a budget, including tithing and other offerings.
- Read together “The Family: A Proclamation to the World,” and discuss how to apply its principles in your marriage.
- Make plans for each of the following after marriage: regular family prayer, regular family scripture study, weekly family home evening (even before children come), and regular temple attendance.

CONCLUSION

Read President Gordon B. Hinckley's statement under "The Right Person" (in "Mate Selection," student manual, 188), and emphasize his counsel to "marry the right person in the right place at the right time." Testify of the importance of seeking a worthy companion and of receiving the Spirit's confirmation of this decision.

17 PREPARING FOR THE TEMPLE

DOCTRINAL OVERVIEW

President Howard W. Hunter invited Church members to “establish the temple of the Lord as the great symbol of their membership” (in Jay M. Todd, “President Howard W. Hunter: Fourteenth President of the Church,” *Ensign*, July 1994, 5). President Gordon B. Hinckley explained that temples “represent the ultimate in our worship and the ultimate in blessings offered” (in Conference Report, Oct. 1999, 4; or *Ensign*, Nov. 1999, 6).

The covenants and ordinances of the temple are required for exaltation. Temple worship brings blessings that impact all aspects of our lives. President Hinckley taught: “If there were more temple work done in the Church, there would be less of selfishness, less of contention, less of demeaning others. The whole Church would increasingly be lifted to greater heights of spirituality, love for one another, and obedience to the commandments of God” (*Teachings of Gordon B. Hinckley* [1997], 622).

PRINCIPLE

Preparation, worthiness, and being receptive to the Spirit help us understand the teachings of the temple and make them a central part of our lives.

STUDENT MANUAL READINGS

“The Holy Temple,” President Boyd K. Packer (318)
Selected Teachings from “Temple Preparation” (314)

WHAT TO TEACH

Temple covenants and ordinances are essential for exaltation.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Display several pictures of temples (see Gospel Art Picture Kit, nos. 501–2, 505; selected *Ensign* covers; pictures from your meetinghouse library; *Temples of The Church of Jesus Christ of Latter-day Saints*, 35863). You may also want to display a photo of a bride and groom in front of a temple.

Next to the pictures, display the following statements. President Gordon B. Hinckley said:

“To every man and woman, to every boy and girl, prepare now to go to the House of the Lord. Let a resolution come into your heart that you will put your life in order and bring about such reformation as may be needed to qualify yourself to go to that beautiful House” (“Messages of Inspiration from President Hinckley,” *Church News*, 6 Nov. 1999, 2).

Elder Boyd K. Packer, who was then a member of the Quorum of the Twelve, wrote:

“How important are [the ordinances of the gospel] to us as members of the Church?

“Can you be happy, can you be redeemed, can you be exalted without them? Answer: They are more than advisable or desirable, or even than necessary. More even than essential or vital. They are *crucial* to each of us” (*The Holy Temple* [1980], 145–46).

Discuss why it is important to prepare ourselves for the covenants and ordinances of the temple. Read with the class the first two paragraphs of the article “The Holy Temple,” by President Boyd K. Packer, Acting President of the Quorum of the Twelve Apostles (student manual, 318). Invite students to read the sections entitled “These Things Are Sacred” and “Not without Opposition.” Ask:

- Why do you think the temple is called “the house of the Lord”?
- Why are temple ordinances important? (You may wish to read the following from the Prophet Joseph Smith: “The question is frequently asked ‘Can we not be saved without going through with all those ordinances?’ I would answer, No, not the fulness of salvation. Jesus said, There are many mansions in my Father’s house, and I will go and prepare a place for you. *House* here named should have been translated kingdom; and any person who is exalted to the highest mansion has to abide a celestial law, and the whole law too” [*Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith (1976), 331].)
- How does a temple differ from other Church buildings?
- How can receiving temple ordinances help us prepare to make important decisions?

Help students understand that the temple is a place where we can receive personal revelation because its ordinances and teachings help us draw closer to the Lord.

WHAT TO TEACH

The Lord uses symbolism to help us understand the plan of salvation.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Write on the board *Baptism by immersion* and *The sacrament bread and water*. Ask:

- What does immersion in the waters of baptism symbolize?
- What do the sacramental bread and water symbolize?
- What other symbols does the Lord use to instruct us?
- How does symbolism help teach us about the three degrees of glory?

Share the following statements.

President Gordon B. Hinckley said, “Everything that occurs in those temples is concerned with the eternities, with everlasting life” (“Messages of Inspiration from President Hinckley,” *Church News*, 6 Feb. 1999, 2).

President Ezra Taft Benson taught: “The temple ceremony was given by a wise Heavenly Father to help us become more Christlike. The endowment was revealed by revelation and can be understood only by revelation. The instruction is given in symbolic language” (*The Teachings of Ezra Taft Benson* [1988], 250–51).

Explain that we need the Holy Ghost to help us understand the symbolism of the temple. Read together the statement by Elder John A. Widtsoe, who was a member of the Quorum of the Twelve Apostles, in the subsection “Symbolism of the Temple” (in “Temple Preparation,” student manual, 314). Ask: What does it mean to see “beyond the symbol”?

Tell students that one example of symbolism in the temple is the white clothing worn by participants. Share the statement by President Hugh B. Brown, who was a counselor in the First Presidency, in “Symbolism of the Temple” (student manual, 314). Explain that there are many symbols in the architecture and decoration of the temple. Consider with students what the following elements can teach us through symbolism:

- The temple spires.
- The phrase “Holiness to the Lord” on the temple’s exterior.
- The oxen supporting the temple baptismal font.
- The mirrors on the two opposite walls of the sealing room.
- Our temple recommend.
- The statue of Moroni with a trumpet on the top of many temples.

Read “Taught from on High” in President Boyd K. Packer’s article “The Holy Temple” (student manual, 319–20). Invite students to share what they learned. Emphasize that just as we can continue to learn from reading the scriptures again and again, we can also continue to learn as we attend the temple throughout our lives.

WHAT TO TEACH

We must be worthy to receive the covenants and blessings of the temple.

SUGGESTIONS FOR HOW TO TEACH



Object lesson. Show students a credit card and a temple recommend. In your own words, share the following comparison by President Gordon B. Hinckley:

“I hold before you two credit cards. Most of you are familiar with cards such as these.

“The first is a bank credit card. It permits me to secure merchandise on credit and then pay for my purchases at one time. It is a valuable thing and something to be safeguarded. If stolen and dishonestly used, it could cause me great loss and perhaps considerable embarrassment. In accepting it from my bank, I enter into a contract and become bound by obligations and agreements. In accepting the card, I agree to meet the conditions under which it was issued.

“It is issued for one year only and must be reissued each year if I am to enjoy the privileges afforded by it. It is not really mine. The bank retains ownership. If I fail in my required performance, then the bank may shut off the credit and repossess the card.

“The other card which I have is what we call a temple recommend. It represents a credit card with the Lord, making available to me many of His greatest gifts. The bank card is concerned with things of the world, the recommend with things of God.

“To secure a temple recommend, the receiver must also have demonstrated his eligibility, and that eligibility is based on personal worthiness. Once granted, it is not in place forever but must be reissued each year. Furthermore, it is subject to forfeiture if the holder does anything which would disqualify him for its privileges.

“Eligibility for a temple recommend is not based on financial worth. That has nothing whatever to do with it. It is based on consistent personal behavior, on the goodness of one’s life. It is not concerned with money matters, but rather with things of eternity.

“The bank card opens the door to financial credit. The temple recommend opens the door to the House of the Lord. It is concerned with entry into holy precincts to do sacred and divine work” (in Conference Report, Mar.–Apr. 1990, 65; or *Ensign*, May 1990, 49).

Read the statements by Presidents Howard W. Hunter and Gordon B. Hinckley in the subsection “Temple Worthiness” (in “Temple Preparation,” student manual, 314). Ask:

- How does being worthy to enter the house of the Lord bring peace and joy?
- How would knowing we are worthy of a recommend make our temple experience meaningful?
- Why is it important not only to be worthy, but also to be *prepared* to enter the temple? For example, an adult who was just baptized may be worthy to enter the temple but is required to wait at least one year. Why? How can a person prepare for this sacred experience?

Invite the class to read the section entitled “Worthy to Enter” in President Boyd K. Packer’s article “The Holy Temple” (student manual, 319). Have them look for counsel about recommend interviews and personal worthiness for those who desire to enter the temple. Have students share their findings and tell what impressed them most. Discuss their insights and questions as appropriate.

Discuss the importance of being interviewed by our bishop and stake president before we attend the temple. Emphasize that these priesthood leaders are representatives of the Lord and that we must be honest and open with them regarding our worthiness. Testify of the blessings that come from entering the temple with “clean hands, and a pure heart” (Psalm 24:4).

WHAT TO TEACH

We should keep the covenants we make with the Lord in the temple.

SUGGESTIONS FOR HOW TO TEACH

Object lesson. Draw the following illustration of a sextant on the board. Ask students to identify what the drawing represents and what a sextant is used for. (A sextant is used to determine one’s position by measuring the angle between the horizon and the sun or a star.)

Write *covenant* on the board. Read the definition of *covenant* in the Bible Dictionary (see p. 651). Read the following statement by Elder Boyd K. Packer, then a member of the Quorum of the Twelve Apostles:

“A covenant is a sacred promise, as used in the scriptures, a solemn, enduring promise between God and man” (in Conference Report, Apr. 1987, 26; or *Ensign*, May 1987, 23).

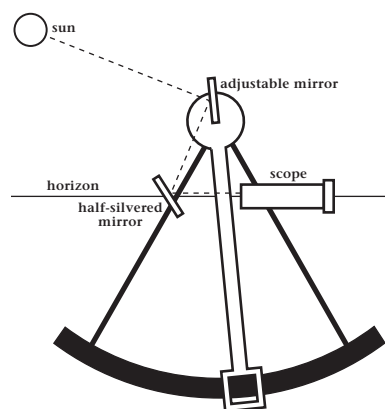
Ask:

- How is a covenant like a sextant?
- Who sets the terms of temple covenants? Why is this important to know?
- Why is a gospel covenant more than just a promise between two people?

Read the next part of Elder Packer’s statement:

“The mariner gets his bearing from light coming from celestial bodies—the sun by day, the stars by night. . . .

“The spiritual sextant, which each of us has, also functions on the principle of light from celestial sources. Set that sextant in your mind to the word *covenant* or



the word *ordinance*. The light will come through. Then you can fix your position and set a true course in life.

“No matter what citizenship or race, whether male or female, no matter what occupation, no matter your education, regardless of the generation in which one lives, life is a homeward journey for all of us, back to the presence of God in his celestial kingdom” (in Conference Report, Apr. 1987, 27; or *Ensign*, May 1987, 24).



Discussion. Discuss with students the sacredness of covenants and our obligation to keep the covenants we make with the Lord. You may wish to include in your discussion the statements in the subsection “Covenants and Obligations” (in “Temple Preparation,” student manual, 314). The following questions may also be helpful:

- What does the Holy Ghost have to do with the covenants we make?
- What happens if we violate our covenants?
- Why is our worthiness important as we participate in ordinances?
- According to the statement by Elder James E. Talmage, what obligations do we assume as we make temple covenants? (see p. 314).
- How should these covenants influence our thoughts and behavior?

Share this statement by Elder Boyd K. Packer:

“Ordinances and covenants become our credentials for admission into His presence. To worthily receive them is the quest of a lifetime; to keep them thereafter is the challenge of mortality” (in Conference Report, Apr. 1987, 27; or *Ensign*, May 1987, 24).

CONCLUSION

Read the section entitled “Come to the Temple” in President Packer’s article “The Holy Temple” (student manual, 322). Share your testimony and feelings regarding the blessings the temple brings into our lives.

18 JESUS CHRIST, THE SURE FOUNDATION

DOCTRINAL OVERVIEW



In “The Family: A Proclamation to the World,” the First Presidency and Quorum of the Twelve Apostles state: “Happiness in family life is most likely to be achieved when founded upon the teachings of the Lord Jesus Christ” (*Ensign*, Nov. 1995, 102; see also student manual, 83). Elder Richard G. Scott of the Quorum of the Twelve Apostles taught: “Anchor your life in Jesus Christ, your Redeemer. Make your Eternal Father and His Beloved Son the most important priority in your life—more important than life itself, more important than a beloved companion or children or anyone on earth. Make their will your central desire. Then all that you need for happiness will come to you” (in Conference Report, Apr. 1993, 43; or *Ensign*, May 1993, 34; see also student manual, 124). Jesus Christ is a sure foundation for our eternal relationships.

PRINCIPLE

Jesus Christ is the only sure foundation for building eternal relationships.

STUDENT MANUAL READINGS

“Cultivating Divine Attributes,” Elder Joseph B. Wirthlin (130)

Statement in “How Does Our Love for God Influence Our Ability to Love Others?”
Elder Russell M. Nelson (in “Love,” 157)

WHAT TO TEACH

By cultivating faith in Christ, hope, and charity, we prepare for eternal relationships.

SUGGESTIONS FOR HOW TO TEACH



Group work. Invite students to turn to “Cultivating Divine Attributes,” by Elder Joseph B. Wirthlin of the Quorum of the Twelve Apostles (student manual, 130). Divide the class into three groups. Have the first group read the section on faith, the second the section on hope, and the third the section on charity. Have them discuss how cultivating their attribute can influence behavior in dating, courtship, and marriage. Invite a representative from each group to report their findings to the class. Testify that cultivating these attributes helps us prepare for eternal relationships.

WHAT TO TEACH

Family relationships can be eternal when they are founded on Jesus Christ and His gospel.

SUGGESTIONS FOR HOW TO TEACH



Discussion. Relate the following event from Church history:



In 1853, six years after arriving in the Salt Lake Valley, the Church began building the Salt Lake Temple. Nine years into the project, in the summer of 1862, the foundation was complete. Then Church leaders performed an evaluation and concluded that the temple's foundation stones would not be adequate to sustain the weight of the temple over time. President Brigham Young determined to replace the massive foundation. This would be no easy task, for the foundation was sixteen feet (five meters) deep and sixteen feet wide, and the temple dimensions were 186 by 99 feet (57 by 30 meters). In explaining his decision, President Young said that he expected

this temple to stand through the Millennium. The Saints then set about to complete the task. (If available, you may want to show this event as portrayed in *The Mountain of the Lord* [item 53300]. This portion of the video is about three and a half minutes long.)

Ask:

- Why do you need a strong foundation in life?
- What weak foundations do people sometimes build on?
- How can you build or rebuild a foundation?
- Why are Jesus Christ and His gospel the only sure foundation?
- How does the story apply to marriage?
- Why are relationships that are built on Jesus Christ more likely to last into the eternities?



Scripture activity. Assign each student one of the following scriptures: Isaiah 28:16; Luke 6:47–49; Ephesians 2:19–22; Helaman 5:12; Doctrine and Covenants 18:2–5. Ask students to find what their assigned scripture teaches about foundations and to relate it to dating, courtship, and marriage. Discuss their findings.



Discussion. Read Matthew 7:24–27. Ask students to suggest examples of foundations of “rock” and “sand.” (For example, a rock foundation includes faith in Jesus Christ, being doers of the word, and following living prophets. Sand foundations include materialism, lust, pride, and desire for power.) Invite students to share examples of ways couples can build their dating, courtship, and marriage relationships on a rock foundation (see Dallin H. Oaks, in Conference Report, Apr. 1985, 101–5; or *Ensign*, May 1985, 80–83). (Examples might include trying to treat each other as you would like to be treated and committing to work toward eternal life; see also Gordon B. Hinckley, *Cornerstones of a Happy Home* [pamphlet, 1984]; or student manual, 128).

CONCLUSION

Invite students to read the statement by Elder Russell M. Nelson of the Quorum of the Twelve Apostles in the subsection “How Does Our Love for God Influence Our Ability to Love Others?” (in “Love,” student manual, 157). Discuss Elder Nelson’s statement. Review the lesson principle for this lesson (see p. 68). Testify of the importance of building our lives and marriages on the foundation of Jesus Christ.

19 ADJUSTING TO MARRIED LIFE

DOCTRINAL OVERVIEW

Married life requires many adjustments. President Spencer W. Kimball taught: “Two people coming from different backgrounds learn soon after the ceremony is performed that stark reality must be faced. There is no longer a life of fantasy or of make-believe; we must come out of the clouds and put our feet firmly on the earth. Responsibility must be assumed and new duties must be accepted. Some personal freedoms must be relinquished, and many adjustments, unselfish adjustments, must be made” (“Oneness in Marriage,” *Ensign*, Mar. 1977, 3; see also student manual, 170).

PRINCIPLE

Wise preparation for marriage includes foreseeing the need for adjustment.

STUDENT MANUAL READINGS

Selected Teachings from “Adjustments in Marriage” (9)

“Overcoming Those Differences of Opinion: A Formula for Finding Unity in Marriage,” Elder Robert E. Wells (286)

WHAT TO TEACH

Newlyweds must make many marital adjustments.

SUGGESTIONS FOR HOW TO TEACH



Object lesson. Explain that when we marry we must learn to adapt to our spouse because two people do not always look at a situation the same. To illustrate, draw the accompanying diagram on the board. Give students twenty seconds to count the number of triangles in the diagram.

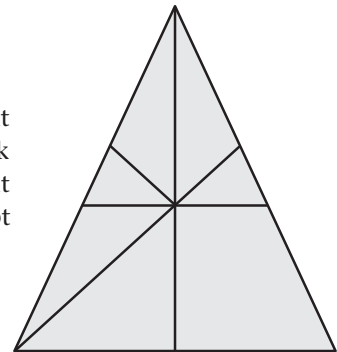
When time is up, tell students that there are sixteen triangles in the illustration.

Point out that just as some students found a different number of triangles than others, two people can look at the same situation in marriage and draw different conclusions. Both partners must be willing to adapt and learn from the other’s point of view.



Scripture activity. Explain that the transition to marriage was considered important enough to be provided for under the law of Moses. Read Deuteronomy 24:5 and ask:

- What special considerations did the law give to newly married men?
- In what ways might such a law have helped the people?
- Are you aware of any similar laws in our country today? Explain.



WHAT TO TEACH

The scriptures identify several areas in which married couples may need to adjust.

SUGGESTIONS FOR HOW TO TEACH



Scripture activity. Read Psalm 127:3–5; Isaiah 54:13; Doctrine and Covenants 68:25–28; Moses 2:27–28. Divide the class into three groups. Have the first group read Matthew 16:26; Doctrine and Covenants 75:28–29; 104:78. Have the second read 1 Corinthians 7:3–5; Ephesians 5:25; Hebrews 13:4; Doctrine and Covenants 42:22. Have the third read Mark 10:6–9; 3 Nephi 13:24. Have them identify the topics addressed in their verses and discuss why couples might have difficulty adjusting in these areas. Invite a representative from each group to share their findings with the class.

WHAT TO TEACH

Church leaders have also identified areas in which young married couples may need to adjust.

SUGGESTIONS FOR HOW TO TEACH



Student manual. Invite students to read the “Adjustments in Marriage” section (student manual, 9–10). Ask what marital adjustments are mentioned in the reading. Write them on the board and discuss them as a class. If the students do not mention the following adjustments, include them in the discussion:

- Elder Harold B. Lee, then a member of the Quorum of the Twelve Apostles, said there must be a willingness to sacrifice pleasures, appetites, and desires for the good of the relationship.
- President Spencer W. Kimball said there must be a willingness to assume responsibility, fulfill duties, relinquish some personal freedoms, be patient with a spouse’s weaknesses, and establish an independent home.
- President Joseph F. Smith said there must be financial responsibility in marriage.
- President Spencer W. Kimball stated: “Every divorce is the result of selfishness on the part of one or the other or both parties to a marriage contract” (“Marriage and Divorce,” in *1976 Devotional Speeches of the Year* [1977], 148; or student manual, 171).
- President Gordon B. Hinckley said: “Selfishness is at the root of adultery, the breaking of solemn and sacred covenants to satisfy selfish lust. Selfishness is the antithesis of love. It is a cankering expression of greed. It destroys self-discipline. It obliterates loyalty. It tears up sacred covenants. It afflicts both men and women” (in Conference Report, Apr. 1991, 96; or *Ensign*, May 1991, 73).

Ask students what other adjustments couples may need to make, based on their observations of marriages.

WHAT TO TEACH

Problem-solving skills can help couples adjust to marriage.

SUGGESTIONS FOR HOW TO TEACH



Role play. Have students turn to “Overcoming Those Differences of Opinion: A Formula for Finding Unity in Marriage,” by Elder Robert E. Wells, then a member of the Seventy (student manual, 286). Outline the main points of the address using a handout or overhead transparency. Choose volunteers to play the husband and wife in a role play. Give the couple a hypothetical difference of opinion to work through, such as those listed below, or create one of your own:

- The husband has received an unexpected bonus at work. He wants to use the money to buy a new tool. The wife feels strongly that they should invest the money in a savings program.
- The husband has been getting home later and later from work each week. Last Monday he did not get home until after the children had gone to bed. The wife

feels that he is not spending enough time with her or the children. The husband feels that he needs to stay late at work so he can be promoted and earn more money to support the family.

Set the stage for the role play. (For example, it is after dinner, the children are in bed, there are no distractions, and both spouses are calm and relaxed.) Ask the volunteers to resolve the problem using the formula outlined by Elder Wells. Allow them to refer to the list of main points if necessary.

After a few minutes, give other volunteers a turn. Have them pick up where the former students left off. Do this several times until the difference of opinion is resolved. Discuss how well the couples followed Elder Wells's counsel.

Discuss the following questions:

- How can we recognize selfishness in others? in ourselves?
- How can we overcome it?
- Why would it help if each person focused on *what* is right rather than on *who* is right?

CONCLUSION

Have students read Doctrine and Covenants 132:19–20 to learn why resolving marital differences is worth our best efforts. Explain that all marriages have problems, but that in healthy marriages both spouses make adjustments and work together to resolve their differences. Discuss why wise preparation for marriage includes foreseeing the need for adjustment. Discuss how an eternal perspective helps husbands and wives love and respect each other and overcome selfishness as they work through their differences together.

20 INTIMACY IN MARRIAGE

DOCTRINAL OVERVIEW

“Thou shalt love thy wife with all thy heart, and shalt cleave unto her and none else” (D&C 42:22). God ordained the physical union of husband and wife. Elder Dallin H. Oaks said, “The expression of our procreative powers is pleasing to God, but he has commanded that this be confined within the relationship of marriage” (in Conference Report, Oct. 1993, 99; or *Ensign*, Nov. 1993, 74; see also student manual, 261).

PRINCIPLE

Obedying the Lord’s counsel on intimacy helps us have a happy marriage.

STUDENT MANUAL READINGS

Selected Teachings from “Intimacy in Marriage” (139)

Statement in “Costs of Infidelity,” President Thomas S. Monson (in “Fidelity in Marriage,” 113)

“Birth Control” (14)

“Personal Purity,” Elder Jeffrey R. Holland (233)

“The Fountain of Life,” Elder Boyd K. Packer (141)

WHAT TO TEACH

God commanded that we have sexual relations only within the bonds of marriage.

SUGGESTIONS FOR HOW TO TEACH



Student manual. Testify that the ability to multiply and replenish the earth is a blessing (see Abraham 4:27–28). Read the statements under “Physical Intimacy Ordained of God” (in “Intimacy in Marriage,” student manual, 139), except for the statements by President Spencer W. Kimball. Ask:

- In what ways are natural affections a blessing to mankind?
- What impact can falsehoods about physical intimacy have on a married couple’s intimate relationship?
- What impact can an eternal perspective of physical intimacy have on a married couple’s intimate relationship?

Read the statements by President Spencer W. Kimball under “Physical Intimacy Ordained of God.”

WHAT TO TEACH

The purposes of marital intimacy include procreation and the expression of love.

SUGGESTIONS FOR HOW TO TEACH



Student manual. Read the subsection “Physical Intimacy Only in Marriage” (in “Intimacy in Marriage,” student manual, 140). Have students look for reasons the Lord requires that sexual relations between a man and a woman be kept within the bonds of marriage. Discuss students’ findings.



Student manual. Read the subsection “Purposes of Intimacy” (in “Intimacy in Marriage,” student manual, 140). Ask:

- What blessings did President Lorenzo Snow say will come to families in which the parents have been married for eternity?
- What did President Snow say has been promised to couples who are unable to have children?
- According to President Spencer W. Kimball, how is love in an eternal marriage different from what many in the world call love?

If you have children, consider bringing pictures of them at different ages and testifying of the joy they bring to you and your spouse. Testify that the joy of parenthood can be eternal.

WHAT TO TEACH

The Lord condemns misuse of physical intimacy in the marriage relationship.

SUGGESTIONS FOR HOW TO TEACH



Student manual. Read the subsection “Misused Physical Intimacy” (in “Intimacy in Marriage,” student manual, 140). Also read and discuss the statement by President Thomas S. Monson of the First Presidency in the subsection “Costs of Infidelity” (in “Fidelity in Marriage,” student manual, 113).

Note: If students have questions, refer them back to the statements in the subsection “Misused Physical Intimacy.” Do not add detail beyond that given by the Brethren on this subject. If questions arise regarding birth control, answer from the teachings in the “Birth Control” section (student manual, 14).

WHAT TO TEACH

The power of procreation is central to the plan of salvation.

SUGGESTIONS FOR HOW TO TEACH



Group work. Invite students to read “Personal Purity,” by Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles (student manual, 233). Divide the class into groups of three or four, and assign each group one or more of the following questions:

- According to Elder Holland, why is understanding that “the spirit and the body are the soul of man” important when learning about intimacy in marriage? (D&C 88:15).
- Why is intimacy between a man and a woman who are married for eternity the “ultimate symbol of total union”?
- What does this address teach about the relationship between a married couple and their Father in Heaven?

Have a representative from each group present their findings to the class.



Discussion. Invite students to read “The Fountain of Life,” by Elder Boyd K. Packer of the Quorum of the Twelve Apostles (student manual, 141). Ask:

- What did Elder Packer say is a prerequisite to the full enjoyment of the physical, emotional, and spiritual feelings of physical intimacy in marriage? (We must enter into it worthily.)
- Why is the power of procreation essential in the plan of happiness?
- Why do you think “the desire to mate in humankind is constant and very strong”?
- What do you think Elder Packer means when he says that “mature love has a bliss not even imagined by newlyweds”?

- Why is romantic love “incomplete” and only “a prelude”?
- Why must the power of procreation be “controlled as electricity is controlled, to generate power and life”?
- In what ways has the flaunting of sexuality changed our society? How can we avoid following this destructive trend?

CONCLUSION

Reemphasize Elder Packer’s statement that marital intimacy, “when entered into worthily, . . . combines the most exquisite and exalted physical, emotional, and spiritual feelings associated with the word *love*. Those feelings and the life-long need for one another bind a husband and wife together in marriage” (“The Fountain of Life,” student manual, 142). Testify that following divine counsel in matters of marriage and intimacy will bring us great happiness.

21 COURSE SUMMARY: GOVERNING OUR LIVES BY CORRECT PRINCIPLES

DOCTRINAL OVERVIEW

Elder Donald L. Staheli of the Seventy taught: “Regardless of our age and stage in life, daily obedience to gospel principles is the only sure way to eternal happiness” (in Conference Report, Apr. 1998, 108; or *Ensign*, May 1998, 82). The Prophet Joseph Smith taught that those who understand correct principles are able to govern themselves (see John Taylor, “The Organization of the Church,” *Millennial Star*, 15 Nov. 1851, 339; or student manual, ix). This lesson gives you an opportunity to review the gospel principles that should guide your students as they prepare for marriage.

PRINCIPLE

Living by gospel principles during dating and courtship strengthens us as we prepare for temple marriage.

STUDENT MANUAL READINGS

“Acquiring Spiritual Knowledge,” Elder Richard G. Scott (148)


“We Must Do Our Part” (in “Living by Gospel Principles,” ix)

Statement in “Foundations for Eternal Marriage,” Elder Richard G. Scott (124)

WHAT TO TEACH

We should be guided in our dating and courtship by gospel principles.

SUGGESTIONS FOR HOW TO TEACH

 **Discussion.** Invite students to again read “Acquiring Spiritual Knowledge,” by Elder Richard G. Scott of the Quorum of the Twelve Apostles (student manual, 148). (They read it as part of lesson 1 at the beginning of the course.) Ask:

- What is a principle?
- How does understanding gospel principles help us make decisions?
- How can we acquire spiritual knowledge?
- How does living according to the knowledge we have received help us?
- How can we remember, expand, and apply our spiritual knowledge?

Make copies of the “Lesson Principles” handout in the back of this manual (p. 79). Give one to each student. Invite them to review the principles taught in this course. Ask: In what ways can we apply Elder Scott’s counsel to what we have learned? Discuss their answers.

WHAT TO TEACH

Correct principles help us make righteous decisions and resolve difficulties in dating and courtship.

SUGGESTIONS FOR HOW TO TEACH



Case Study. Present the following courtship situation (or create one of your own):

Susan and Bill are active members of the Church. Bill is a returned missionary. He has an academic scholarship and a good part-time job. They are both third-year students at a university. They have dated for six months, and Bill has spoken to Susan about the possibility of marriage. He wants to marry in the temple and have a family. He is attracted to Susan because of her faith in the Savior and the way she serves others. Susan responds by saying she has strong feelings for Bill but is worried that marrying now would interfere with her lifelong goal of becoming a lawyer.

Ask: Which principles could help Bill? Which could help Susan? Ask students to refer to the handout and identify which principles from lessons 1–7 could help resolve this situation.

Present another situation:

After dating for some time, George and Sally finally discuss the possibility of marriage. George is twenty-three years old, a member of the Church, and a second-year student in a university. He is considered good-looking by Sally's friends and comes from an affluent family. He has not been on a mission and does not attend Church regularly. He assures Sally that he will be totally active in the Church after they marry. Sally is in her final year at the university and has been active in the Church all her life.

One night Sally saw George with some of his friends. He had a can of beer in his hand. When she confronted him about it the next day, he said that he only drinks alcohol on special occasions and that "it is not a problem."

Ask: What should Sally do? What principles could help her make the right decision about George? What should George do? Ask students which principles from lessons 1–7 could be applied to their situation.



Group work. Divide the class into groups of three or four. Instruct each group to make up a relevant dating situation that requires a solution, and then choose principles from the handout from lessons 8–19 to find a solution to the situation. After about ten minutes, have the groups present their dating situations and solutions to the class. Invite the class to suggest any other principles from lessons 8–19 that could be applied to each situation. You might mention that in some cases the problem might best be solved by the couple's breaking up. Also some solutions may require a very long time.

WHAT TO TEACH

We should follow gospel principles and seek inspiration from the Holy Ghost throughout our lives.

SUGGESTIONS FOR HOW TO TEACH



Scripture activity. Read the subsection "We Must Do Our Part" (in "Living by Gospel Principles," student manual, ix). Invite students to summarize the following scriptures using *if-then* statements: 1 Nephi 4:14; Helaman 4:15; Doctrine and Covenants 44:2. Divide the class into groups of three or four. Have each group summarize one of the following scriptures using an *if-then* statement: 1 Nephi 10:21; 2 Nephi 31:13; Mosiah 29:27, 30; 3 Nephi 26:10; Doctrine and Covenants 82:1; 104:2; 132:19. Have a representative from each group present their summary to the class.

Testify that the principles in these verses were given by the Lord. Discuss why we should try to follow these principles in our dating, courtship, and marriage, and throughout our lives.

CONCLUSION

Share the statement by Elder Richard G. Scott in the “Foundations for Eternal Marriage” section (student manual, 124). Explain that the principles taught in this course are just a beginning. Encourage students to continue looking for principles in the scriptures and teachings of apostles and prophets throughout their lives. Testify of the blessings that come from applying principles centered in the gospel of Jesus Christ in every aspect of our lives.

LESSON PRINCIPLES

LESSON 1: DEVELOPING AN ETERNAL PERSPECTIVE

An eternal perspective enriches all of life, including our dating and courtship decisions.

LESSON 2: THE NEW AND EVERLASTING COVENANT OF MARRIAGE

If we understand and value the new and everlasting covenant of marriage, we will be better able to date and court in a way that keeps us worthy of its sacred promises.

LESSON 3: THE FAMILY: A PROCLAMATION TO THE WORLD

Understanding the proclamation on the family helps us prepare for eternal marriage.

LESSON 4: THE LORD'S STANDARDS FOR DATING

Following the Lord's standards results in greater happiness and protection.

LESSON 5: THE LAW OF CHASTITY

Through all our dating and courtship experiences, the law of chastity points the way to peace of mind, lasting security, and happiness.

LESSON 6: STAYING MORALLY CLEAN

Happiness and peace of mind come from keeping our lives pure.

LESSON 7: PERSONAL WORTHINESS AND THE BLESSINGS OF ETERNAL MARRIAGE

The Atonement of Jesus Christ makes it possible for us to enjoy the blessings of eternal marriage.

LESSON 8: OVERCOMING "THE NATURAL MAN"

As we strive to become more like the Savior and overcome the natural man, we become better prepared for dating and a temple marriage.

LESSON 9: BALANCING PERSONAL GROWTH AND RESPONSIBILITY

Personal growth is a key to building lasting relationships.

LESSON 10: TEMPORAL PREPAREDNESS

Temporal preparedness enhances our ability to build a successful marriage.

LESSON 11: EFFECTIVE COMMUNICATION

Effective communication helps build friendships and strengthen commitment during courtship and marriage.

LESSON 12: DIFFERENCES INHERENT BETWEEN MEN AND WOMEN

Understanding the differences inherent between men and women helps dating couples interact in more Christlike ways.

LESSON 13: DIVINE ROLES AND RESPONSIBILITIES OF MEN AND WOMEN

Accepting divinely appointed roles and responsibilities in the gospel plan helps us find greater happiness in our relationships.

LESSON 14: TRUE LOVE

Understanding love helps us establish and maintain eternal relationships.

LESSON 15: THE SEARCH FOR AN ETERNAL COMPANION

Compatibility in key areas is essential to a happy marriage.

LESSON 16: THE DECISION TO MARRY AND ENGAGEMENT

We must involve the Lord in our decision to marry.

LESSON 17: PREPARING FOR THE TEMPLE

Preparation, worthiness, and being receptive to the Spirit help us understand the teachings of the temple and make them a central part of our lives.

LESSON 18: JESUS CHRIST, THE SURE FOUNDATION

Jesus Christ is the only sure foundation for building eternal relationships.

LESSON 19: ADJUSTING TO MARRIED LIFE

Wise preparation for marriage includes foreseeing the need for adjustment.

LESSON 20: INTIMACY IN MARRIAGE

Obedying the Lord's counsel on intimacy helps us have a happy marriage.

LESSON 21: COURSE SUMMARY: GOVERNING OUR LIVES BY CORRECT PRINCIPLES

Living by gospel principles during dating and courtship strengthens us as we prepare for temple marriage.

PROCLAMATION ON THE FAMILY

DISCUSSION QUESTIONS

Paragraph 1

1. Why is it important to give heed to the First Presidency and the Quorum of the Twelve Apostles as the Lord's representatives on the earth on the subject of marriage and family life? (see D&C 107:22–24).
2. Do you believe marriage is ordained of God and is a sacred privilege and obligation? Why is it not good for man or woman to be alone? (see also "Marriage for Eternity," student manual, 167).
3. What do you think is the purpose of dating? (see also "Dating Standards," student manual, 51).
4. What place does the family have in the Creator's plan for His children? (see also Dallin H. Oaks, "The Great Plan of Happiness," student manual, 259).

Paragraph 2

5. How would you explain to a friend why you believe that each of us is a "beloved spirit son or daughter of heavenly parents, and, as such, . . . has a divine nature and destiny"?
6. How does this knowledge inspire you to treat those you date with respect?
7. Why do you think it is important to know that "gender is an essential characteristic of individual premortal, mortal, and eternal identity and purpose"?
8. What traits do you see in men and women that help you believe that each has divine roles and responsibilities? (see also "Men's Divine Roles and Responsibilities," student manual, 200; "Women's Divine Roles and Responsibilities," 347).
9. Do you have any gender-related issues that are unresolved? (see Dallin H. Oaks, "Same-Gender Attraction," student manual, 294).

Paragraph 3

10. Do you believe that marriage and family relationships can last forever when sealed in the temple? (see also "Marriage for Eternity," student manual, 167).
11. Why do you think that eternal relationships can only begin with sacred covenants? (see also "Covenants and Ordinances," student manual, 38).
12. What kind of commitment must you have to honor the promises you will make as part of eternal marriage? (see also "Commitment," student manual, 21).
13. What must you do besides being married in the temple to ensure that your marriage lasts for eternity?

Paragraph 4

14. Why do you think the Lord has commanded us to multiply and replenish the earth? (see also "Birth Control," student manual, 14; "Parenthood: Creating a Gospel-Centered Home," 241).
15. How prepared do you think you are for the responsibilities of parenthood?
16. How can a husband and wife determine how large a family to have?
17. Why is it important to live the law of chastity before and after marriage?

Paragraph 5

18. What are your views on abortion?

Paragraph 6

19. What do you think it means to love and care for your spouse and children? Give examples (see also "Parenthood: Creating a Gospel-Centered Home," student manual, 241).
20. What do you plan to do to provide for your children's physical needs? their spiritual needs?
21. What do you see as the husband's role in rearing and providing for children? the wife's role?
22. What are you doing now to prepare for the responsibilities of parenthood?
23. How will you teach your children "to love and serve one another [and] to observe the commandments of God"? How well could they learn these lessons from your current example? (see also "Teaching Children the Gospel" [in "Parenthood: Creating a Gospel-Centered Home," student manual, 248]).
24. How will you teach your children "to be law-abiding citizens"? How well could they learn this lesson from your current example?

Paragraph 7

25. How would you describe your commitment to creating a happy, enduring marriage? (see also “Divorce,” student manual, 73).
26. How important is chastity before marriage? fidelity within marriage? Why?
27. What can you do to ensure that you remain completely faithful to your spouse?
28. Why is it important for a father to be actively involved in family life? (see also “A Father’s Duty” [in “Parenthood: Creating a Gospel-Centered Home,” student manual, 251]).
29. Why is it important to build family life “upon the teachings of the Lord Jesus Christ”?
30. Give an example of a way to build your family life on each of the following principles:
 - Faith • Forgiveness • Compassion
 - Prayer • Respect • Work
 - Repentance • Love • Wholesome recreational activities
31. How committed are you to establishing and maintaining your marriage and family according to these fundamental principles?
32. How have you used these principles during courtship to build a foundation for your relationship?
33. “By divine design, fathers are to preside over their families in love and righteousness and are responsible to provide the necessities of life and protection for their families.” What do you think this means? What might fathers do to obey this principle? (see also “Men’s Divine Roles and Responsibilities,” student manual, 200).
34. “Mothers are primarily responsible for the nurture of their children.” What do you think this means? What might mothers do to obey this principle? (see also “Women’s Divine Roles and Responsibilities,” student manual, 347).
35. In what ways might parents help each other in their “sacred obligations”? (see also “Equality of Men and Women,” student manual, 79).
36. Are there any “individual adaptations” in roles you would like to make in your future marriage? What might be the consequence of doing so? Explain (see also “Mothers’ Employment outside the Home,” student manual, 237).

Paragraph 8

37. Why is it important to know that those “who violate covenants of chastity, who abuse spouse or offspring, or who fail to fulfill family responsibilities will one day stand accountable before God”? (see also “Fidelity in Marriage,” student manual, 111).
38. What are your views on spouse abuse? child abuse? emotional abuse? date abuse? (see also “Abuse,” student manual, 3).
39. What can you do to ensure that abuse is not part of your relationship?
40. What are you willing to do to strengthen your marriage?

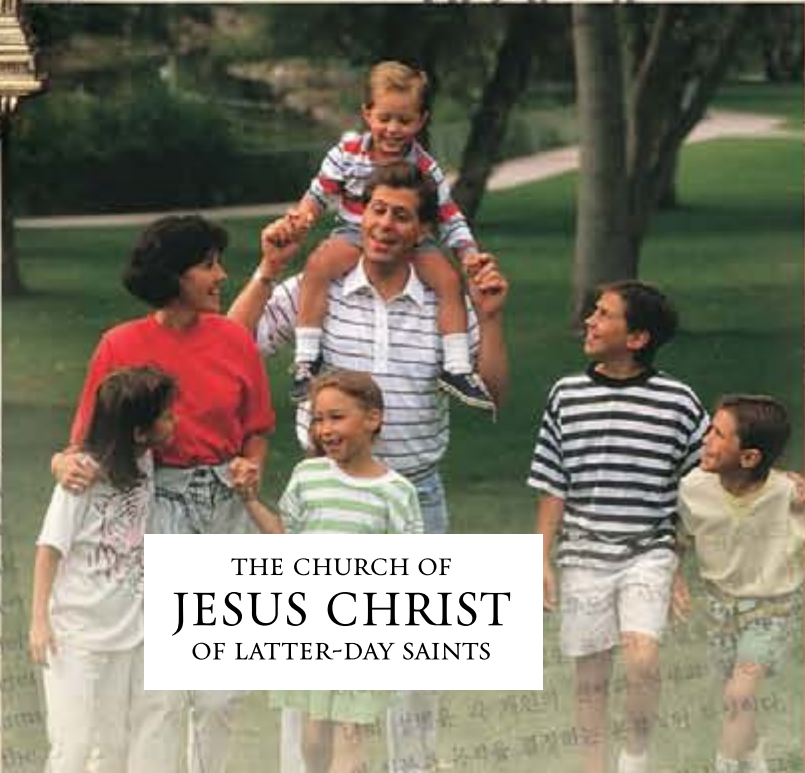
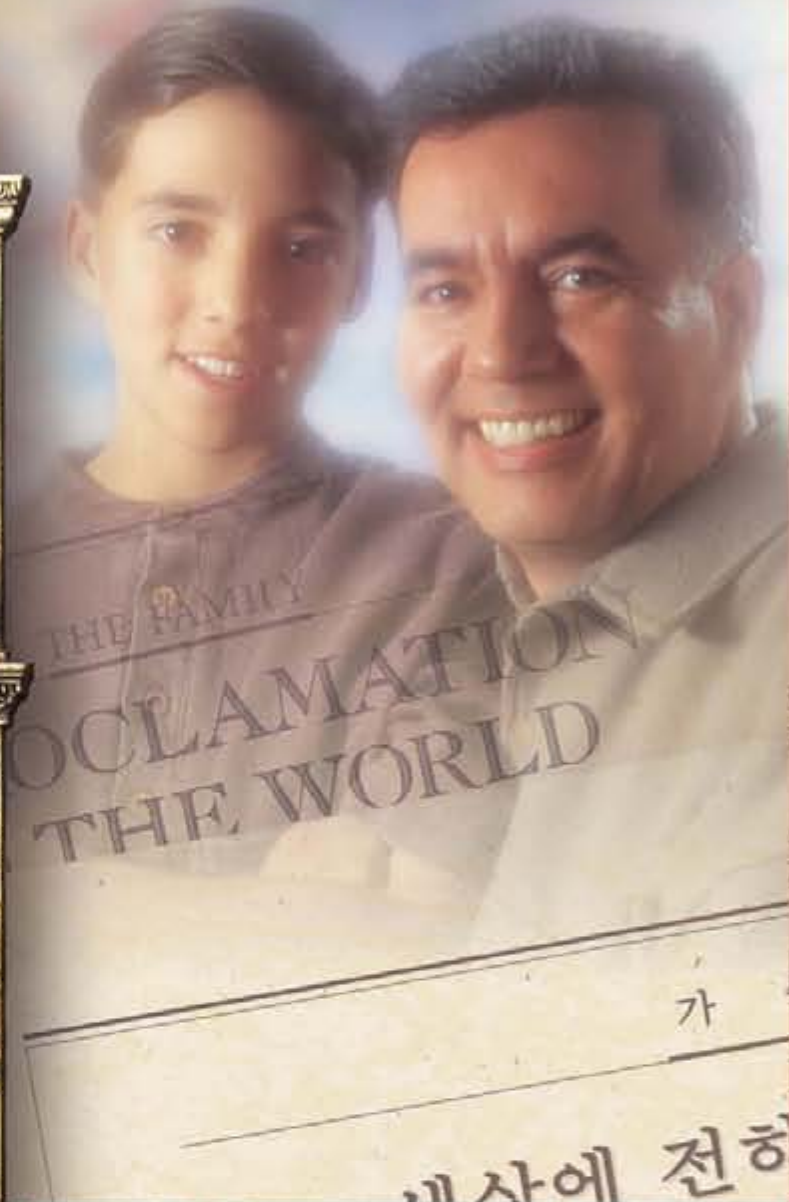
Paragraph 9

41. What is the warning and promise given by the Lord’s prophets to those who fail to heed His proclamation?
42. What can you do to help promote the values in the proclamation on the family in your community?

Additional Questions

Discuss why it is important to know the attitude of a potential marriage partner in each of the following areas. Does this person:

- Know how to manage money?
- Have a good work ethic and good habits?
- Enjoy family life?
- Treat parents well?
- Understand the divine roles and responsibilities of husbands and wives, mothers and fathers?
- Observe the Sabbath day?
- Pay an honest tithe and pay offerings?
- Observe the counsel of general and local priesthood authorities?



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