



# Come, Follow Me

*Aaronic Priesthood 2015*

Learning Resources for Youth

TEACHING *and* LEARNING *for* CONVERSION

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# Aaronic Priesthood 2015

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English approval: 6/14

Translation approval: 9/14

Translation of *Come, Follow Me: Learning Resources for Youth, Atonic Priesthood 2015*

Language

02200 000

# About This Manual

The lessons in this manual are organized into units that address doctrinal fundamentals of the restored gospel of Jesus Christ. Each lesson focuses on questions that youth may have and doctrinal principles that can help them find answers. The lessons are designed to help you prepare spiritually by learning the doctrine for yourself and then plan ways to engage the young men in powerful learning experiences.

## Learning outlines

For each of the doctrinal topics listed in the contents, there are more learning outlines than you will be able to teach during the month. Let the inspiration of the Spirit and the questions and interests of the young men guide you as you decide what to emphasize in this unit and how long to spend on a topic.

The outlines are not meant to prescribe what you will say and do in class. They are designed to help you learn the doctrine for yourself and prepare learning experiences adapted to the needs of the young men you teach.

## Prepare yourself spiritually

To help the young men learn the principles in these learning outlines, you must understand and live them yourself. Study the scriptures and other resources provided in the outlines, and look for statements, stories, or examples that may be especially relevant or inspiring to the young men you teach. You may also study and use talks from the most recent general conference. Then use the learning outlines to plan ways to help the young men discover these truths for themselves, gain a testimony of them, and live by what they learn.

## Counsel together

Counsel with the quorum presidency and with other teachers and leaders about the young men in your quorum. What questions and needs do they have? What are they learning in other settings—at home, in seminary, in Sunday School? How will this influence your preparation? (If sensitive information is shared in these conversations, please keep it confidential.)

## More online

You can find additional resources and teaching ideas for each of these lessons at [lds.org/youth/learn](https://lds.org/youth/learn). Online lessons include:

- Links to the most recent teachings from the living prophets, apostles, and other Church leaders. These links are updated regularly, so refer back to them often.
- Links to videos, images, and other media that you can use to prepare yourself spiritually and to teach the youth.
- Videos that demonstrate effective teaching to enhance your ability to help the youth become converted.

# Contents

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## 1 January: The Godhead

- 3 How can I know my Heavenly Father?
- 7 What do we know about the nature of the Godhead?
- 11 Why is Jesus Christ important in my life?
- 15 What are the roles of the Holy Ghost?
- 19 Who am I, and who can I become?

## 23 February: The Plan of Salvation

- 25 What is my role in fulfilling Heavenly Father's plan?
- 28 What is the plan of salvation?
- 32 What happened in the premortal life?
- 35 What is the purpose of life?
- 39 Why do the choices I make matter?
- 43 Why do we have adversity?
- 47 How can I find comfort when someone I care about dies?
- 51 Why should I treat my body like a temple?

## 55 March: The Atonement of Jesus Christ

- 57 How do I help others receive the blessings of the Atonement?
- 61 What is the Atonement of Jesus Christ?
- 64 What does it mean to have faith in Jesus Christ?
- 68 What does it mean to repent?
- 72 What is grace?
- 76 Why do I need to forgive others?
- 79 What is the resurrection?
- 82 How can the Atonement help me during my trials?

## 87 April: The Apostasy and the Restoration

- 89 How can I invite all to come unto Christ?
- 92 Why was a restoration necessary?
- 96 How was the priesthood restored?
- 100 What was Joseph Smith's role in the Restoration?
- 104 Why is the First Vision important?
- 107 Why do we need the Book of Mormon?

## 111 May: Prophets and Revelation

- 113 Why is it important to study the scriptures?
- 117 Why is it important to listen to and follow the living prophets?
- 121 How do I receive personal revelation?
- 125 How can I make my prayers more meaningful?
- 129 How can I strengthen my testimony?
- 133 What has President Monson taught Aaronic Priesthood holders?
- 138 How can a patriarchal blessing help me?

## 143 June: Priesthood and Priesthood Keys

- 145 How does worthiness affect priesthood power?
- 150 What is the priesthood?
- 154 What are the keys of the priesthood?
- 158 What are my duties as an Aaronic Priesthood holder?
- 161 Why should I serve a mission?
- 166 What does it mean to sustain my Church leaders?

## 171 July: Ordinances and Covenants

- 173 How can I help others have a meaningful experience with the sacrament?
- 177 Why are ordinances important in my life?
- 181 Why are covenants important in my life?
- 185 What covenants did I make at baptism?

- 190 How do I receive the gift of the Holy Ghost?  
194 Why are temple ordinances important?  
199 What is the oath and covenant of the priesthood?  
203 What does it mean to take upon myself the name of Jesus Christ?

## 207 August: Marriage and Family

- 209 How can I strengthen my family?  
213 Why is chastity important?  
218 Why is temple marriage important?  
222 Why is family important?  
226 What are the Church's standards regarding dating?  
229 How can I prepare now to become a righteous husband and father?  
233 How do the roles of men and women complement each other in families?

## 237 September: Commandments

- 239 How can I be in the world but not of the world?  
243 How do the things I say affect me and those around me?  
247 How can I resist pornography?  
251 Why do we fast?  
254 Why are we commanded to keep the Sabbath day holy?  
259 Why do we pay tithing?  
263 Why is it important to be honest?

## 267 October: Becoming More Christlike

- 269 How can I serve others?  
273 How can I become more Christlike?  
277 How can I develop Christlike love?  
281 How can I learn to be more patient?  
285 Why is it important to be grateful?

## 289 November: Spiritual and Temporal Self-Reliance

- 291 Why is it important to gain an education and develop skills?  
295 What does it mean to be self-reliant?  
299 How do I know if I am becoming converted?  
303 Why is work an important gospel principle?  
307 Why does the Lord want me to be healthy?  
311 What is the Lord’s way for providing for the poor and needy?  
315 How can I find solutions to my challenges and problems?

## 319 December: Building the Kingdom of God in the Latter Days

- 321 How can I be a missionary now?  
325 How can I become a better home teacher?  
328 How does Heavenly Father want me to use my spiritual gifts?  
332 How can I prepare to establish a Christ-centered home?  
336 What can I do to help new members of the Church?  
340 How can I help my less-active friends return to church?  
344 What is Zion?  
347 How can I participate in the hastening of the Lord’s work?

## 351 APPENDIX



# Quorum Meeting Agenda

Presiding \_\_\_\_\_ Date \_\_\_\_\_

Conducting (member of the quorum presidency) \_\_\_\_\_

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## Sit in Council

*member of the quorum presidency*

Conduct business (Activities, events, assignments, opportunities to minister)

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Teach duties (Explain and counsel together about how to fulfill priesthood duties)

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Invite sharing (What experiences are the members of the quorum having? What gospel principles have they been noticing and learning? What are they learning while fulfilling their Duty to God? What experiences have they had ministering to others?)

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## Learn Together

*quorum adviser or quorum member*

This week's gospel discussion: \_\_\_\_\_

Teacher: \_\_\_\_\_

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## Commit to Act

*member of the quorum presidency*

- Share testimony of what was learned.
- Invite quorum members to live by the principles they learned together and prepare for next week's meeting.
- As the Spirit directs:
- Share your impressions about the principles discussed.
- Share what you plan to do based on what you learned, and invite quorum members to share what they plan to do.
- Invite quorum members to prepare for next week's discussion.

Closing prayer: \_\_\_\_\_

## UNIT OVERVIEW

# January: The Godhead

*“We believe in God, the Eternal Father, and in His Son, Jesus Christ, and in the Holy Ghost”  
(Articles of Faith 1:1).*

The outlines in this unit will help the young men understand the true nature of the members of the Godhead and the roles of each in fulfilling Heavenly Father’s plan of salvation. This knowledge will help the young men come to understand better their own divine identity and purpose as sons of God.

To make Duty to God part of the Sunday quorum meeting, you may consider teaching the Duty to God outline below during this unit.

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### Outlines to choose from this month:

*How can I know my Heavenly Father? (Duty to God)*

*What do we know about the nature of the Godhead?*

*Why is Jesus Christ important in my life?*

*What are the roles of the Holy Ghost?*

*Who am I, and who can I become?*

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### Note to the teacher

Throughout this unit, you may want to remind the young men that the names of Deity are sacred (see D&C 63:61). Encourage them to use these names with reverence and respect.

### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with quorum presidencies to select and plan appropriate activities that reinforce what the young men learn on Sunday.

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.

## **Duty to God**

The following sections from the *Duty to God* book relate to the lessons in this unit:

“Pray and Study the Scriptures,” pages 14–15, 38–39, 62–63

“Understand Doctrine,” pages 18–20, 42–44, 66–68



## DUTY TO GOD

# How can I know my Heavenly Father?

Heavenly Father loves us and wants us to draw near to Him. He has given us the opportunity to pray to Him and has promised to hear and answer our prayers. We can also come to know Him as we study the scriptures and the words of latter-day prophets and as we strive to become more like Him by following His will.

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### Prepare yourself spiritually

*As you study the scriptures and other resources about coming to know Heavenly Father, look for things that would help the young men feel that their Father in Heaven loves them and wants them to draw near Him.*

John 17:3 (Knowing Heavenly Father and Jesus Christ leads to eternal life)

Mosiah 5:13 (Serving God helps us get to know Him better)

1 John 2:3–5 (We know God if we keep His commandments)

Alma 30:44 (All things denote there is a God)

1 John 4:7–8 (Loving others helps us to know God)

D&C 88:63 (If we draw near to God, He will draw near to us)

2 Nephi 32:9; Enos 1:1–7; Alma 34:17–28; 37:37 (Prayer can help us draw closer to Heavenly Father)

M. Russell Ballard, “Father and Sons: A Remarkable Relationship,” *Ensign* or *Liahona*, Nov. 2009, 47–50

Mosiah 4:9–12 (King Benjamin describes how to grow in our knowledge of God)

*Fulfilling My Duty to God* (2010), 14–15, 38–39, 62–63

Videos: “He Knows Me”; “Fulfilling Your Duty to God”

Think about your relationship with your Father in Heaven. When have you felt closest to Him? What were you doing that allowed you to feel closer to Him?

What are some things the young men can do to get closer to God? How well are they doing these things? What could you do to help them increase their faith and testimony in God?

See the appendix for other teaching and learning ideas.

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty*

to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.

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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Ask each young man to contribute one word to create a sentence that summarizes last week's lesson. Write their sentence on the board.
  - With permission from the bishop, invite a father of one of the quorum members to share his feelings about being a father. He could talk about how he feels about his son, what he hopes his son achieves in life, and how he hopes to help him succeed. Ask the young men to compare what this father said with how their Father in Heaven feels about them.
- 

## Learn together

*The purpose of this lesson is to help each young man establish a pattern of personal prayer and scripture study. Give the young men time during quorum meeting to write plans in their Duty to God books. Encourage them to share their plans with each other, and in future quorum meetings, invite them to share how personal prayer and scripture study are strengthening their relationship with God.*

- As part of their Duty to God plans, the young men may have created plans for personal scripture study. This lesson could be a good time to have the young men share what they have been doing for their plans and what they are learning from their study of the scriptures (see *Duty to God*, 14–15, 38–39, 62–63). They could also revise their plans if needed. Ask the young men to share how their habits of prayer and scripture study have helped improve their relationship with their Heavenly Father.
- Invite the young men to think about someone they know very well. What did they do to get to know that person? Ask them what they think the difference is between knowing Heavenly Father and knowing *about* Him. Write the following scripture references on the board, and ask the young men to look them up and identify how we can come to know Heavenly Father better: 1 John 2:3–5; 4:7–8; Mosiah 4:9–12; 5:13; Alma 30:44. Invite the young men to share what they learned and how they have felt closer to Heavenly Father by following the counsel in these scriptures.
- Show the video “Fulfilling Your Duty to God,” and have the young men look for how the experiences depicted in the video helped the young men and others come to know Heavenly Father better. Ask the young men to share their thoughts about how fulfilling their duty to God

### Teaching tip

Encouraging the young men to establish a habit of regular prayer and scripture study could be the most effective way to help them strengthen their relationship with Heavenly Father.

helps them strengthen their relationship with Him.

- Invite the young men to read Elder M. Russell Ballard's three suggestions for sons in his talk "Fathers and Sons: A Remarkable Relationship" (or show the video "Fathers and Sons"). When has doing one of these things helped them feel closer to their fathers? Ask them to share ways they can apply Elder Ballard's counsel to their relationship with their Heavenly Father.
- Discuss ways in which the young men communicate with others to-

day. How do we communicate with Heavenly Father? How does He communicate with us? What can we do to improve our communication with Him? Invite each young man to read one of the following scriptures about prayer: 2 Nephi 32:9; Enos 1:1-7; Alma 34:17-28; 37:37. Ask quorum members to share what they learn. What is the connection between prayer and coming to know Heavenly Father? Invite the young men to open their *Duty to God* books to page 15 (deacons), 39 (teachers), or 63 (priests) and make plans to improve their daily prayers.

*Ask the young men to share what they learned today. What feelings or impressions do they have? Do they understand how they can know Heavenly Father? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his plans to improve his personal prayers.
- Encourage the young men to fulfill the plans they made today and be prepared to share in a future quorum meeting how doing so improved their relationship with Heavenly Father.

## Teaching in the Savior's way

The Savior loved His disciples and prayed for them and continually served them. He found opportunities to be with them and to express His love. He knew their interests, hopes, and desires and what was happening in their lives. Look for ways to express your love for the young men and to help them feel and know how much their Father in Heaven also loves them.

# Selected Resources

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*Excerpt from M. Russell Ballard, "Fathers and Sons: A Remarkable Relationship," Ensign or Liahona, Nov. 2009, 47–50*

To you Aaronic Priesthood holders, I believe that by doing these three simple things you can make your relationship with your father even better than it is right now.

*First*, trust your father. He is not perfect, but he loves you and would never do anything he didn't think was in your best interest. So talk to him. Share your thoughts and feelings, your dreams and your fears. The more he knows about your life, the better chance he has to understand your concerns and to give you good counsel. When you put your trust in your dad, he will feel the responsibility of that trust and try harder than ever to understand and to help. As your father, he is entitled to inspiration on your behalf. His advice to you will be the heartfelt expressions of someone who knows and loves you. Your dad wants more than anything for you to be happy and successful, so why would you not want to trust someone like that? Boys, trust your dad.

*Second*, take an interest in your father's life. Ask about his job, his interests, his goals. How did he decide to do the work that he does? What was he

like when he was your age? How did he meet your mother? And as you learn more about him, you may find that his experiences help you to better understand why he responds the way that he does. Watch your dad. Watch how he treats your mother. Watch how he performs his Church callings. Watch how he interacts with other people. You will be surprised what you learn about him just by watching him and listening to him. Think about what you don't know about him and find out. Your love, admiration, and understanding will increase by what you learn. Boys, be interested in your dad's life.

And *third*, ask your father for advice. Let's be honest: he is probably going to give you his advice whether you ask for it or not, but it just works so much better when you ask! Ask for his advice on Church activity, on classes, on friends, on school, on dating, on sports or other hobbies. Ask for his counsel on your Church assignments, on preparing for your mission, on decisions or choices you have to make. Nothing shows respect for another person as much as asking for his advice, because what you are really saying when you ask for advice is, "I appreciate what you know and the experiences you have had, and I value your ideas and suggestions." Those are nice things for a father to hear from his son.



JANUARY: THE GODHEAD

## What do we know about the nature of the Godhead?

The Godhead includes God the Eternal Father, the Savior Jesus Christ, and the Holy Ghost. Although the members of the Godhead are distinct beings with distinct roles, They are one in purpose. They are perfectly united in bringing to pass Heavenly Father's plan of salvation.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What do you feel inspired to share with the young men?*

Genesis 1:26–27 (We are created in God's image)

Boyd K. Packer, "The Witness," *Ensign* or *Liahona*, May 2014, 94–97

Matthew 3:13–17 (Each member of the Godhead was manifested at Christ's baptism)

Jeffrey R. Holland, "The Only True God and Jesus Christ Whom He Hath Sent," *Ensign* or *Liahona*, Nov. 2007, 40–42

John 17:21; D&C 20:28 (The members of the Godhead are united as one)

Christoffel Golden Jr., "The Father and the Son," *Ensign* or *Liahona*, May 2013, 99–101

Acts 7:55–56; Joseph Smith—History 1:14–17 (Stephen and Joseph Smith saw the Father and the Son as separate beings)

"God the Father," "Holy Ghost," "Jesus Christ," *True to the Faith* (2004), 74–76, 81–84, 87–89

D&C 130:22–23 (The Father and the Son have physical bodies; the Holy Ghost does not)

Video: "The Restoration"; see also *Doctrine and Covenants Visual Resources* DVD

Articles of Faith 1:1 (We believe in the three members of the Godhead)

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty*

How does understanding the Godhead help you know who you are? How does our knowledge of the Godhead differ from the beliefs of other religions?

How will an understanding of the nature of the Godhead help the young men?

See the appendix for other teaching and learning ideas.



to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.

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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Invite a member of the quorum to come to quorum meeting prepared to give a two-minute review of what he learned in the last lesson.
  - Invite the young men to role-play how they would teach someone not of our faith about the three different members of the Godhead. What scriptures would they use? Why do they feel this knowledge is so important?
- 

## Learn together

Each of the activities below will help the quorum members understand the nature of the Godhead. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about the Godhead (see "Understand Doctrine," page 18, 42, or 66).
- Read as a quorum Elder Jeffrey R. Holland's description of other Christian beliefs about the Godhead (in his talk "The Only True God and Jesus Christ Whom He Hath Sent"). Show the young men the First Vision scene in the video "The Restoration," or show a picture of the First Vision (see *Gospel Art Book*, 90). What did Joseph learn about the Godhead? How was what he learned different from what other Christians believed? Why is what he learned important? How do the young men think this experience changed what Joseph believed about himself?
- Invite the young men to search one of the scriptures in this outline and identify what they learn about the Godhead. Invite them to share what these verses teach them about their divine nature. How does this knowledge affect their daily choices?
- Write three headings on the board: "There are three members in the Godhead," "The Godhead is united as one," and "Heavenly Father and Jesus Christ have physical bodies." Write scripture references about the Godhead (such as those listed in this outline) on small cards. Invite the young men to take turns picking a card, reading the scripture aloud, and writing the reference under the appropriate heading on the board (some of the scriptures may belong under more than one heading). How can knowing these truths about the Godhead bless the young men? En-

### Teaching Tip

You can use the learning activities in this section to determine what the young men already know about the doctrine and what they still need to learn. Be ready to adjust your lesson plan to meet their needs if necessary.

courage the young men to keep a list of these references in their scriptures so they can use them to teach others about the Godhead.

- Divide the quorum into three groups, and assign each group to learn about a member of the Godhead by reading about Him in *True to the Faith* (see pages 74–76, 81–84, and 87–89) or in President Boyd K. Packer’s talk “The Witness.” Give the groups enough time to prepare to teach the rest of the quorum the characteristics and roles of their member

*Ask the young men to share what they learned today. What feelings or impressions do they have? Do they understand the nature of the Godhead better? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Bear his testimony of the members of the Godhead and his gratitude for the truths about Them restored through Joseph Smith.
- Invite the quorum members to share with someone the truths they learned in quorum meeting today.

of the Godhead. Allow each group to teach the rest of the quorum.

- Divide one of the general conference talks suggested in this outline into smaller sections. Give a section to each quorum member (or to groups, depending on quorum size). Write on the board “What do we know about the Godhead?” Invite the young men to use the talks to find and then share their answers. Why is it important to know the true nature of the Godhead? (see John 17:3).

## Teaching in the Savior’s way

The Savior asked questions that caused others to think and feel deeply. He was sincerely interested in their answers and rejoiced in their expressions of faith. He gave them opportunities to ask their own questions, and He listened to their experiences. What questions can you ask that will help the young men feel deeply about the Godhead? How can you show that you are interested in their answers during the lesson?

# Selected Resources

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*Excerpt from Jeffrey R. Holland, "The Only True God and Jesus Christ Whom He Hath Sent," Ensign or Liahona, Nov. 2007, 40–42*

So any criticism that The Church of Jesus Christ of Latter-day Saints does not hold the contemporary Christian view of God, Jesus, and the Holy Ghost is *not* a comment about our commitment to Christ but rather a recognition (accurate, I might add) that our view of the Godhead breaks with post–New Testament Christian history and returns to the doctrine taught by Jesus Himself. Now, a word about that post–New Testament history might be helpful.

In the year A.D. 325 the Roman emperor Constantine convened the Council of Nicaea to address—among other things—the growing issue of God’s alleged “trinity in unity.” What emerged from the heated contentions of churchmen, philosophers, and ecclesiastical dignitaries came to be known (after another 125 years and three more major councils) [Constantinople, A.D. 381; Ephesus, A.D. 431; Chalcedon, A.D. 451] as the Nicene Creed, with later reformulations such as the Athanasian Creed. These various evolutions and iterations of creeds—and

others to come over the centuries—declared the Father, Son, and Holy Ghost to be abstract, absolute, transcendent, imminent, consubstantial, coeternal, and unknowable, without body, parts, or passions and dwelling outside space and time. In such creeds all three members are separate persons, but they are a single being, the oft-noted “mystery of the trinity.” They are three distinct persons, yet not three Gods but one. All three persons are incomprehensible, yet it is one God who is incomprehensible.

We agree with our critics on at least that point—that such a formulation for divinity is truly incomprehensible. With such a confusing definition of God being imposed upon the church, little wonder that a fourth-century monk cried out, “Woe is me! They have taken my God away from me, . . . and I know not whom to adore or to address” [quoted in Owen Chadwick, *Western Asceticism* (1958), 235]. How *are* we to trust, love, worship, to say nothing of strive to be like, One who is incomprehensible and unknowable? What of Jesus’s prayer to His Father in Heaven that “this is life eternal, that they might *know thee* the only true God, and Jesus Christ, whom *thou* hast sent”? [John 17:3; emphasis added].



## Why is Jesus Christ important in my life?

Jesus Christ was chosen to be our Savior. His Atonement makes it possible for us to be resurrected and to repent and be forgiven so we can return to our Heavenly Father's presence. In addition to saving us from our sins, the Savior also offers us peace and strength in times of trial. He sets the perfect example for us, and His teachings are the foundation for happiness in this life and eternal life in the world to come.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What can help the young men you teach understand why Jesus Christ is important to them?*

Matthew 10:1 (Jesus Christ gave His Apostles priesthood power)

John 6:38 (Jesus Christ came to do His Father's will)

John 8:12; 3 Nephi 11:11 (Jesus Christ is the light and life of the world)

John 14:6 (Jesus Christ is the way, the truth, and the life)

2 Nephi 2:3–9; 9:5–12 (Lehi and Jacob testify of the Atonement of Jesus Christ)

3 Nephi 27:14–16 (Jesus Christ saves us from sin and death through His Atonement)

3 Nephi 27:27 (Jesus Christ is our example)

"The Living Christ: The Testimony of the Apostles," *Ensign*, Apr. 2000, 2–3 (see also *True to the Faith*, 87–89; or *Duty to God*, 106)

Dallin H. Oaks, "Teachings of Jesus," *Ensign* or *Liahona*, Nov. 2011, 90–93

Jeffrey R. Holland, "The First Great Commandment," *Ensign* or *Liahona*, Nov. 2012, 83–85

Video: "Reclaimed"

Why is Jesus Christ important to you? How has He influenced your life?

Why is it important for the young men to understand Jesus Christ's roles? How can you help them discover His importance in their lives?

See the appendix for other teaching and learning ideas.

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Write one or more questions on the board to help the young men review what they learned last week.
- Invite the young men to look up "Jesus Christ" in the Topical Guide and review the list of entries after the heading. Ask them to find words and phrases that describe Christ's roles and mission. What do they learn about Jesus Christ by reviewing this list? How do they feel about Him after reviewing what He has done for us?

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## Learn together

*Each of the activities below will help quorum members understand why Jesus Christ is important in their lives. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about the Atonement (see "Understand Doctrine," page 18, 42, or 66).
- Read the paragraph under the heading "What He Has Done for Us" in Elder Dallin H. Oaks's talk "Teachings of Jesus." What would the young men say in response to the woman's question "What's He done for me?" Write on the board the next nine headings from the talk (from "Life of the World" to "The Atonement"). Invite the young men to choose one or more of these headings and prepare one or two sentences they would use to teach the woman what Jesus Christ has done for her. They can use Elder Oaks's talk, relevant scriptures (such as those suggested in this outline), and their own experiences and testimony. Invite them to share what they prepared.
- Ask some of the young men to search 2 Nephi 2:3–9 to find what Jesus Christ did for us, and ask the others to search 2 Nephi 9:6–10 to find what the consequences would be if

### Teaching tip

"You should be careful not to talk more than necessary or to express your opinion too often. These actions can cause learners to lose interest. Think of yourself as a guide on a journey of learning who inserts appropriate comments to keep those you teach on the correct path" (*Teaching, No Greater Call* [1999], 64).

He had not fulfilled His mission. How would the world be different? Share your love for the Savior, and invite the young men to do the same.

- Display pictures of the Savior helping others (see *Gospel Art Book*, 36–60). Give the young men a few minutes to ponder and share the different ways the Savior has helped them, their families, and others they know. Invite them to share their feelings about the Savior. Ask the young men to read the last four paragraphs of Elder Jeffrey R. Holland’s talk “The First Great Commandment” as they ponder the question “What can I do to show how important Jesus Christ is in my life?” Invite them to write down their thoughts, and allow them to share what they wrote, if they feel comfortable doing so.
- Show the video “Reclaimed.” What do the young men learn from the video about what Jesus Christ can do for them? How could they use the

message of this video to help people who are having difficulty forgiving themselves or feel they are beyond the reach of the Savior’s help? What scriptures would they share? (see, for example, Isaiah 1:18; Alma 36:3, 27; Ether 12:27; D&C 58:42–43).

- Display a picture of the Savior, and write on the board the following questions: “Who is Jesus Christ?” “What has He done for us?” “How do we know that He lives today?” Invite the young men to search “The Living Christ: The Testimony of the Apostles” to find answers to these questions. Ask them to share what they find. How do their testimonies of Jesus Christ affect their daily lives?
- Invite the young men to look in the hymnbook in the “Topics” index under “Jesus Christ” to find a hymn that teaches about who Jesus Christ is. Ask them to share lines from the hymns they chose. Consider singing one of the hymns as a quorum.

*Ask the young men to share what they learned today. What feelings or impressions do they have? Do they understand why Jesus Christ is important in their lives? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Bear his testimony of the Savior. Savior could bless someone they know and encourage them to share their testimonies.
- Invite the quorum members to ponder how their testimonies of the

## Teaching in the Savior’s way

The Savior invited others to act in faith and live the truths He taught. He found opportunities for them to learn through powerful experiences. What can you do to help the young men see the importance of making Jesus Christ part of their lives?

# Selected Resources

## THE LIVING CHRIST

THE TESTIMONY OF THE APOSTLES  
THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

As we commemorate the birth of Jesus Christ two millennia ago, we offer our testimony of the reality of His matchless life and the infinite virtue of His great atoning sacrifice. None other has had so profound an influence upon all who have lived and will yet live upon the earth.

He was the Great Jehovah of the Old Testament, the Messiah of the New. Under the direction of His Father, He was the creator of the earth. “All things were made by him; and without him was not any thing made that was made” (John 1:3). Though sinless, He was baptized to fulfill all righteousness. He “went about doing good” (Acts 10:38), yet was despised for it. His gospel was a message of peace and goodwill. He entreated all to follow His example. He walked the roads of Palestine, healing the sick, causing the blind to see, and raising the dead. He taught the truths of eternity, the reality of our premortal existence, the purpose of our life on earth, and the potential for the sons and daughters of God in the life to come.

He instituted the sacrament as a reminder of His great atoning sacrifice. He was arrested and condemned on spurious charges, convicted to satisfy a mob, and sentenced to die on Calvary’s cross. He gave His life to atone for the sins of all mankind. His was a great vicarious gift in behalf of all who would ever live upon the earth.

We solemnly testify that His life, which is central to all human history, neither began in Bethlehem nor concluded on Calvary. He was the Firstborn of the Father, the Only Begotten Son in the flesh, the Redeemer of the world.

He rose from the grave to “become the firstfruits of them that slept” (1 Corinthians 15:20). As Risen Lord, He visited among those He had loved in life. He also ministered among His “other sheep” (John 10:16) in ancient America. In the modern world, He and His Father appeared to the boy Joseph Smith, ushering in the long-promised “dispensation of the fulness of times” (Ephesians 1:10).

Of the Living Christ, the Prophet Joseph wrote: “His eyes were as a flame of fire; the hair of his head was white like the pure snow; his countenance shone above the brightness of the sun; and his voice was as the sound of the rushing of great waters, even the voice of Jehovah, saying:

“I am the first and the last; I am he who liveth, I am he who was slain; I am your advocate with the Father” (D&C 110:3–4).

Of Him the Prophet also declared: “And now, after the many testimonies which have been given of him, this is the testimony, last of all, which we give of him: That he lives!

“For we saw him, even on the right hand of God; and we heard the voice bearing record that he is the Only Begotten of the Father—

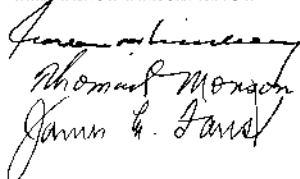
“That by him, and through him, and of him, the worlds are and were created, and the inhabitants thereof are begotten sons and daughters unto God” (D&C 76:22–24).

We declare in words of solemnity that His priesthood and His Church have been restored upon the earth—“built upon the foundation of . . . apostles and prophets, Jesus Christ himself being the chief corner stone” (Ephesians 2:20).

We testify that He will someday return to earth. “And the glory of the Lord shall be revealed, and all flesh shall see it together” (Isaiah 40:5). He will rule as King of Kings and reign as Lord of Lords, and every knee shall bend and every tongue shall speak in worship before Him. Each of us will stand to be judged of Him according to our works and the desires of our hearts.

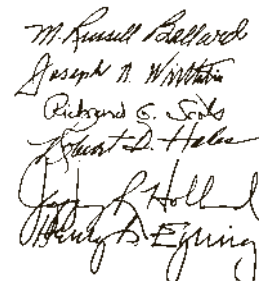
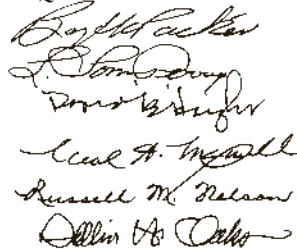
We bear testimony, as His duly ordained Apostles—that Jesus is the Living Christ, the immortal Son of God. He is the great King Immanuel, who stands today on the right hand of His Father. He is the light, the life, and the hope of the world. His way is the path that leads to happiness in this life and eternal life in the world to come. God be thanked for the matchless gift of His divine Son.

### THE FIRST PRESIDENCY



January 1, 2000

### THE QUORUM OF THE TWELVE





# What are the roles of the Holy Ghost?

The Holy Ghost bears witness of the truth. He is the source of personal testimony and revelation. He can guide us in our decisions and protect us from physical and spiritual danger. He is known as the Comforter, and He can calm our fears and fill us with hope. Through His power, we are sanctified as we repent, receive saving ordinances, and keep our covenants. In order to serve effectively as priesthood holders, it is essential that we learn to listen to and follow the promptings of the Holy Ghost.

What personal experiences could you share with the young men that would teach them about the roles of the Holy Ghost?

Why is it important for the young men to learn to recognize and follow the promptings of the Spirit? How can you help them to be worthy of and seek His companionship?

See the appendix for other teaching and learning ideas.

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## Prepare yourself spiritually

*As you study these scriptures and other resources about the Holy Ghost, seek for His guidance to know what to teach the young men about the importance of the Holy Ghost in their lives.*

John 14:16–27 (The Comforter can teach us and bring all things to our remembrance)

John 15:26; D&C 42:17; Moses 1:24 (The Holy Ghost bears record of the Father and the Son)

Galatians 5:22–23 (Paul describes the fruit of the Spirit)

2 Nephi 32:5 (The Holy Ghost will show us what we should do)

3 Nephi 27:20 (Receiving the Holy Ghost sanctifies us)

Moroni 8:26 (The Holy Ghost fills us with hope and love)

Moroni 10:5 (The Holy Ghost teaches us the truth)

Boyd K. Packer, “Counsel to Youth,” *Ensign* or *Liahona*, Nov. 2011, 16–19

Craig C. Christensen, “An Unspeakable Gift from God,” *Ensign* or *Liahona*, Nov. 2012, 12–15

Videos: “Voice of the Spirit”; “Enemy Territory”

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*



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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Give the young men a moment to think of and share one thing they remember from last week's lesson. Think of how you could relate their answers to today's lesson.
- Invite the young men to write about a time when they have felt the influence of the Holy Ghost. What did they do to receive His influence? What difference did His influence make? If appropriate, have several of them share their experiences.

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## Learn together

Each of the activities below will help quorum members understand the roles of the Holy Ghost. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about the Holy Ghost (see "Understand Doctrine," page 18, 42, or 66).
- Invite the young men to search the following scriptures, identify the role of the Holy Ghost in each, and share how His influence can bless them: John 14:26; 15:26; Galatians 5:22–23; 2 Nephi 32:5; 3 Nephi 27:20. Invite them to list times in their lives when they will need the influence of the Holy Ghost. When will it be important for the Holy Ghost to show them what they should do? At what times might the young men need to feel the comforting influence of the Holy Ghost? Consider sharing a personal experience when you have received the help of the Holy Ghost.
- Show one of the videos listed in this outline, and ask the young men to listen for what the video teaches them about receiving guidance through the Holy Ghost. Ask each young man to share something he learns. Then write the following statement from Julie B. Beck on the board: "The ability to receive and act upon personal revelation is the single most important skill we can acquire in this life. With it we cannot fail; without it we cannot succeed" ("And upon the Handmaids in Those Days Will I Pour Out My Spirit," *Ensign* or *Liahona*, May 2010, 11). Invite them to think about and write down how they feel about this quote and the importance of living worthy of and following the Spirit. Encourage them to ponder what they can do to more fully seek the companionship of the Holy Ghost.
- Invite each young man to study the section titled "What Is the Mission of the Holy Ghost?" from Elder Craig C. Christensen's talk "An Unspeakable

### Teaching tip

"As you prayerfully prepare to teach, . . . you may be led to emphasize certain principles. You may gain an understanding of how best to present certain ideas. You may discover examples, object lessons, and inspiring stories in the simple activities of life. You may feel impressed to invite a particular person to assist with the lesson. You may be reminded of a personal experience that you can share" (*Teaching, No Greater Call* [1999], 48).

Gift from God” and prepare to share with the quorum what he learns about the Holy Ghost. Invite him to share experiences in which the Holy Ghost has helped him in the ways Elder Christensen describes.

- Invite the young men to look in the hymnbook in the “Topics” index under “Holy Ghost” to find a hymn that teaches about how the Holy Ghost can help us. Ask them to share lines from the hymns they chose. Consider singing one of the hymns as a quorum.

*Ask the young men to share what they learned today. What feelings or impressions do they have? Do they understand the roles of the Holy Ghost? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

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## **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- As appropriate, share an experience in which he felt the influence of the Holy Ghost in one of the ways discussed in quorum meeting.
- Invite the young men in the quorum to be worthy of and seek the companionship of the Holy Ghost.

## **Teaching in the Savior’s way**

The Savior shared simple stories, parables, and real-life examples to teach in a way that made sense to His disciples. What personal experiences can you share with the young men to help them understand the roles of the Holy Ghost and feel a desire to seek and be worthy of such experiences?

# Selected Resources

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Excerpt from Craig C. Christensen, “An Unspeakable Gift from God,” *Ensign or Liahona*, Nov. 2012, 12–15

## What Is the Mission of the Holy Ghost?

The Holy Ghost works in perfect unity with Heavenly Father and Jesus Christ, fulfilling many important roles and distinct responsibilities. The primary purpose of the Holy Ghost is to bear witness of God the Father and of His Son, Jesus Christ, [see 2 Nephi 31:18; 3 Nephi 28:11; Doctrine and Covenants 20:27] and to teach us the truth of all things [see Moroni 10:5]. A sure witness from the Holy Ghost carries far more certainty than a witness from any other source. President Joseph Fielding Smith taught that “the Spirit of God speaking to the spirit of man has power to impart truth with greater effect and understanding than the truth can be imparted by personal contact even with heavenly beings” [Joseph Fielding Smith, *Doctrines of Salvation*, comp. Bruce R. McConkie, 3 vols. (1954–56), 1:47–48].

The Holy Ghost is also known as the Comforter [see John 14:26; Doctrine and Covenants 35:19]. During times of trouble or despair or simply when we need to know that God is near, the Holy Ghost can lift our spirits, give us hope, and teach us “the peaceable things of the kingdom,” [Doctrine and Covenants 36:2] helping us feel “the peace of God, which passeth all understanding” [Philippians 4:7].

Several years ago as our extended family gathered for a holiday dinner, my father began playing games with many of his grandchildren. Suddenly and without warning, he collapsed and quickly passed away. This unexpected event could have been devastating, especially for his grandchildren, raising questions that are difficult to answer. However, as we gathered our children around us, as we prayed and read

the words of Book of Mormon prophets about the purpose of life, the Holy Ghost comforted each of us personally. In ways that are difficult to describe with words, the answers we sought came clearly into our hearts. We felt a peace that day that truly surpassed *our* understanding, yet the witness from the Holy Ghost was certain, undeniable, and true.

The Holy Ghost is a teacher and a revelator [see Luke 12:12; 1 Corinthians 2:13; Doctrine and Covenants 50:13–22; *Teachings of Presidents of the Church: Joseph Smith* (2007), 132–33]. As we study, ponder, and pray about gospel truths, the Holy Ghost enlightens our minds and quickens our understanding [see Doctrine and Covenants 11:13]. He causes the truth to be indelibly written in our souls and can cause a mighty change to occur in our hearts. As we share these truths with our families, with fellow members of the Church, and with friends and neighbors in our community, the Holy Ghost becomes their teacher as well, for He carries the message of the gospel “unto the hearts of the children of men” [2 Nephi 33:1].

The Holy Ghost inspires us to reach out to others in service. For me, the most vivid examples of heeding the promptings of the Holy Ghost in the service of others come from the life and ministry of President Thomas S. Monson, who said: “In the performance of our responsibilities, I have learned that when we heed a silent prompting and act upon it without delay, our Heavenly Father will guide our footsteps and bless our lives and the lives of others. I know of no experience more sweet or feeling more precious than to heed a prompting only to discover that the Lord has answered another person’s prayer through you” [Thomas S. Monson, “Peace, Be Still,” *Liahona* and *Ensign*, Nov. 2002, 55].



JANUARY: THE GODHEAD

## Who am I, and who can I become?

We are sons of Heavenly Father, created in His image, with the potential to become like Him. By divine design, we have unique gifts and talents that will help us fulfill our duties as bearers of the priesthood. Knowing who we are gives our lives purpose and helps us make the right decisions.

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel inspired to share with the young men?*

Psalm 82:6; Acts 17:28–29; Hebrews 12:9; D&C 76:24 (We are children of God)

Matthew 25:14–30 (The parable of the talents)

Luke 15:4–6, 11–32; John 3:16; D&C 18:10–15 (The worth of a soul is great)

Moses 1:4–22 (Moses learns that he is a son of God)

Dieter F. Uchtdorf, “You Can Do It Now!” *Ensign* or *Liahona*, Nov. 2013, 55–57

Dieter F. Uchtdorf, “Four Titles,” *Ensign* or *Liahona*, May 2013, 58–61

Dieter F. Uchtdorf, “Your Potential, Your Privilege,” *Ensign* or *Liahona*, May 2011, 58–61; see also the video “Your Potential, Your Privileges”

“I Am a Child of God,” *Hymns*, no. 301

Video: “I Am a Son of God”; “Our True Identity”; see also *Old Testament Visual Resource DVD*

How does knowing you are a son of God influence your thoughts and actions? What are some of the gifts and talents God has given you? How can you use them to bless the young men you teach?

How can you help the young men recognize their divine potential? How can this understanding help them to make right decisions? What are some of the unique gifts and talents that the young men you teach have? How can you encourage them to use these gifts and talents to bless others?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Invite a couple of young men to share the most important thing they learned in last week's lesson and how they applied it in their lives.
- Write the following questions on the board: "What do I know about Heavenly Father?" "What does that teach me about who I am and who I can become?" "How does this knowledge affect my thoughts and actions?" Give the young men time to ponder these questions, and then invite them to come to the board and write their answers.

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## Learn together

*Each of the activities below will help quorum members understand their divine identity and potential. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite the young men to search Moses 1:4–7 and identify what Moses learned about himself. Invite them to search verse 12 to find what Satan did to contradict what Moses learned. Read together verses 13–22. Ask the young men to share what they learn from this story about themselves, Heavenly Father and the Savior, and the adversary. What are some situations the young men face in which this knowledge would be helpful? Consider showing the video "I Am a Son of God" as a part of this discussion.
- Ask the young men to list some of the titles they have or may have during their lives. What do these titles say about them? Invite them to choose one or two titles that are the most important to them. Divide the quorum into four groups, and assign each group to read about one of the titles in President Dieter F. Uchtdorf's talk "Four Titles." Ask each group to then share with the quorum which title they were assigned, what they learned from President Uchtdorf about that title, and how it applies to their lives.
- Invite quorum members to watch the video "Our True Identity" (or read some of the following scriptures: 1 John 3:1–3; D&C 84:37–38; 88:107; 132:20) and write down a statement that they find meaningful. Ask them to share what they wrote and explain why they wrote it. What do they learn from this video or these scriptures about who they are and who they can become? How can this knowledge affect the choices they make? As part of this discussion, consider sharing the following statement from President Gordon B. Hinckley: "The whole design of the gospel is to lead us onward and upward to greater achievement, even, eventually, to godhood" ("Don't Drop the Ball," *Ensign*, Nov. 1994, 48).

### Teaching tip

"The amount of material you cover is less important than its influence in the lives of those you teach. Because too many concepts at one time can confuse or tire learners, it is usually best to focus on one or two main principles" (*Teaching, No Greater Call* [1999], 99).

- Read together the story or watch the video about the man on a cruise ship from President Dieter F. Uchtdorf's talk "Your Potential, Your Privilege." Ask the young men how this story relates to us as priesthood holders. How does it relate to us as sons of God? Assign each young man to read about one of President Uchtdorf's three suggestions for living up to our potential. Organize the quorum into groups that include people who read different sections of the talk, and ask them to share with each other

*Ask the young men to share what they learned today. What feelings or impressions do they have? Do they understand who they are and who they can become? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

what they learned about living up to their potential.

- Write on the board the following questions: "Who am I?" "Who can I become?" Give each young man a section of President Dieter F. Uchtdorf's talk "You Can Do It Now!" and ask him to ponder these questions as he reads and write down impressions that come to him about who he is and who he can become. Invite the young men to share what they wrote with the quorum.

### **Teaching in the Savior's way**

The Savior knew those He taught, and He knew who they could become. He found unique ways to help them learn and grow. When they struggled, He did not give up on them but continued to love them and minister to them. As you teach the young men, think about who they are and who they can become, and find ways to help them fulfill their divine potential.

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### **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Share his testimony that we are children of God and describe how this testimony guides his actions.
- Invite the young men to think of one way they will use their gifts and talents to bless Heavenly Father's children.

# Selected Resources

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*Excerpt from Dieter F. Uchtdorf, "Your Potential, Your Privilege," Ensign or Liahona, May 2011, 58–61*

There once was a man whose lifelong dream was to board a cruise ship and sail the Mediterranean Sea. He dreamed of walking the streets of Rome, Athens, and Istanbul. He saved every penny until he had enough for his passage. Since money was tight, he brought an extra suitcase filled with cans of beans, boxes of crackers, and bags of powdered lemonade, and that is what he lived on every day.

He would have loved to take part in the many activities offered on the ship—working out in the gym, playing miniature golf, and swimming in the pool. He envied those who went to movies, shows, and cultural presentations. And, oh, how he yearned for only a taste of the amazing food he saw on the ship—every meal appeared to be a feast! But the man wanted to spend so very little money that he

didn't participate in any of these. He was able to see the cities he had longed to visit, but for the most part of the journey, he stayed in his cabin and ate only his humble food.

On the last day of the cruise, a crew member asked him which of the farewell parties he would be attending. It was then that the man learned that not only the farewell party but almost everything on board the cruise ship—the food, the entertainment, all the activities—had been included in the price of his ticket. Too late the man realized that he had been living far beneath his privileges.

The question this parable raises is, Are we as priesthood holders living below our privileges when it comes to the sacred power, gifts, and blessings that are our opportunity and right as bearers of God's priesthood?

## UNIT OVERVIEW

# February: The Plan of Salvation

*“This is my work and my glory—to bring to pass the immortality and eternal life of man”  
(Moses 1:39).*

Understanding the plan of salvation is fundamental to spiritual learning. Everything a young man learns about the gospel—and what he learns about temporal things—should be placed in the context of the plan of salvation so that he can discern between that which is eternally significant and that which is not. When a young man truly understands the plan of salvation, he lives with greater purpose. He sees his trials and adversity as opportunities to grow. He makes choices based on their eternal consequences rather than seeking immediate gratification. He is able to find happiness and joy.

To make Duty to God part of the Sunday quorum meeting, you may consider teaching the Duty to God outline below during this unit.

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### Outlines to choose from this month:

*What is my role in fulfilling Heavenly Father’s plan? (Duty to God)*

*What is the plan of salvation?*

*What happened in the premortal life?*

*What is the purpose of life?*

*Why do the choices I make matter?*

*Why do we have adversity?*

*How can I find comfort when someone I care about dies?*

*Why should I treat my body like a temple?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning

activities in these outlines could also serve as effective Mutual activities. Work with quorum presidencies to select and plan appropriate activities that reinforce what the young men learn on Sunday.

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.



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## Duty to God

The following sections from the *Duty to God* book relate to the lessons in this unit:

“Priesthood Duties,” pages 23, 46–47, 70–71

“Invite All to Come unto Christ,” pages 28–29, 50–51, 72–73

“Understand Doctrine,” pages 18–20, 42–44, 66–68



## DUTY TO GOD

# What is my role in fulfilling Heavenly Father's plan?

Heavenly Father has said that His work and glory is “to bring to pass the immortality and eternal life of man” (Moses 1:39). As priesthood holders, we play a role in Heavenly Father’s plan as we keep ourselves worthy and perform our priesthood duties. These duties include performing priesthood ordinances, serving others, and inviting all to come unto Christ.

Think about experiences you have had fulfilling your priesthood duties. What have been the results of your efforts? How have you helped Heavenly Father accomplish His plan?

When have you seen the young men bless others through their priesthood service?

See the appendix for other teaching and learning ideas.

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### Prepare yourself spiritually

*As you study these resources, listen to the Holy Ghost. Ponder what the young men could do to learn how they help God as they fulfill their duties.*

Moses 1:39 (God’s work and glory is to exalt his children)

D&C 20:46–60, 75–79; 84:111; 107:68 (Aaronic Priesthood duties)

D&C 38:42 (Priesthood holders must be clean and worthy)

Videos: “Inviting All to Come unto Christ”; “Fulfilling Your Duty to God”

*Fulfilling My Duty to God*, 23 (duties of deacons), 46–47 (duties of teachers), 70–71 (duties of priests)

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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### Begin the learning experience

*Choose from these ideas, or think of your own, to review the doctrine from last week’s lesson and introduce this week’s lesson:*

- Invite the young men to think of one word that summarizes what they learned last week. Discuss the words they choose.
- Show a picture of John the Baptist (see *Gospel Art Book*, 35), and ask what

he did to prepare the way for the Savior (see Matthew 3). Ask the quorum members how they are preparing the way for the Savior's return when they perform their priesthood duties.

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## Learn together

*Each of the activities below will help quorum members understand how fulfilling their priesthood duties helps Heavenly Father accomplish His plan. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite each young man to search the "Priesthood Duties" section of the *Duty to God* book (pages 23, 46–47, or 70–71) and underline the action words and phrases. Ask the young men to explain how each duty helps fulfill Heavenly Father's plan. How have the young men been blessed by the priesthood service of others? What examples have they seen of priesthood service blessings others?
- As a quorum, review Doctrine and Covenants 20:46–60. Invite the young men to share experiences they have had fulfilling their duty to invite others to come unto Christ—including family members and friends. How are they helping fulfill God's plan? Invite them to role-play possible scenarios in which they could have opportunities to share the gospel. For example: "Your friend asks you why you do not

play football on Sunday or drink coffee or tea." How would they answer their friend's question if their goal was to share the gospel? Invite them to turn to page 29, 51, or 73 of their *Duty to God* books and make plans based on what they have learned.

- Show one or both of the videos suggested in this outline. Ask the young men to identify which priesthood duties are demonstrated in the videos and how these priesthood duties help fulfill God's plan (for a summary of priesthood duties, see *Duty to God* pages 23, 46–47, or 70–71). What experiences have they had fulfilling these duties? Why is it important to understand that fulfilling our duties helps accomplish God's plan? How does this understanding affect the way they fulfill their duties?

*Ask the young men to share what they learned today. Do they understand their role in fulfilling Heavenly Father's plan? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

### Duty to God plans

Allow time at the end of the quorum meeting for the young men to make plans in their *Duty to God* books or in the online version of *Duty to God*. These plans are personal, but quorum members can help each other generate ideas for their plans.

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share examples he has seen of other quorum members helping fulfill God's plan through their priesthood service.
- Counsel together with quorum members about what they can do as a quorum to better fulfill their priesthood duties.

## Teaching in the Savior's way

The Savior prayed for His disciples and continually served them. He found opportunities to be with them and express His love. You will have many opportunities to provide priesthood service with an Aaronic Priesthood holder at your side. In these moments, share how what you are doing is helping fulfill Heavenly Father's plan of salvation.



## What is the plan of salvation?

Heavenly Father prepared a plan to enable us to become like Him. The plan includes the Creation, the Fall, the Atonement of Jesus Christ, and all the laws, ordinances, and doctrines of the gospel. This plan allows us to be perfected through the Atonement, receive a fulness of joy, and live forever in the presence of God.

How has knowing about Heavenly Father's plan influenced your choices and your perspective on life? What aspects of the plan of salvation do you want to learn more about?

How can understanding the plan of salvation help the quorum members better fulfill their priesthood duties?

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What will help the young men understand the plan of salvation?*

1 Corinthians 15:20–22 (All men will die)

Hebrews 12:9 (God is the Father of our spirits)

Revelation 20:12–13; 2 Nephi 9:10–11; Alma 5:15–21 (All men will be resurrected and stand before God to be judged)

2 Nephi 2:22–25 (The Fall of Adam brought about mortality)

Alma 34:32–33 (This life is the time to repent)

Alma 40:11–14 (The state of men after they die)

D&C 76:30–113 (Description of the kingdoms of glory)

Thomas S. Monson, "The Race of Life," *Ensign* or *Liahona*, May 2012, 90–93

Dean M. Davies, "A Sure Foundation," *Ensign* or *Liahona*, May 2013, 9–11

"Plan of Salvation," *True to the Faith* (2004), 115–17

Videos: "Men's Hearts Shall Fail Them"; "The Plan of Salvation"; see also *Doctrine and Covenants Visual Resources* DVD

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

Choose from these ideas or think of your own to review the doctrine from last week's lesson and introduce this week's lesson:

- Invite the young men to write down one word or phrase that they remember from last week's lesson and share their word or phrase with the quorum.
- Show or describe to the young men a blueprint or architectural plan. Why is it important to have a blueprint before beginning a building project? Invite a young man to read two paragraphs from Bishop Dean M. Davies's talk "A Sure Foundation" beginning with the phrase "Like the designers and builders of our time." How is the plan of salvation like a blueprint for our lives?

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## Learn together

Each of the activities below will help quorum members learn about the plan of salvation. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about the plan of salvation (see "Understand Doctrine," page 18, 42, or 66).
- A few days in advance, ask several quorum members to come prepared to teach the quorum about an aspect of the plan of salvation (such as pre-mortal life, mortal life, spirit world, and so on) using *Preach My Gospel* or *True to the Faith*. Draw a representation of the plan of salvation on the board (for an example, see *Preach My Gospel*, 54), and invite each young man to teach his assigned topic. Ask the young men what difference it makes in their lives to know about the plan of salvation.
- Assign each young man one or more of the scripture passages in this outline. Ask him to read his passage to determine what part of the plan of salvation the passage teaches about. Invite him to share what he learns from his passage. How does knowing about the plan of salvation affect the way we see ourselves? others? the world around us?
- As a quorum, read Alma 12:30 and Alma 42:13–15. Invite the young men to look for the phrases that are used to describe the plan of salvation. What do these phrases teach about the plan? Show the video "Men's Hearts Shall Fail Them," and ask the young men to look for how a knowledge of the plan of salvation blessed Elder Russell M. Nelson. Invite the young men to share ways this knowledge has blessed them.
- Ensure that everyone in the quorum has a copy of *True to the Faith*, and assign each young man a number between 1 and 3. Ask those

### Teaching tip

"Your own spiritual preparation contributes much to the learning atmosphere. When you are prepared spiritually, you bring a spirit of peace, love, and reverence. Those you teach feel more secure in pondering and discussing things of eternal worth" (*Teaching, No Greater Call* [1999], 79).

## Teaching in the Savior's way

The Savior asked questions that caused those He taught to think deeply. He was sincerely interested in their answers. How can you use questions to help the young men think deeply about gospel truths?

who have been assigned number 1 to learn all that they can from *True to the Faith* about the premortal life (pages 115–16); ask those with number 2 to learn about mortal life (page 116); and ask those with number 3 to learn about life after death (pages 116–17). Allow them to work in groups with their numbers to prepare a short summary of what they learn, and have them present it to the rest of the quorum. Invite the young men to imagine what their lives might be

like if they did not have this knowledge about the plan of salvation.

- Ask the young men to use President Thomas S. Monson's talk "The Race of Life" and the scriptures to prepare an answer to one of these questions: Where did we come from? Why are we here? Where do we go after we leave this life? Invite them to share their answers as if they were speaking to a friend of another faith. Why is it important to know the answers to these questions?

*Ask the young men to share what they learned today. Do they understand the plan of salvation better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Lead a discussion about how understanding the plan of salvation inspires us to be better priesthood holders.
- Ask quorum members to share their gratitude for the plan of salvation.

# Selected Resources

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*Excerpt from “Plan of Salvation,” True to the Faith (2004), 115–17*

## Premortal Life

Before you were born on the earth, you lived in the presence of your Heavenly Father as one of His spirit children. In this premortal existence, you attended a council with Heavenly Father’s other spirit children. At that council, Heavenly Father presented His great plan of happiness (see Abraham 3:22–26).

In harmony with the plan of happiness, the premortal Jesus Christ, the Firstborn Son of the Father in the spirit, covenanted to be the Savior (see Moses 4:2; Abraham 3:27). Those who followed Heavenly Father and Jesus Christ were permitted to come to the earth to experience mortality and progress toward eternal life. Lucifer, another spirit son of God, rebelled against the plan and “sought to destroy the agency of man” (Moses 4:3). He became Satan, and he and his followers were cast out of heaven and denied the privileges of receiving a physical body and experiencing mortality (see Moses 4:4; Abraham 3:27–28).

Throughout your premortal life, you developed your identity and increased your spiritual capabilities. Blessed with the gift of agency, you made important decisions, such as the decision to follow

Heavenly Father’s plan. These decisions affected your life then and now. You grew in intelligence and learned to love the truth, and you prepared to come to the earth, where you could continue to progress.

## Mortal Life

You are now experiencing mortal life. Your spirit is united with your body, giving you opportunities to grow and develop in ways that were not possible in your premortal life. This part of your existence is a time of learning in which you can prove yourself, choose to come unto Christ, and prepare to be worthy of eternal life. It is also a time when you can help others find the truth and gain a testimony of the plan of salvation.

## Life after Death

When you die, your spirit will enter the spirit world and await the resurrection. At the time of the resurrection, your spirit and body will reunite, and you will be judged and received into a kingdom of glory. The glory you inherit will depend on the depth of your conversion and your obedience to the Lord’s commandments. It will depend on the manner in which you have “received the testimony of Jesus” (D&C 76:51; see also verses 74, 79, 101).





## What happened in the premortal life?

Before we were born, we lived with Heavenly Father as His spirit children. In the Council in Heaven, the Father presented to us His plan of salvation, and Jesus Christ was chosen to be our Savior. Satan sought to amend the plan, taking away our agency, and he and his followers were cast out. We accepted our Father's plan and chose to follow Jesus Christ.

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel impressed to share with the quorum?*

Jeremiah 1:5; Alma 13:3 (Priesthood holders were called and chosen before the world began)

Revelation 12:9–11; Moses 4:1–4 (Satan seeks to destroy the agency of man and is cast out)

Abraham 3:22–26 (Our choices in the premortal life made it possible for us to come to earth)

“Plan of Salvation,” *True to the Faith* (2004), 115–16

Video: “The Plan of Salvation”; see also *Doctrine and Covenants Visual Resources* DVD

Think about the choices you have made in life. What influence has your knowledge of the premortal life had on those choices? How will your choices affect your eternal destiny?

What choices are the young men making now that will bless their lives in the eternities? What choices could adversely affect their eternal destinies?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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### Begin the learning experience

*Choose from these ideas or think of your own to review the doctrine from last week's lesson and introduce this week's lesson:*

See the appendix for other teaching and learning ideas.

- Invite the young men to share a scripture they remember from last week's quorum meeting. Ask them to talk about what they learned from it.
- Ask the young men to think about and share any righteous choices they

have made in the past and how those decisions have blessed their lives. Then ask them to name a choice they made before they were born. How has this choice affected their lives?

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## Learn together

*Each of the activities below will help quorum members learn about the premortal life. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Ask each young man to read one of the following: Jeremiah 1:5; Alma 13:3; Abraham 3:22–23. Invite the young men to look for truths they learn from these scriptures about the premortal life. How do these truths about the premortal life influence the way we see our mortal lives?
- Ask the young men to make a list of some of the challenges people face during mortal life. Invite them to read about premortal life in *True to the Faith* (pages 115–16), looking for truths that could help people face these challenges. Invite them to share what they find. Ask the young men to think about

someone who may need to know these truths, and encourage them to think of ways they could share their testimonies of the plan of salvation.

- Ask the young men to read Moses 4:1–2 and look for things they learn about the Savior and Satan in the Council in Heaven. What do we learn about the results of Satan's actions from verses 3–4? How does this conflict continue on earth today? What is the Savior's role in this conflict? What is our role? Invite the young men to express their feelings about the Savior and His willingness to follow His Father's plan.

*Ask the young men to share what they learned today. Do they understand the premortal life better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite quorum members to share thoughts or feelings they had during the lesson. What were they inspired to do that will bless their families or quorum?
- Share his testimony about what was taught.

## Teaching tip

“Be careful not to ask questions that promote argument or highlight sensational issues. Do not ask questions that create doubt or that lead to discussions that fail to edify. Make sure that your questions move learners toward a unity of faith and love” (*Teaching, No Greater Call* [1999], 69).

## Teaching in the Savior's way

The Savior shared simple stories, parables, and real-life examples that made sense to His disciples. This lesson provides a great opportunity for you to share examples of choices you made that changed your life. What experiences could the young men share?

# Selected Resources

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*Excerpt from “Plan of Salvation,” True to the Faith (2004), 115–17*

## Premortal Life

Before you were born on the earth, you lived in the presence of your Heavenly Father as one of His spirit children. In this premortal existence, you attended a council with Heavenly Father’s other spirit children. At that council, Heavenly Father presented His great plan of happiness (see Abraham 3:22–26).

In harmony with the plan of happiness, the premortal Jesus Christ, the Firstborn Son of the Father in the spirit, covenanted to be the Savior (see Moses 4:2; Abraham 3:27). Those who followed Heavenly Father and Jesus Christ were permitted to come to

the earth to experience mortality and progress toward eternal life. Lucifer, another spirit son of God, rebelled against the plan and “sought to destroy the agency of man” (Moses 4:3). He became Satan, and he and his followers were cast out of heaven and denied the privileges of receiving a physical body and experiencing mortality (see Moses 4:4; Abraham 3:27–28).

Throughout your premortal life, you developed your identity and increased your spiritual capabilities. Blessed with the gift of agency, you made important decisions, such as the decision to follow Heavenly Father’s plan. These decisions affected your life then and now. You grew in intelligence and learned to love the truth, and you prepared to come to the earth, where you could continue to progress.



## What is the purpose of life?

During this life we obtain physical bodies and are tested to see if we will obey God's commandments. Our experiences during mortality are meant to help us become more like our Heavenly Father.

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel impressed to share with the quorum?*

2 Nephi 2:25 (We were created to have joy)

Alma 12:24; 34:32; 42:4 (This life is a time to be tested and prepare to meet God)

3 Nephi 12:3–12 (The Savior names several godlike attributes)

3 Nephi 12:48 (Heavenly Father wants us to become perfect as He is)

"The Family: A Proclamation to the World," *Ensign or Liahona*, Nov. 2010, 129

Thomas S. Monson, "The Race of Life," *Ensign or Liahona*, May 2012, 90–93

Dieter F. Uchtdorf, "Of Regrets and Resolutions," *Ensign or Liahona*, Nov. 2012, 21–24

Gary E. Stevenson, "Your Four Minutes," *Ensign or Liahona*, May 2014, 84–86

"Plan of Salvation," *True to the Faith* (2004), 115–16

How have you found joy in this life? What experiences have helped you grow spiritually?

What are the young men doing to become more like Heavenly Father?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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### Begin the learning experience

*Choose from these ideas or think of your own to review the doctrine from last week's lesson and introduce this week's lesson:*

See the appendix for other teaching and learning ideas.

- Ask the young men to share what they learned in last week’s lesson. How has the lesson affected their lives? What have they done differently because of what they learned? What blessings have come from their actions?
- Display a string that has a knot tied in the middle of it. Explain how the knot could represent this life, while everything on one side of the knot represents premortal life and everything on the other side represents post mortal life. This could serve as a visual aid to refer to during quorum meeting.

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## Learn together

*Each of the activities below will help quorum members learn about the purpose of life. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

### Teaching tip

“Use eye contact as a way to draw learners into lessons. When you teach eye to eye, your attention is focused on those you are teaching, not on lesson materials. Making eye contact as you listen to their comments and questions helps them know that you are interested in what they have to say” (*Teaching, No Greater Call* [1999], 71).

- Invite the young men to search the scriptures in this outline and share what they learn about the purpose of mortality (they could also search *True to the Faith*, pages 115–16). How does knowing about this purpose affect the choices they make?
- Invite the young men to read the Beatitudes in 3 Nephi 12:3–12 and look for attributes that Heavenly Father wants us to develop during our mortal lives. Ask them to think of people in the scriptures or in their own lives who exemplify these principles. How do the Savior’s teachings in 3 Nephi 12 help us understand our purpose as sons of God?
- Give each quorum member a copy of “The Family: A Proclamation to the World,” and ask him to read it and mark words and phrases that teach him about his purposes as a son of God. Invite the young men to share what they marked and explain why it is meaningful to them.
- Assign each young man to read about one of the regrets mentioned in President Dieter F. Uchtdorf’s talk “Of Regrets and Resolutions,” looking for things he learns about the purpose of life. Ask him to find someone in the quorum who read about a different regret. Invite them to share with each other what they learned, and ask a few of the young men to share with the rest of the quorum. Invite them to consider what they need to do to avoid having these regrets in their own lives.
- Ask half of the quorum to read about Noelle Pikus-Pace in Bishop Gary E. Stevenson’s talk “Your Four Minutes,” and ask the other half to read about Torah Bright in the same talk. Invite them to share with each other what they learn about the purpose of life from these stories. Give the young men a few minutes to review the rest of Bishop Stevenson’s talk and ponder how they are doing in their “four minutes”—what essential ordinances or milestones are in their future, and what are they doing to prepare? Invite some of the young men to share their thoughts.

*Ask the young men to share what they learned today. Do they understand the purpose of life better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Share his testimony about what was taught.
- Encourage quorum members to act on any impressions they received during the quorum meeting.

## **Teaching in the Savior's way**

The Savior invited His disciples to testify. For example, He asked His disciples, "Whom say ye that I am?" (Matthew 16:15). When you ask inspired questions to the young men, their answers can be opportunities to bear testimony.

# Selected Resources

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## THE FAMILY A PROCLAMATION TO THE WORLD

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### THE FIRST PRESIDENCY AND COUNCIL OF THE TWELVE APOSTLES OF THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

**WE**, THE FIRST PRESIDENCY and the Council of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints, solemnly proclaim that marriage between a man and a woman is ordained of God and that the family is central to the Creator's plan for the eternal destiny of His children.

**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.

**IN THE PREMORTAL REALM**, spirit sons and daughters knew and worshipped God as their Eternal Father and accepted His plan by which His children could obtain a physical body and gain earthly experience to progress toward perfection and ultimately realize their divine destiny as heirs of eternal life. The divine plan of happiness enables family relationships to be perpetuated beyond the grave. Sacred ordinances and covenants available in holy temples make it possible for individuals to return to the presence of God and for families to be united eternally.

**THE FIRST COMMANDMENT** that God gave to Adam and Eve pertained to their potential for parenthood as husband and wife. We declare that God's commandment for His children to multiply and replenish the earth remains in force. We further declare that God has commanded that the sacred powers of procreation are to be employed only between man and woman, lawfully wedded as husband and wife.

**WE DECLARE** the means by which mortal life is created to be divinely appointed. We affirm the sanctity of life and of its importance in God's eternal plan.

**HUSBAND AND WIFE** have a solemn responsibility to love and care for each other and for their children. "Children are an heritage of the Lord" (Psalm 127:3). Parents have a sacred duty to rear their children in love and righteousness,

to provide for their physical and spiritual needs, and to teach them to love and serve one another, observe the commandments of God, and be law-abiding citizens wherever they live. Husbands and wives—mothers and fathers—will be held accountable before God for the discharge of these obligations.

**THE FAMILY** is ordained of God. Marriage between man and woman is essential to His eternal plan. Children are entitled to birth within the bonds of matrimony, and to be reared by a father and a mother who honor marital vows with complete fidelity. Happiness in family life is most likely to be achieved when founded upon the teachings of the Lord Jesus Christ. Successful marriages and families are established and maintained on principles of faith, prayer, repentance, forgiveness, respect, love, compassion, work, and wholesome recreational activities. 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. Mothers are primarily responsible for the nurture of their children. In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners. Disability, death, or other circumstances may necessitate individual adaptation. Extended families should lend support when needed.

**WE WARN** that individuals who violate covenants of chastity, who abuse spouse or offspring, or who fail to fulfill family responsibilities will one day stand accountable before God. Further, we warn that the disintegration of the family will bring upon individuals, communities, and nations the calamities foretold by ancient and modern prophets.

**WE CALL UPON** responsible citizens and officers of government everywhere to promote those measures designed to maintain and strengthen the family as the fundamental unit of society.

*This proclamation was read by President Gordon B. Hinckley as part of his message at the General Relief Society Meeting held September 23, 1995, in Salt Lake City, Utah.*



## Why do the choices I make matter?

Heavenly Father has given us moral agency, the ability to choose and act for ourselves. While we are free to make our own choices, we cannot choose the consequences of those choices. Good choices lead to lasting happiness and eternal life. If we ask Him, Heavenly Father will help us make wise choices.

Ponder the significant decisions you have made in your life. How have these decisions affected you and others? What have you learned from them?

As you pray for each young man, ponder the decisions he is making. How will these decisions affect him now and in the future?

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel will help the young men understand the importance of making wise choices?*

Joshua 24:15 (We can choose to serve the Lord)	Russell M. Nelson, "Decisions for Eternity," <i>Ensign</i> or <i>Liahona</i> , Nov. 2013, 106–9
John 14:15 (Our good choices show our love for Heavenly Father and our desire to do His will)	Randall L. Ridd, "The Choice Generation," <i>Ensign</i> or <i>Liahona</i> , May 2014, 56–58
2 Nephi 2:16, 27; Helaman 14:30–31 (We are free to choose and act for ourselves)	"Agency," <i>True to the Faith</i> (2004), 12–13
Moroni 7:14–15 (It is given to us to judge between good and evil)	"Agency and Accountability," <i>For the Strength of Youth</i> (2011), 2–3
Thomas S. Monson, "The Three Rs of Choice," <i>Ensign</i> or <i>Liahona</i> , Nov. 2010, 67–70	Videos: "Stay within the Lines"; "No Regrets"; "Leave the Party"

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.



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## Begin the learning experience

*Choose from these ideas or think of your own to review the doctrine from last week's lesson and introduce this week's lesson:*

- Show an object that represents something the young men learned last week, and invite them to share what the object has to do with what they learned.
- Label one end of a stick "Choice" and the other "Consequence," and use it to show that every choice we make has a consequence attached (sometimes positive, sometimes negative). Invite a young man to hold the stick as you describe a choice he may face. The young man could describe the consequence of that choice. Discuss how our choices affect our lives, families, and priesthood service.

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## Learn together

*Each of the activities below will help quorum members understand the doctrine of agency. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about agency (see "Understand Doctrine," page 18, 42, or 66).
- Invite each young man to silently read "Agency and Accountability" in *For the Strength of Youth* and share what impresses him. Quorum members could then choose another standard in the book and share some choices they've made in relation to that standard and the blessings that came from their choices. For example, you might discuss as a quorum the blessings they've received for following the counsel to avoid addictions (see page 27).
- Give each young man portions of President Thomas S. Monson's talk "The Three Rs of Choice" or Brother Randall L. Ridd's talk "The Choice Generation" to read on his own. Then invite the young men to share things that impressed them. They could do this in small groups or with the entire quorum. Invite them to discuss how the counsel they studied could help them make better choices.
- Use tape or string to create a "V" on the classroom floor. Invite a young man to start where the tape or string meets and to walk down the "V" keeping one foot on each side. Eventually he will need to choose to walk on one side of the tape. Invite the young men to explain what they learn about choices from this experience. Invite the young men to read the first paragraph of Elder Russell M. Nelson's talk "Decisions for Eternity" and identify phrases they would like to remember. Invite the young men to share how they have seen "decisions determine

### Teaching tip

"Do not be concerned if learners are silent for a few seconds after you have asked a question. Do not answer your own question; allow time for learners to think of responses. However, prolonged silence may indicate that they do not understand the question and that you need to rephrase it" (*Teaching, No Greater Call* [1999], 69).

destiny” or the results of other phrases from Elder Nelson’s talk.

- Invite each young man to find an example of someone making a choice in the scriptures (for example, they could contrast the choices made by Nephi and by Laman and Lemuel in 1 Nephi 3:1–8 and elsewhere in 1 Nephi). What were the consequences of these choices? How did the choices affect others?

*Ask the young men to share what they learned today. Do they understand the doctrine of agency better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

- Show one of the videos suggested in this outline. Invite the quorum members to look for the consequences of the choices the young men in the video made. Ask them to share what they find. Invite them to share experiences in which they made a choice that had far-reaching consequences. Invite each young man to read one of the scriptures in this outline and share how it can help him make the right choices in the future.

### **Teaching in the Savior’s way**

The Savior shared simple stories, parables, and real-life examples that made sense to His disciples. This lesson provides a great opportunity for you to share examples of choices you’ve made that have changed your life. What experiences could the young men share?

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## **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Share examples of good choices he has made and describe how those choices have affected his life and the lives of others, including his family. He could invite other quorum members to share as well.
- Invite quorum members to evaluate privately the choices they are making that affect their ability to be faithful priesthood holders. He could encourage them to plan ways to continually improve.

# Selected Resources

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*“Agency and Accountability,” For the Strength of Youth (2011), 2–3*

Heavenly Father has given you agency, the ability to choose right from wrong and to act for yourself. Next to the bestowal of life itself, the right to direct your life is one of God’s greatest gifts to you. While here on earth, you are being proven to see if you will use your agency to show your love for God by keeping His commandments. The Holy Ghost can guide you in using your agency righteously.

You are responsible for the choices you make. God is mindful of you and will help you make good choices, even if your family and friends use their agency in ways that are not right. Have the moral courage to stand firm in obeying God’s will, even if you have to stand alone. As you do this, you set an example for others to follow.

While you are free to choose your course of action, you are not free to choose the consequences. Whether for good or bad, consequences follow as a natural result of the choices you make. Some sinful behavior may bring temporary, worldly pleasure, but such

choices delay your progress and lead to heartache and misery. Righteous choices lead to lasting happiness and eternal life. Remember, true freedom comes from using your agency to choose obedience; loss of freedom comes from choosing disobedience.

You are also responsible for developing the talents and abilities Heavenly Father has given you. You are accountable to Him for what you do with your talents and how you spend your time. Choose to do many good things of your own free will.

*Excerpt from Russell M. Nelson, “Decisions for Eternity,” Ensign or Liahona, Nov. 2013, 106–9*

My dear brothers and sisters, each day is a day of decision. President Thomas S. Monson has taught us that “decisions determine destiny.” The wise use of your freedom to make your own decisions is crucial to your spiritual growth, now and for eternity. You are never too young to learn, never too old to change. Your yearnings to learn and change come from a divinely instilled striving for eternal progression. Each day brings opportunity for decisions for eternity.



## Why do we have adversity?

As part of Heavenly Father's plan, we must experience adversity during mortality. In some cases, adversity comes as the result of our own poor choices or the choices of others. Other trials are simply a natural part of our mortal experience. Though they are difficult, our challenges can help us grow spiritually and become more like Jesus Christ.

Think about the trials you have had in your life. How has the Savior strengthened you during these difficult times?

Some young men you teach may have already dealt with serious trials. All of them will need to rely on the Savior's grace to receive help during trials throughout their life.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What impressions do you receive as you study?*

2 Nephi 2:11 (There must be opposition in all things)

Mosiah 23:21 (God gives us adversity to test our faith)

Ether 12:27 (God gives us weakness so that we will be humble)

D&C 101:1–9 (Some adversity comes because of our own poor choices)

D&C 121:7–8; 122:4–9 (Trials give us experience and are for our good)

Thomas S. Monson, "I Will Not Fail Thee, nor Forsake Thee," *Ensign* or *Liahona*, Nov. 2013, 85–87

Henry B. Eyring, "Mountains to Climb," *Ensign* or *Liahona*, May 2012, 23–26

Neil L. Andersen, "Spiritual Whirlwinds," *Ensign* or *Liahona*, May 2014, 18–21

"Adversity," *True to the Faith* (2004), 6–10

Videos: "God Will Lift Us Up"; "The Priesthood Can Strengthen Our Families in Trials"; "Rebuilding Lives"

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review the doctrine from last week's lesson and introduce this week's lesson:*

- Ask the young men to think of and write down one thing they learned last week and share it with the quorum. Use this as a starting point for introducing this week's lesson.
- As a quorum, review Elder Neil L. Andersen's description of a tree growing in a windy environment (in his talk "Spiritual Whirlwinds"). What does this analogy teach the young men about adversity? Invite them to search the talk, looking for counsel that they feel will help them withstand spiritual whirlwinds.

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## Learn together

*Each of the activities below will help quorum members learn about the purpose of adversity. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Ask each young man to write down a trial he or a family member is having. Invite the young men to search the scriptures in this outline or others they know of to find something that teaches why we have adversity. Invite them to share what they find. How could this scripture help them overcome the trial they wrote down?
- Read together the first two paragraphs of "Adversity" in *True to the Faith*. What is the role of adversity in Heavenly Father's plan? Assign each quorum member one of the remaining three sections about adversity in *True to the Faith*, and ask the young men to prepare to teach the rest of the quorum what they learn from their section. Encourage them to share a story or personal experience related to what they read.
- Draw a line down the middle of the board, and write "Why do we have adversity?" at the top of one column and "How can we face the challenges in our lives?" at the top of the other. Divide President Thomas S. Monson's talk "I Will Not Fail Thee, nor Forsake Thee" into sections, and give each young man a section to read. Ask the young men to look for answers to these questions and to write their answers on the board in the appropriate column. What insights do the young men gain from President Monson's talk?
- Invite the young men to read about President Henry B. Eyring's experience building foundations for houses (as told in his talk "Mountains to Climb"). What do they learn from President Eyring about preparing spiritually to face adversity? What are the young men doing now to prepare for adversity they might face in the future?

### Teaching tip

"Arrange the chairs in the room so you can see each person's face and so each person can see your face" (*Teaching, No Greater Call* [1999], 71).

- With permission from the bishop, invite fathers of the young men to share with the quorum how Jesus Christ has helped them overcome trials. What did they learn from their experiences with adversity? Ask the fathers to share a scripture as part of the discussion.
- Show one of the videos suggested in this outline. Invite the young men to ponder the question “Why do we have adversity?” as they watch. What do they learn from the video that helps them know what to do when adversity comes?

*Ask the young men to share what they learned today. Do they understand why we have adversity? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Lead a discussion about how the quorum can fulfill their priesthood duty to help others in their trials. They could record plans to assist them in the “Serve Others” section of their *Duty to God* books.
- Share his testimony of how the Savior has strengthened him in times of trial.

## Teaching in the Savior’s way

The Savior used the scriptures to teach and testify about His mission. This lesson contains many powerful scriptures that teach how the Savior will strengthen us during our trials. As the young men study and discuss these scriptures, the Holy Ghost will testify of their truthfulness.

# Selected Resources

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*Excerpt from "Adversity," True to the Faith (2004), 6–10*

As part of Heavenly Father's plan of redemption, you experience adversity during mortality. Trials, disappointments, sadness, sickness, and heartache are a difficult part of life, but they can lead to spiritual growth, refinement, and progress as you turn to the Lord.

Adversity comes from different sources. You may at times face trials as a consequence of your own pride and disobedience. These trials can be avoided through righteous living. Other trials are simply a natural part of life and may come at times when you are living righteously. For example, you may experience trials in times of sickness or uncertainty or at the deaths of loved ones. Adversity may sometimes come because of others' poor choices and hurtful words and actions.

*Excerpt from Henry B. Eyring, "Mountains to Climb," Ensign or Liahona, May 2012, 23–26*

As a young man I worked with a contractor building footings and foundations for new houses. In the summer heat it was hard work to prepare the

ground for the form into which we poured the cement for the footing. There were no machines. We used a pick and a shovel. Building lasting foundations for buildings was hard work in those days.

It also required patience. After we poured the footing, we waited for it to cure. Much as we wanted to keep the jobs moving, we also waited after the pour of the foundation before we took away the forms.

And even more impressive to a novice builder was what seemed to be a tedious and time-consuming process to put metal bars carefully inside the forms to give the finished foundation strength.

In a similar way, the ground must be carefully prepared for our foundation of faith to withstand the storms that will come into every life. That solid basis for a foundation of faith is personal integrity.

Our choosing the right consistently whenever the choice is placed before us creates the solid ground under our faith. It can begin in childhood since every soul is born with the free gift of the Spirit of Christ. With that Spirit we can know when we have done what is right before God and when we have done wrong in His sight.



## How can I find comfort when someone I care about dies?

Death is an essential part of the plan of salvation. In order to become like our Heavenly Father, we must experience death and receive perfect, resurrected bodies. When we understand that death is part of Heavenly Father's plan, and that Jesus Christ overcame death through His Atonement, we can receive hope and peace when a loved one dies.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What impressions do you receive as you study?*

Mosiah 16:7–8 (The Resurrection of Jesus Christ takes away the sting of death)

Mosiah 18:8–10; D&C 81:5 (We are to comfort those who need comfort)

Alma 11:42–45 (We will have our bodies again because of the Savior's Resurrection)

Alma 28:12; D&C 42:45–46 (We mourn for those who die, but death is sweet to those who die in the Lord)

Alma 40:11–14 (Our spirits will keep living after we die)

D&C 137:5–10 (Joseph Smith sees his brother Alvin, little children, and others in the celestial kingdom)

D&C 138 (President Joseph F. Smith's vision of the spirit world)

Thomas S. Monson, "Mrs. Patton—the Story Continues," *Ensign* or *Liahona*, Nov. 2007, 21–24; see also the video "Until We Meet Again"

Russell M. Nelson, "Doors of Death," *Ensign*, May 1992, 72–74

Shayne M. Bowen, "Because I Live, Ye Shall Live Also," *Ensign* or *Liahona*, Nov. 2012, 15–17

Videos: "We're Still a Family"; "He Will Give You Help"

How have you or others you know found hope when loved ones have died? What scriptures or principles have helped?

Some young men have already dealt with the death of a loved one. All of them will someday. What do you want them to know that will help them?

See the appendix for other teaching and learning ideas.



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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- What have the young men been invited to do as a result of what they have been learning? Invite them to share how acting on what they learned has affected their lives and the lives of their families and friends.
  - Share an experience of your own, or one from someone else, about finding peace after the death of a loved one. Invite the young men to share their experiences.
- 

## Learn together

*Each of the activities below will help quorum members learn about life after death. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite the young men to write down their questions, thoughts, or fears about death, and then have them search for answers in the scriptures suggested in this outline or in Elder Russell M. Nelson's talk "Doors of Death." Encourage them to note in particular scriptures or statements that highlight the Savior's role in helping us overcome death. Ask them to share what they find. Invite them to share their feelings about what the Savior has done for us.
- Show the video "He Will Give You Help," and invite the young men to share what impresses them. After the video, discuss how the world would be different if everyone knew what the young man in the video found out.
- Share the story about Mrs. Patton from President Thomas S. Monson's talk "Mrs. Patton—the Story Continues," or show the video "Until We Meet Again." Ask the young men how they would respond to the question Mrs. Patton asked young Thomas Monson. As a quorum, read Mosiah 18:8–10 and Doctrine and Covenants 81:5. Discuss the responsibility priesthood holders have to provide comfort, assistance, and other priesthood service to families who lose loved ones.

### Teaching tip

"Questions written on the chalkboard before class will help learners begin to think about topics even before the lesson begins" (*Teaching, No Greater Call* [1999], 93).

You may invite a member of the bishopric to participate in this discussion.

- Invite half of the quorum to read the story about Sister Ramirez in Elder Shayne M. Bowen’s talk “Because I Live, Ye Shall Live Also,” and invite the other half to read the story about Elder Bowen’s son Tyson. Ask them to share what they learn about how to find comfort when someone they love dies and how to comfort others. Invite the young men to share any experiences they have had in which they lost a loved one. How did their knowledge of the Atonement and plan of salvation help them find com-

fort? If appropriate, share an experience of your own.

- Divide the class into two groups. Have one group read Doctrine and Covenants 137:5–10 and the other group read Doctrine and Covenants 138:57–58. Invite the young men to discuss in their groups what these scriptures teach about what happens after we die. Then, as a quorum, discuss how this knowledge can help someone who has lost a loved one. How does this knowledge relate to our responsibility to do family history and temple work?

*Ask the young men to share what they learned today. Do they understand how to find comfort when someone they care about dies? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Lead a discussion about what quorum members could do to provide service for someone who recently lost a loved one. Are there widows or others in the ward or community who could use some help?
- Encourage the quorum to attend the temple as often as possible to participate in baptisms and confirmations for the dead. Quorum members could research their family history and prepare names of ancestors for temple ordinances (see Youth and Family History website).

## Teaching in the Savior’s way

The Savior asked questions that caused others to think and feel deeply. How can you invite the young men to ponder and seek inspiration? How can you help them feel safe in sharing personal feelings?

# Selected Resources

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*Excerpt from Thomas S. Monson, "Mrs. Patton—the Story Continues," Ensign or Liahona, Nov. 2007, 21–24*

First, may I tell you about Arthur. He had blond, curly hair and a smile as big as all outdoors. He stood taller than any boy in the class. I suppose this is how, in 1940, as the great conflict which became World War II was overtaking much of Europe, Arthur was able to fool the recruiting officers and enlist in the navy at the tender age of 15. To Arthur and most of the boys, the war was a great adventure. I remember how striking he appeared in his navy uniform. How we wished we were older or at least taller so we too could enlist.

Youth is a very special time of life. As Longfellow wrote:

*How beautiful is youth! how bright it gleams*

*With its illusions, aspirations, dreams!*

*Book of Beginnings, Story without End,*

*Each maid a heroine, and each man a friend!*

[*"Morituri Salutamus," in The Complete Poetical Works of Henry Wadsworth Longfellow (1883), 259.*]

Arthur's mother was so proud of the blue star which graced her living room window. It represented to every passerby that her son wore the uniform of his country and was actively serving. When I would pass the house, she often opened the door and invited me in to read the latest letter from Arthur. Her eyes would fill with tears; I would then be asked to read aloud. Arthur meant everything to his widowed mother.

I can still picture Mrs. Patton's coarse hands as she would carefully replace the letter in its envelope. These were hardworking hands; Mrs. Patton was a cleaning woman for a downtown office building. Each day of her life except Sundays she could be seen walking along the sidewalk, pail and brush in hand, her gray hair pulled back into a tight bob, her shoulders weary from work and stooped with age.

In March 1944, with the war now raging, Arthur was transferred from the USS *Dorsey*, a destroyer, to the USS *White Plains*, an aircraft carrier. While at Saipan in the South Pacific, the ship was attacked. Arthur was one of those on board who was lost at sea.

The blue star was taken from its hallowed spot in the front window of the Patton home. It was replaced by one of gold, indicating that he whom the blue star represented had been killed in battle. A light went out in the life of Mrs. Patton. She groped in utter darkness and deep despair.

With a prayer in my heart, I approached the familiar walkway to the Patton home, wondering what words of comfort could come from the lips of a mere boy.

The door opened, and Mrs. Patton embraced me as she would her own son. Home became a chapel as a grief-stricken mother and a less-than-adequate boy knelt in prayer.

Arising from our knees, Mrs. Patton gazed into my eyes and spoke: "Tommy, I belong to no church, but you do. Tell me, will Arthur live again?" To the best of my ability, I testified to her that Arthur would indeed live again.



## Why should I treat my body like a temple?

Our bodies were created in the image of God. They are a gift from Heavenly Father to allow us to experience mortality and continue to become more like Him. This knowledge influences the way we treat our bodies and how we feel about Heavenly Father and ourselves. When we treat our bodies as temples of God, we obtain physical, emotional, and spiritual blessings.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What does the Spirit inspire you to share with the young men?*

Genesis 39:1–21; Daniel 1:3–21 (Joseph and Daniel show respect for their bodies)

1 Corinthians 6:19–20; D&C 93:33–35 (We are the temple of God)

D&C 88:15–16 (The spirit and body are the soul of man)

D&C 130:22; Moses 6:9 (We are created in the image of God)

Gordon B. Hinckley, “Great Shall Be the Peace of Thy Children,” *Ensign*, Nov. 2000, 50–53

David A. Bednar, “Ye Are the Temple of God,” *Ensign*, Sept. 2001, 14–21

Videos: “The Mormon Mustang”; “Chastity: What Are the Limits?”

What blessings have you received as you have treated your body as a temple of God? How has your understanding of the sacredness of your body grown as you have experienced life and watched the lives of others?

What challenges do the young men face as they strive to treat their bodies as sacred gifts from God? How is the way they treat their bodies related to priesthood power?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review the doctrine from last week's lesson and introduce this week's lesson:*

- Remind the young men about what they studied in last week's lesson. Do they have any questions or insights about what they discussed?
- Show a picture of a temple, and invite the young men to write down words that come to mind as they think of the temple. What are the opposites of those words? Ask the young men to share what they have been asked to do to treat their physical bodies like temples of God.

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## Learn together

*Each of the activities below will help quorum members understand that their bodies are sacred. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Assign each young man one of the scripture passages in this outline. Invite the young men to study the passages and summarize in a sentence what they learn about why our bodies are sacred. Ask them to share what they can do to keep their bodies and minds clean.
- Invite each young man to read a section of one of the talks suggested in this outline. Then give the young men a few minutes to each prepare a brief lesson about the sacredness of the body. Encourage them to use a quotation from the talk along with their own personal experiences and testimonies.
- Read as a quorum 1 Corinthians 6:19–20 and D&C 93:33–35. Ask the young men to make a list of the ways our bodies are like a temple of God. Invite them to discuss some of the challenges youth face in keeping their bodies like a temple. What can they do to overcome these challenges?
- Divide the quorum into pairs. Assign one individual in each pair to read Genesis 39:1–21 and the other to read Daniel 1:3–21 (for pictures of these stories, see *Gospel Art Book*, 11, 23). Ask them to look for ways Joseph and Daniel showed respect for their bodies and then share with each other what they find. How can they follow the examples of Joseph and Daniel?
- Invite the young men to look at the table of contents in *For the Strength of Youth* and identify which of the standards relate to keeping their minds and bodies clean. Divide the quorum into groups, and have them search these sections and find answers to the question "Why should I treat my body like a temple?" Invite them to share what they can do to live these standards.
- Show one of the videos suggested in this outline. Invite the young men to identify and discuss the analogies used in the video to explain the importance

### Teaching tip

"Avoid trying to teach all that could be said on a particular subject. Those you teach will likely already have some understanding of the subject. Remember that your lesson is not the only time they will learn about the subject" (*Teaching, No Greater Call* [1999], 99).

of keeping our bodies clean. What can they do to encourage each other to live the standards taught in the video?

- Ask the young men to use the “Dress and Appearance” section in *For the*

*Strength of Youth* to answer questions such as “What are the Lord’s standards concerning modesty?” “Why is it important to follow these standards?” and “How does our modesty show respect for the sacredness of our bodies?”

*Ask the young men to share what they learned today. Do they understand the sacredness of their bodies better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Bear his testimony about the blessings that come from treating our bodies with respect.
- Plan with quorum members to work together to complete the “Physical Health” section of *Duty to God* (pages 31–34).

## Teaching in the Savior’s way

The Savior loved those He taught. He knew who they were and who they could become. He found unique ways for them to grow—ways meant just for them. When they struggled, He did not give up on them but continued to love them and minister to them. What can you do to love and serve the young men as the Savior does?

# Selected Resources

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*“Dress and Appearance,” For the Strength of Youth (2011), 6–8*

Your body is sacred. Respect it and do not defile it in any way. Through your dress and appearance, you can show that you know how precious your body is. You can show that you are a disciple of Jesus Christ and that you love Him.

Prophets of God have continually counseled His children to dress modestly. When you are well groomed and modestly dressed, you invite the companionship of the Spirit and you can be a good influence on others. Your dress and grooming influence the way you and others act.

Never lower your standards of dress. Do not use a special occasion as an excuse to be immodest. When you dress immodestly, you send a message that is contrary to your identity as a son or daughter of God. You also send the message that you are using your body to get attention and approval.

Immodest clothing is any clothing that is tight, sheer, or revealing in any other manner. Young women should avoid short shorts and short skirts, shirts that do not cover the stomach, and clothing that does not cover the shoulders or is low-cut in the

front or the back. Young men should also maintain modesty in their appearance. Young men and young women should be neat and clean and avoid being extreme or inappropriately casual in clothing, hairstyle, and behavior. They should choose appropriately modest apparel when participating in sports. The fashions of the world will change, but the Lord’s standards will not change.

Do not disfigure yourself with tattoos or body piercings. Young women, if you desire to have your ears pierced, wear only one pair of earrings.

Show respect for the Lord and yourself by dressing appropriately for Church meetings and activities. This is especially important when attending sacrament services. Young men should dress with dignity when officiating in the ordinance of the sacrament.

If you are not sure what is appropriate to wear, study the words of the prophets, pray for guidance, and ask your parents or leaders for help. Your dress and appearance now will help you prepare for the time when you will go to the temple to make sacred covenants with God. Ask yourself, “Would I feel comfortable with my appearance if I were in the Lord’s presence?”

## UNIT OVERVIEW

# March: The Atonement of Jesus Christ

*“Behold I say unto you that ye shall have hope through the atonement of Christ” (Moroni 7:41).*

The outlines in this unit will help the young men “come unto Christ . . . and partake of his salvation, and the power of his redemption” (Omni 1:26). In this unit you can help them understand how, through repentance and the Atonement, they can remain clean and worthy to fulfill their priesthood duties. You can also help them recognize that as Aaronic Priesthood holders, they have a sacred role in helping others receive the blessings of the Atonement as they administer the ordinances of the sacrament and baptism.

To make Duty to God part of the Sunday quorum meeting, you may consider teaching the Duty to God outline below during this unit.

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### Outlines to choose from this month:

*How do I help others receive the blessings of the Atonement? (Duty to God)*

*What is the Atonement of Jesus Christ?*

*What does it mean to have faith in Jesus Christ?*

*What does it mean to repent?*

*What is grace?*

*Why do I need to forgive others?*

*What is the resurrection?*

*How can the Atonement help me during my trials?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning

activities in these outlines could also serve as effective Mutual activities. Work with quorum presidencies to select and plan appropriate activities that reinforce what the young men learn on Sunday.

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.



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## Duty to God

The following sections from the *Duty to God* book relate to the lessons in this unit:

“Administer Priesthood Ordinances,” pages 24–25, 48–49, 72–73

“Understand Doctrine,” pages 18–20, 42–44, 66–68



## DUTY TO GOD

# How do I help others receive the blessings of the Atonement?

Aaronic Priesthood holders have a sacred duty to help others partake of the blessings of the Atonement. They do this as they prepare and administer the sacrament, do temple and family history work, and invite all to come unto Christ.

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## Prepare yourself spiritually

*What scriptures and talks could help the young men understand the role they have in helping others receive the blessings of the Atonement?*

Luke 22:19–20; 3 Nephi 18:1–11 (Jesus Christ instituted the sacrament) Boyd K. Packer, “The Atonement,” *Ensign* or *Liahona*, Nov. 2012, 75–78

D&C 20:76–79 (Aaronic Priesthood holders administer the sacrament) “Sacrament,” *True to the Faith* (2004), 147–48

D&C 38:42 (Priesthood holders must be worthy to perform ordinances) “Becoming Saviors on Mount Zion,” *Teachings of Presidents of the Church: Joseph Smith* (2011), 468–78

Obadiah 1:21 (We are to be saviors on Mount Zion).  
Videos: “The Magnificent Priesthood”; “Sanctify Yourselves”

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

How have you felt as you have prepared, administered, or partaken of the sacrament? Why is the sacrament important to you?

How do the young men view the ordinance of the sacrament? What can they do to better prepare to administer the sacrament? What would you like them to understand about the responsibility they have? In what other ways can Aaronic Priesthood holders help others receive the blessings of the Atonement?

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review the doctrine from last week's lesson and introduce this week's lesson:*

- Ask the young men to share something they remember from last week's lesson. What questions do they still have? How are they living what they are learning?
- Invite quorum members to list on the board their answers to the question "How do I help others receive the blessings of the Atonement?"

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## Learn together

### Duty to God plans

Allow time at the end of the quorum meeting for the young men to make plans in their *Duty to God* books or in the online version of *Duty to God*. These plans are personal, but quorum members can help each other generate ideas for their plans.

*The purpose of this lesson is to help each young man understand how fulfilling his priesthood duties helps others receive the blessings of the Atonement. As part of this lesson, quorum members should make plans in their Duty to God books to administer priesthood ordinances with reverence. Before quorum meeting, invite the young men to bring their Duty to God books with them to church. In future quorum meetings, invite them to share experiences they are having as they fulfill their plans.*

- Invite a quorum member to show a picture of the Savior administering the sacrament (see *Gospel Art Book*, 54). Ask him to explain the setting of the event, what is happening in the picture, and how Aaronic Priesthood holders represent Jesus Christ as they administer the sacrament today. Ask the young men how they feel as they prepare and administer the sacrament.
- Invite the young men to read Doctrine and Covenants 20:76–79, Luke 22:19–20, and 3 Nephi 18:1–11 in pairs. Ask them to discuss what the sacramental bread and water represent and who priesthood holders represent while preparing and administering the sacrament (see *Duty to God*, 24). Invite the young men to turn to the "Act" section of their *Duty to God* books (page 25, 49, or 73) and make plans based on what they have discussed. Encourage them to ask their parents or a leader these questions: What does the ordinance of the sacrament mean to you? What can I do as an Aaronic Priesthood holder to help you have a more meaningful experience with the sacrament? In a future quorum meeting, invite quorum members to share answers to these questions and any experiences they are having as they fulfill their plans.
- As a quorum, read Doctrine and Covenants 38:42 and discuss how this verse applies to those who handle the "vessels" that contain the symbols of the Atonement (see *Duty to God*, 48). Show one of the videos suggested in this outline, and ask the young men to look for reasons they need to be clean in order to exercise the priesthood. Invite them to turn to the "Act" section of their *Duty to God* books (page 25, 49, or 73) and make plans based on what they have learned.

- Invite the young men to read the sacrament prayers, identify the covenants in these prayers, and explain what they mean. What words stand out to them? (see *Duty to God*, 72). How do the attitude and behavior of those administering the sacrament affect the experience of members of the congregation? Invite the young men to turn to the “Act” section of their *Duty to God* books (page 25, 49, or 73) and make plans based on what they have learned.
- Share a picture of an ancestor who died without receiving temple ordinances, or invite the young men to bring pictures of ancestors to show. Ask the young men to discuss how they can help those who have died partake of the blessings of the Atonement. Have the young men study the paragraph that begins with “But how

are they to become saviors on Mount Zion?” from Chapter 41 of *Teachings of Presidents of the Church: Joseph Smith* (2011). Discuss what it means to be a savior on Mount Zion. Invite the young men to share any experiences they have had being saviors on Mount Zion.

- Bring to quorum meeting something that represents light (such as a lightbulb or a flashlight). Invite the young men to think about what it means to be a light to others as you share with them the story at the beginning of President Boyd K. Packer’s talk “The Atonement.” Ask the young men to share their thoughts about how we can be like the “lower lights” to someone in need. How are we like lower lights when we perform our priesthood duties?

*Ask the young men to share what they learned today. Do they understand how they, as priesthood holders, help others receive the blessings of the Atonement? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share the plan he wrote in his *Duty to God* book and his commitment to fulfill it.
- Discuss how quorum members could administer the sacrament (as directed by the bishop) to those who may not be able to attend church.

## Teaching in the Savior’s way

In every setting, the Savior was the example and mentor for His disciples. He taught them to pray by praying with them. He taught them to love and serve by loving and serving them. How can you be an example of the principles you are teaching?

# Selected Resources

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*Excerpt from “Sacrament,” True to the Faith (2004), 147–48*

On the night before His Crucifixion, Jesus Christ met with His Apostles and instituted the sacrament. “He took bread, and gave thanks, and brake it, and gave unto them, saying, This is my body which is given for you: this do in remembrance of me. Likewise also the cup after supper, saying, This cup is the new testament in my blood, which is shed for you” (Luke 22:19–20). After His Resurrection, He instituted the sacrament among the Nephites (see 3 Nephi 18:1–11).

Today we partake of bread and water in remembrance of Jesus Christ’s atoning sacrifice. This ordinance is an essential part of our worship and our spiritual development. The more we ponder its significance, the more sacred it becomes to us.

## Remembering the Savior and His Atonement

The sacrament provides an opportunity for you to remember with gratitude the life, ministry, and Atonement of the Son of God.

With broken bread, you remember His body. You can be mindful of His physical suffering—especially His suffering on the cross. You can remember that through His mercy and grace, all people will be resurrected and given the opportunity for eternal life with God.

With a small cup of water, you can remember that the Savior shed His blood in intense spiritual suffering and anguish, beginning in the Garden of Gethsemane. There He said, “My soul is exceeding

sorrowful, even unto death” (Matthew 26:38). Submitting to the will of the Father, He suffered more than we can comprehend: “Blood [came] from every pore, so great [was] his anguish for the wickedness and the abominations of his people” (Mosiah 3:7). You can remember that through the shedding of His blood, Jesus Christ saved you and all other people from what the scriptures call the “original guilt” of Adam’s transgression (Moses 6:54). You can remember that He also suffered for the sins, sorrows, and pains of all Heavenly Father’s children, providing remission of sins for those who repent and live the gospel (see 2 Nephi 9:21–23).

## Renewing Covenants and Promised Blessings

When you partake of the sacrament, you witness to God that your remembrance of His Son will extend beyond the short time of that sacred ordinance. You promise to remember Him always. You witness that you are willing to take upon yourself the name of Jesus Christ and that you will keep His commandments. In partaking of the sacrament and making these commitments, you renew your baptismal covenant (see Mosiah 18:8–10; D&C 20:37).

You receive great blessings when you keep the baptismal covenant. As you renew it, the Lord renews the promised remission of your sins. Cleansed from sin, you are able to “always have his Spirit to be with [you]” (D&C 20:77). The Spirit’s constant companionship is one of the greatest gifts you can receive in mortality. The Spirit will guide you in the paths of righteousness and peace, leading you to eternal life with your Father in Heaven and Jesus Christ.



# What is the Atonement of Jesus Christ?

The Atonement is the sacrifice Jesus Christ made to help us overcome sin, adversity, and death. Jesus’s atoning sacrifice took place in the Garden of Gethsemane and on the cross at Calvary. He paid the price for our sins, took upon Himself death, and was resurrected. The Atonement is the supreme expression of the love of Heavenly Father and Jesus Christ.

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## Prepare yourself spiritually

*What resources will help the young men understand the Atonement and its significance in their lives?*

Matthew 26–27; D&C 19:16–19 (In Gethsemane and on the cross, Jesus Christ paid the price for our sins and took upon Himself our pains)

Matthew 28:1–10 (Jesus Christ overcame death through His Resurrection)

2 Nephi 9:6–16 (Jesus Christ overcame sin and death through His Atonement)

Alma 7:11–13 (Jesus Christ took upon Himself our pains, sicknesses, infirmities, and sins)

Thomas S. Monson, “He Is Risen!” *Ensign* or *Liahona*, May 2010, 87–90

Linda K. Burton, “Is Faith in the Atonement of Jesus Christ Written in Our Hearts?” *Ensign* or *Liahona*, Nov. 2012, 111–15

“The Atonement of Jesus Christ,” *True to the Faith* (2004), 14–21

Videos: “An Apostle’s Easter Thoughts on Christ”; Bible videos portraying the Atonement

How have you gained a testimony of the Atonement? How has the Atonement been a blessing in your life?

What do the young men understand about the Atonement? What can they discover in the scriptures, and what can they teach each other about the Atonement? How can they feel and show gratitude for the Atonement?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review the doctrine from last week's lesson and introduce this week's lesson:*

- Write the question from last week's lesson (the lesson title) on the board. Ask the quorum members what they learned last week that helps them answer this question. What have they done to live what they learned?
- Show pictures depicting the events of the Atonement (such as the Savior's suffering in the Garden of Gethsemane, His Crucifixion, or His Resurrection; see *Gospel Art Book*, 56–59), and ask the young men to share what they know about these events. Invite each young man to write down a question he has about the Atonement. Gather the questions, and read them aloud if appropriate. Encourage each young man to continue to think about his question throughout the lesson. At the end of the lesson, ask the quorum to share any answers they found to their questions.

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## Learn together

*Each of the activities below can help the quorum members understand the Atonement of Jesus Christ. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about the Atonement (see "Understand Doctrine," page 18, 42, or 66). You could suggest that he read President Thomas S. Monson's talk "He Is Risen!" as he prepares.
- Ask the young men to match an event that happened during the last few hours of the Savior's life with scripture references in Matthew 26–28 (such as the suffering in Gethsemane, the betrayal, the trials of Christ, the Crucifixion, and the Resurrection; for depictions of these events, go to [biblevideos.lds.org](http://biblevideos.lds.org) or the *Gospel Art Book*). What do the young men learn about the Savior and His Atonement from these events? Invite a few quorum members to share their feelings about what the Savior has done for them.
- Invite each young man to read one of the principles of the Atonement in Linda K. Burton's talk "Is Faith in the Atonement of Jesus Christ Written in Our Hearts?" Ask him to find someone in the quorum who read about the same principle, and invite them to discuss what they learned and share an example from their own lives or the lives of people they know that illustrates the principle. Ask someone from each pair to share with the rest of the quorum what they discussed.
- Invite the young men to read 2 Nephi 9:6–16 and look for verses that teach them about the need for

### Teaching tip

Class members are more likely to participate meaningfully when they are asked effective questions and are given time to ponder before they respond. To give quorum members this time, consider writing the questions on the board or asking quorum members to write their responses on paper (see *Teaching, No Greater Call* [1999], 68–70).

the Atonement. Give time for several young men to share the verses they selected and what they teach. Encourage them to write a letter to someone who does not believe in God and use these verses to explain why the Atonement is important and why we need a Savior. Ask them to share their letters with each other.

- Invite some of the young men to read Alma 7:11–13, and invite the others to read about grace in the Bible Dictionary. Ask them to share what they learn about how the Atonement blesses their lives. How can the power

*Ask the young men to share what they learned today. Do they understand the Atonement better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite quorum members to write down and share what they can do to help their families and friends receive the blessings of the Atonement.

of the Atonement help us, in addition to paying the price for our sins? Ask the young men to share an example from the scriptures or from their own lives in which someone received strength through the Atonement.

- Watch one or more of the videos listed in this outline, or read as a group Doctrine and Covenants 19:16–19. Invite the young men to write down their feelings after they watch or listen. Ask them to share why they are grateful for the Atonement of Jesus Christ.

## Teaching in the Savior's way

The Savior used scriptures to teach about His mission. He taught people to think for themselves about the scriptures. What can you do to help the young men use the scriptures to understand the Atonement of Jesus Christ?





# What does it mean to have faith in Jesus Christ?

In order for our faith to lead to salvation, it must be centered in the Lord Jesus Christ. To have faith in Jesus Christ means to trust Him and obey His commandments. Faith is much more than passive belief. We express our faith through action—by the way we live.

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## Prepare yourself spiritually

*As you study the scriptures and other resources to learn about faith, look for things that would help the young men strengthen their faith in Jesus Christ.*

Hebrews 11:4–9, 17–29; Ether 12:11–22 (Examples of people who showed faith)

L. Tom Perry, “Obedience through Our Faithfulness,” *Ensign* or *Liahona*, May 2014, 100–103

James 1:5–6; 2:14–20 (Faith is belief and action)

Russell M. Nelson, “Let Your Faith Show,” *Ensign* or *Liahona*, May 2014, 29–32

Alma 32:21, 26–43 (Faith is hope for things that are true but not seen)

“Faith,” *True to the Faith*, 54–56

Moroni 7:33–41 (Miracles are wrought by faith)

Video: “Pure and Simple Faith”

How have you exercised faith in Jesus Christ? What experiences can you share with the young men that could inspire them to act in faith?

How do the Aaronic Priesthood holders you teach exercise their faith in Jesus Christ? What are they doing to strengthen their faith?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review the doctrine from last week’s lesson and introduce this week’s lesson:*

See the appendix for other teaching and learning ideas.

- Ask each young man to spend about 30 seconds writing down as many things as he can remember from last week’s lesson. Invite the young men to share their lists. How can you use their lists to introduce the topic of faith?
- Draw a simple rowboat, and label it “Faith.” Add an oar labeled “Belief”

and another labeled “Action.” Ask the quorum what would happen to this boat if it had only one oar. What will happen to our faith if we do not act on what we believe? Use the scriptures or *True to the Faith* (pages 54–56) to help quorum members understand what faith is and how this drawing relates to faith.

### Teaching in the Savior’s way

The Savior said, “My doctrine is not mine, but his that sent me” (John 7:16). He taught the doctrine that He learned from His Father. How can you ensure that you are teaching true doctrine? (See *Teaching, No Greater Call*, 52–53.)

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## Learn together

*Each of the following activities will help the quorum members understand what it means to have faith in Jesus Christ. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about faith (see “Understand Doctrine,” page 18, 42, or 66).
- Invite the young men to read James 2:14–20 and identify the examples James uses to teach about the relationship between faith and works. Ask a few of them to summarize in their own words what James is teaching about faith. Invite the young men to search Elder Russell M. Nelson’s talk “Let Your Faith Show” to find examples of people who showed their faith through their works. Ask them to share what they find and discuss how they can let their faith show.
- Ask each young man to find a story from the scriptures in which someone acted on his or her belief in Jesus Christ (see, for example, Exodus 14:19–28; Matthew 8:5–13; Hebrews 11:4–9, 17–29; Ether 12:11–22; 1 Nephi 4). Invite the young men to also write about an experience in which they or someone they know exercised faith in

Jesus Christ. Ask each young man to share the story he found in the scriptures and the experience he wrote about. They could do this in small groups or as a quorum.

- Write the following question on the board: What is faith? What does it mean to have faith in Jesus Christ? How do I live by faith? How do I increase my faith? Assign each quorum member one of the sections under the heading “Faith” in *True to the Faith*. Invite the young men to read their section, including the scripture references, and look for answers to one of the questions on the board. Have them write their answers on the board and share additional things they learned with the quorum.
- Ask the quorum members to search Elder L. Tom Perry’s talk “Obedience through Our Faithfulness,” looking for the word *faith*. What do they learn about faith and obedience from Elder Perry’s message? Invite them to share personal experiences in which their faith has helped them obey the Lord’s

commandments, even when they did not know all the reasons for the commandments.

- Invite the young men to read Matthew 17:20, and ask them what they think it means to move mountains with our faith. Share the following statement from Bishop Richard C. Edgley: “I have never witnessed the removal of an actual mountain. But because of faith I have seen a mountain of doubt and despair removed and replaced with hope and opti-

mism. Because of faith I have personally witnessed a mountain of sin replaced with repentance and forgiveness. And because of faith I have personally witnessed a mountain of pain replaced with peace, hope, and gratitude. Yes, I have seen mountains removed” (“Faith—the Choice Is Yours,” *Ensign* or *Liahona*, Nov. 2010, 33). Show the video “Pure and Simple Faith,” and ask the young men to look for mountains that were removed through faith (or share an experience of your own).

*Ask the young men to share what they learned today. Do they understand what it means to have faith in Jesus Christ? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about what it means to have faith in Jesus Christ and what he plans to do to act on this faith.
- Discuss with the quorum how their faith is manifest in their priesthood service.

# Selected Resources

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*Excerpt from “Faith,” True to the Faith (2004), 54–56*

## Faith in the Lord Jesus Christ

In order for your faith to lead you to salvation, it must be centered in the Lord Jesus Christ (see Acts 4:10–12; Mosiah 3:17; Moroni 7:24–26; Articles of Faith 1:4). You can exercise faith in Christ when you have an assurance that He exists, a correct idea of His character, and a knowledge that you are striving to live according to His will.

Having faith in Jesus Christ means relying completely on Him—trusting in His infinite power, intelligence, and love. It includes believing His teachings. It means believing that even though you do not understand all things, He does. Remember that because He has experienced all your pains, afflictions, and infirmities, He knows how to help you rise above your daily difficulties (see Alma 7:11–12; D&C 122:8). He has “overcome the world” (John 16:33) and prepared the way for you to receive eternal life. He is always ready to help you as you remember His plea: “Look unto me in every thought; doubt not, fear not” (D&C 6:36).

## Living by Faith

Faith is much more than passive belief. You express your faith through action—by the way you live.

The Savior promised, “If ye will have faith in me ye shall have power to do whatsoever thing is expedient in me” (Moroni 7:33). Faith in Jesus Christ can motivate you to follow His perfect example (see John 14:12). Your faith can lead you to do good works, obey the commandments, and repent of your sins (see James 2:18; 1 Nephi 3:7; Alma 34:17).

Your faith can help you overcome temptation. Alma counseled his son Helaman, “Teach them to withstand every temptation of the devil, with their faith on the Lord Jesus Christ” (Alma 37:33).

The Lord will work mighty miracles in your life according to your faith (see 2 Nephi 26:13). Faith in Jesus Christ helps you receive spiritual and physical healing through His Atonement (see 3 Nephi 9:13–14). When times of trial come, faith can give you strength to press forward and face your hardships with courage. Even when the future seems uncertain, your faith in the Savior can give you peace (see Romans 5:1; Helaman 5:47).

## Increasing Your Faith

Faith is a gift from God, but you must nurture your faith to keep it strong. Faith is like the muscle of your arm. If you exercise it, it grows strong. If you put it in a sling and leave it there, it becomes weak.

You can nurture the gift of faith by praying to Heavenly Father in the name of Jesus Christ. As you express your gratitude to your Father and as you plead with Him for blessings that you and others need, you will draw near to Him. You will draw near to the Savior, whose Atonement makes it possible for you to plead for mercy (see Alma 33:11). You will also be receptive to the quiet guidance of the Holy Ghost.

You can strengthen your faith by keeping the commandments. Like all blessings from God, faith is obtained and increased through individual obedience and righteous action. If you desire to enrich your faith to the highest possible degree, you must keep the covenants you have made.



## What does it mean to repent?

Jesus Christ suffered the penalty for our sins so that we can repent. Repentance is a change of heart and mind that brings us closer to God. It includes turning away from sin and turning to God for forgiveness. It is motivated by love for God and a sincere desire to obey His commandments.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What inspires you to repent?*

What experiences have you had with repentance? Without discussing personal sins, how can you share how repenting has helped you come closer to Heavenly Father?

Some young men may be struggling with unworthiness. This will affect their ability to serve as faithful priesthood holders. How can you be sensitive to them and invite the Spirit to help them desire to repent?

Isaiah 1:18 (Through repentance, we can be cleansed from our sins)

Romans 3:23; 1 John 1:8 (We all have sinned)

Alma 19:33 (Repentance brings a change of heart)

Alma 36:6–24 (Alma repents and receives forgiveness through the grace of the Savior)

Alma 39:8 (We cannot hide our sins from God)

D&C 58:42–43 (To repent, we must confess and forsake our sins)

“Repentance,” *For the Strength of Youth* (2011), 28–29

Dieter F. Uchtdorf, “Point of Safe Return,” *Ensign or Liahona*, May 2007, 99–101

D. Todd Christofferson, “The Divine Gift of Repentance,” *Ensign or Liahona*, Nov. 2011, 38–40

Videos: “Not a One-Time Thing”; “Within Bounds”

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

Choose from these ideas, or think of your own, to review the doctrine from last week's lesson and introduce this week's lesson:

- Ask the young men to draw pictures that remind them of something they learned last week, and discuss together what they draw.
- Have a young man hold his arms straight out and hold a heavy object in each hand while quorum members discuss how sin can be like a heavy burden. During the discussion, place more heavy objects on the young man's hands. Remove the objects, and invite the young men to share what they learn about sin and repentance from this object lesson.

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## Learn together

Each of the activities below can help the quorum members understand what it means to repent. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about repentance (see "Understand Doctrine," page 18, 42, or 66).
- Ask one of the young men to hide an object while the other quorum members are watching. Ask another quorum member to try to find the object. What does this example teach about trying to hide sins from God? (see Alma 39:8). What scripture stories can the young men share that teach us that we cannot hide our sins from God? (see, for example, Jonah 1-2; 2 Samuel 11-12; Acts 5:1-11). Invite the young men to discuss the following questions in small groups: What are some of the ways people try to hide their sins? What would you say to help someone understand that we cannot hide our sins?
- Invite a young man to hold up a picture of Alma and the sons of Mosiah (see *Gospel Art Book*, 77) and summarize the story of their repentance (see Alma 36:6-24). Ask the young men to individually read Alma 36:13, 17-20, 23-24, identify principles of repentance in these verses, and then share in small groups what they learned. Invite the young men to think of and write down something they can do to apply the principles of repentance in their own lives.
- Invite each young man to study part of "Repentance" in *For the Strength of Youth* or selected portions of one of the talks suggested in this outline. Have the young men mark and share anything that stands out to them. Invite them to anonymously write down any questions they have about repentance. Invite the bishop to answer these questions and share how repentance is tied to priesthood power.

### Teaching tip

"It is the pupil who has to be put into action. When a teacher takes the spotlight, becomes the star of the show, does all the talking, and otherwise takes over all of the activity, it is almost certain that he is interfering with the learning of the class members" (Asahel D. Woodruff, in *Teaching, No Greater Call* [1999], 61).

## Teaching in the Savior's way

The Savior invited others to act in faith and live the truths He taught. He found opportunities for them to learn through powerful experiences. What can you do to help the young men see the power of daily repentance in their lives?

- Show the video "Within Bounds." Invite half of the quorum members to look for things they learn from this video about what it means to repent, and invite the other half to look for the role of the bishop in helping us repent. Ask them to share what they learn. What would they say to friends who may be afraid to talk to the bishop about mistakes they have made?

*Ask the young men to share what they learned today. Do they understand what it means to repent? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings or ask quorum members to share their feelings about the Savior and what it means to repent.
- Invite the young men to examine their lives and determine what they need to change.

# Selected Resources

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*“Repentance,” For the Strength of Youth, 28–29*

*By this ye may know if a man repenteth of his sins—behold, he will confess them and forsake them. Doctrine and Covenants 58:43*

The Savior suffered for our sins and gave His life for us. This great sacrifice is called the Atonement. Through the Atonement, you can receive forgiveness and be cleansed from your sins when you repent.

Repentance is more than simply acknowledging wrongdoings. It is a change of mind and heart. It includes turning away from sin and turning to God for forgiveness. It is motivated by love for God and the sincere desire to obey His commandments.

Satan wants you to think that you cannot repent, but that is absolutely not true. The Savior has promised you forgiveness if you will humble yourself and make the effort that repentance requires. If you have sinned, the sooner you repent, the sooner you begin to make your way back and find the peace and joy that come with forgiveness. If you delay repentance, you may lose blessings, opportunities, and spiritual guidance. You may also be-

come further entangled in sinful behavior, making it more difficult to find your way back.

Some people knowingly break God’s commandments, planning to repent later, such as before they go to the temple or serve a mission. Such deliberate sin mocks the Savior’s Atonement.

To repent, you need to confess your sins to the Lord. Then seek forgiveness from those you have wronged, and restore as far as possible what has been damaged by your actions. As you strive to repent, seek help and counsel from your parents. Serious sins, such as sexual transgression or use of pornography, need to be confessed to your bishop. Be completely honest with him. He will help you repent. If you have a question about what should be discussed with the bishop, talk with your parents or with him.

When you do what is necessary to repent and receive forgiveness, you will know for yourself the power of the Atonement and the love God has for you. You will feel the peace of the Lord Jesus Christ, which will bring you great strength, and you will become more like Him.





## What is grace?

Grace is divine help and strength that we receive through the Atonement of Jesus Christ. Through grace, we are saved from sin and death. In addition, grace is an enabling power that strengthens us from day to day and helps us endure to the end. Effort is required on our part to receive the fulness of the Lord's grace.

What does grace mean to you? How have you felt the power of Jesus Christ help you change your life?

What do the young men know about grace? How can you help them understand the power of grace in their lives? How can grace help the young men as they strive to fulfill their priesthood duties?

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### Prepare yourself spiritually

*What scriptures and other sources have helped you understand grace? What are you impressed to share with the young men so that they can understand grace?*

Ephesians 2:8–9; 2 Nephi 25:23 (By grace we are saved)

Philippians 4:13; Jacob 4:6–7 (The grace of Jesus Christ gives us strength)

Moroni 10:32–33 (Grace can make us perfect in Christ)

Bible Dictionary, "Grace"

David A. Bednar, "Bear Up Their Burdens with Ease," *Ensign or Liahona*, May 2014, 87–90

David A. Bednar, "In the Strength of the Lord," *Ensign or Liahona*, Nov. 2004, 76–78

"Grace," *True to the Faith* (2004), 77–78

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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### Begin the learning experience

*Choose from these ideas, or think of your own, to review the doctrine from last week's lesson and introduce this week's lesson:*

- Bring an object or picture, and ask the young men how it relates to what they learned during last

week's lesson. What have they done during the past week as a result of what they learned?

See the appendix for other teaching and learning ideas.

- Ask the young men what they know about grace. What do they think grace means? How do they see grace in their own lives? in their priesthood service? Do they believe

they are saved by grace? What questions do they have about grace? As part of this discussion, you may want to share the definition of grace at the beginning of this outline.

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## Learn together

*Each of the activities below can help the quorum members understand the doctrine of grace. Following the guidance of the Spirit, select one or more that will work best for your quorum:*

- A few days in advance, ask a quorum member to learn about what it means to take upon ourselves the Savior's yoke, from Matthew 11:28–30 and Elder David A. Bednar's talk "Bear Up Their Burdens with Ease." Ask him to come to quorum meeting prepared to lead a discussion about what he has learned and about how a yoke can represent our relationship with Jesus Christ. Encourage him to share statements from Elder Bednar's talk that he feels will help the quorum members understand the Savior's grace.
- Write brief summaries of the scriptures from this outline, and place one summary on each wall of the room. Assign each young man to read one of the scriptures then find and stand by the summary that matches his scripture. Ask the young men to share what they learn from their scriptures about grace. What evidence of grace do they see in their lives? What examples can they think of from the scriptures?
- Invite each quorum member to make a list of things he learns as he reads about grace in the Bible Dic-

tionary and in *True to the Faith*. Ask the young men to share something from their lists and explain why it is meaningful to them. Invite them to find pictures (in the *Gospel Art Book* or a Church magazine) that show people who received grace or help from God, and ask them to share what they learn about these people in pairs or small groups. What similar experiences can they share from their own lives?

- Bring a branch from a tree to quorum meeting, and invite the young men to find out how the Savior used branches to teach about grace in John 15:1–10. What insights do they gain about grace from these verses? Invite a quorum member to use the branch you brought to summarize to the rest of the quorum what he learned about grace.
- Write on the board the following questions: What is grace? How did grace help Elder Bednar? How can grace help you? Invite the young men to read Elder David A. Bednar's talk "In the Strength of the Lord," looking for answers to these questions, and ask them to share what they find.

## Teaching tip

"There may . . . be times when you do not know the answer to a question. If this happens, simply say that you do not know. You may want to say that you will try to find the answer. Or you may want to invite learners to find the answer, giving them time in another lesson to report on what they have learned" (*Teaching, No Greater Call* [1999], 64).

## Teaching in the Savior's way

The Savior taught His followers by helping them see examples of His teachings in their everyday lives. He used simple stories, parables, and real-life examples that made sense to them. How can you use examples to teach the young men about grace and how grace works in their lives?

*Ask the young men to share what they learned today. Do they understand the doctrine of grace? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

---

## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Bear his testimony of the power of grace.
- Lead a discussion on how the Savior's grace can help quorum members fulfill their priesthood duties more effectively.

# Selected Resources

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*Excerpt from “Grace,” True to the Faith (2004), 77–78*

The word *grace*, as used in the scriptures, refers primarily to the divine help and strength we receive through the Atonement of the Lord Jesus Christ. The Apostle Peter taught that we should “grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ” (2 Peter 3:18).

## Salvation by Grace

Because of the Fall, everyone will experience temporal death. Through grace, made available by the Savior’s atoning sacrifice, all people will be resurrected and receive immortality (see 2 Nephi 9:6–13). But resurrection alone does not qualify us for eternal life in the presence of God. Our sins make us unclean and unfit to dwell in God’s presence, and we need His grace to purify and perfect us “after all we can do” (2 Nephi 25:23).

The phrase “after all we can do” teaches that effort is required on our part to receive the fulness of the Lord’s grace and be made worthy to dwell with Him. The Lord has commanded us to obey His gospel, which includes having faith in Him, repenting of our sins, being baptized, receiving the gift of the Holy Ghost, and enduring to the end (see John 3:3–5; 3 Nephi 27:16–20; Articles of Faith 1:3–4). The prophet Moroni wrote of the grace we receive as we come unto the Savior and obey His teachings:

“Come unto Christ, and be perfected in him, and deny yourselves of all ungodliness; and if ye shall deny yourselves of all ungodliness, and love God with all your might, mind and strength, then is his grace sufficient for you, that by his grace ye may be perfect in Christ; and if by the grace of God ye are perfect in Christ, ye can in nowise deny the power of God.

“And again, if ye by the grace of God are perfect in Christ, and deny not his power, then are ye sanctified in Christ by the grace of God, through the shedding of the blood of Christ, which is in the covenant of the Father unto the remission of your sins, that ye become holy, without spot” (Moroni 10:32–33).

## Receiving Grace throughout Your Life

In addition to needing grace for your ultimate salvation, you need this enabling power every day of your life. As you draw near to your Heavenly Father in diligence, humility, and meekness, He will uplift and strengthen you through His grace (see Proverbs 3:34; 1 Peter 5:5; D&C 88:78; 106:7–8). Reliance upon His grace enables you to progress and grow in righteousness. Jesus Himself “received not of the fulness at first, but continued from grace to grace, until he received a fulness” (D&C 93:13). Grace enables you to help build God’s kingdom, a service you cannot give through your strength or means alone (see John 15:5; Philippians 4:13; Hebrews 12:28; Jacob 4:6–7).



## Why do I need to forgive others?

In order to receive forgiveness for our sins, we need to forgive others. Forgiving others allows us to overcome feelings of anger, bitterness, or revenge. Forgiveness can heal spiritual wounds and bring the peace and love that only God can give.

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### Prepare yourself spiritually

*Which scriptures will help the young men recognize the blessings that will come into their lives as they forgive others?*

Matthew 5:44; D&C 64:9–11 (We are commanded to forgive everyone)

Matthew 6:14–15; 18:21–35 or the video “Forgive 70 Times 7” (To receive forgiveness, we must forgive others)

Luke 23:34 (Jesus Christ forgave those who crucified Him)

Gordon B. Hinckley, “Forgiveness,” *Ensign* or *Liahona*, Nov. 2005, 81–84

Dieter F. Uchtdorf, “The Merciful Obtain Mercy,” *Ensign* or *Liahona*, May 2012, 70–76

Videos: “Forgiveness: My Burden Was Made Light”; “The Other Prodigal Son”

What have you learned by forgiving others? Can you think of a time when forgiving someone has helped you feel peace and love?

What experiences are the young men having in which they need to forgive others? What do they need to learn about forgiving themselves? How can you help the young men learn to forgive so that they can find peace?

Note: If the young men have questions about forgiveness in cases of abuse, suggest that they seek counsel from their bishop or branch president.

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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### Begin the learning experience

*Choose from these ideas, or think of your own, to review the doctrine from last week’s lesson and introduce this week’s lesson:*

- What do the young men remember from the previous lesson? What were they invited to do? What experiences have they had applying what they learned?

See the appendix for other teaching and learning ideas.

- Ask the young men to think about a time when they have had to forgive someone. Invite them to share their experience, if they feel comfortable doing so. What happened as a result? How might things have been different if they hadn't forgiven?

---

## Learn together

*Each of the activities below can help the quorum members understand the importance of forgiving others. Following the guidance of the Spirit, select one or more that will work best for your quorum:*

- Divide the quorum into groups, and invite each group to read selections from the talks provided in this outline or another talk of your choice. Ask the young men to mark parts of the talk that impress them. Invite them to share what they marked and explain why it is meaningful to them.
- Read together the parable of the unmerciful servant in Matthew 18:23–35 (or show the video “Forgive 70 Times 7”), and help the young men calculate and compare the debts of the servant and his fellowservant (see “Weights and Measures” in the Bible Dictionary). What do the young men learn from this parable about forgiveness? Invite the young men to find and share other scriptures that teach the importance of forgiving others (such as the scriptures suggested in this outline).
- Ask the young men to compare examples in the scriptures of people forgiving others. You could review the examples of Joseph in Egypt (see Genesis 45:1–7), Nephi and his brothers (see 1 Nephi 7:21), Jesus Christ on the cross (see Luke 23:34), or others. Why is it especially important to forgive family members? Show one of the videos suggested in this outline, and ask the young men to share their impressions. What other examples of forgiveness could they share?
- Ask the young men to find something in the scriptures that the Savior taught about forgiving others and share what they find with the class (for examples, see Matthew 5:44; 6:14–15; 18:22–23). Ask them to share experiences of the peace that comes from forgiving others.
- Write the following questions on separate slips of paper, and hand one to each quorum member: Why do we need to forgive everyone, including ourselves? Why is the Lord the only one who can decide whether or not a person should be forgiven? Why is failure to forgive such a great sin? Invite each young man to ponder his question as he reads Doctrine and Covenants 64:9–11. Then invite the young men to share their thoughts and insights.

*Ask the young men to share what they learned today. Do they understand the importance of forgiving others? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

## Teaching tip

“Teachers who lecture most of the time or answer every question themselves tend to discourage learners from participating” (*Teaching, No Greater Call* [1999], 64).

## Teaching in the Savior's way

In every setting, the Savior was the example and mentor for His disciples. He taught them to pray by praying with them. He taught them to love and serve by loving and serving them. He taught them to forgive others by forgiving them. How can you be an example of the principles you are teaching?

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Encourage quorum members to think of someone they need to forgive and to make a commitment to forgive that person.
- Invite quorum members to share what they've learned with their families.



## What is the resurrection?

Through the Atonement of Jesus Christ, all people will be resurrected. Our bodies and our spirits will be reunited in a perfect, immortal state. An understanding and testimony of the resurrection can give us hope and perspective as we experience the challenges and triumphs of life.

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### Prepare yourself spiritually

*What scriptures or other resources could you use to help teach the young men about the resurrection? What are you impressed to share?*

What do you know about the resurrection? What insights do we have about the resurrection from modern-day scripture?

What do the young men understand about the resurrection? How can a greater understanding of the resurrection influence how they feel about their physical bodies?

Luke 24 (The Resurrection of Jesus Christ)

1 Corinthians 15 (Because the Savior overcame death, we will all be resurrected)

Alma 11:41–45 (When we are resurrected, our spirits and bodies are reunited, and we are judged)

Alma 40–41 (Alma explains the resurrection to his son Corianton)

Thomas S. Monson, “He Is Risen!” *Ensign* or *Liahona*, May 2010, 87–90

Thomas S. Monson, “Mrs. Patton—the Story Continues,” *Ensign* or *Liahona*, Nov. 2007, 21–24

D. Todd Christofferson, “The Resurrection of Jesus Christ,” *Ensign* or *Liahona*, May 2014, 111–14

Video: “He Is Risen”

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.



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## Begin the learning experience

*Choose from these ideas, or think of your own, to review the doctrine from last week's lesson and introduce this week's lesson:*

- Invite the young men to open to a scripture they learned about during last week's lesson. Encourage a few to share their scripture, what they learned, and what they are doing to live by its teachings.
- Ask the young men what they celebrate at Easter. What are some of the symbols of Easter? How do these symbols teach them about the resurrection?

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## Learn together

*Each of the activities below can help the quorum members understand the resurrection. Following the guidance of the Spirit, select one or more that will work best for your quorum:*

- Select some passages from 1 Corinthians 15 about the resurrection. Invite the young men to read the passages, in small groups or individually, and create a summary statement of what they learn about the resurrection (for example, verses 1–8 could be summarized as “There are witnesses of the resurrection”). Why do the young men feel it is important for them to know these truths about the resurrection?
- Ask the young men to imagine that a friend who is not a member of the Church has lost a loved one. Invite half of the young men to read Alma 40 and the other half to read Alma 41. Ask them to make a list of teachings about the resurrection in these chapters that they could share with their friend. Then have them share their lists with the rest of the class.
- As a quorum, make a list of people in the scriptures who were witnesses of the Savior's Resurrection. Invite the young men to search Elder D. Todd Christofferson's talk “The Resurrection of Jesus Christ” to find other examples. Encourage them to find the testimonies of these witnesses in the scriptures (some references are provided in Elder Christofferson's talk). What do we learn about the Savior and His Resurrection from these witnesses? Share your testimony of the Savior's Resurrection, and invite a few quorum members to share their testimonies.
- Hand out several of the *Teachings of Presidents of the Church* books (or make copies of selected chapters), and invite the young men to find teachings from the latter-day prophets about the resurrection. Ask them to share what they find with the class.
- Invite the young men to find hymns about the resurrection (look in the topical index at the back of the hymnbook for ideas). Sing a few of these as a class. Look at the scrip-

### Teaching tip

“When you use a variety of learning activities, learners tend to understand gospel principles better and retain more. A carefully selected method can make a principle clearer, more interesting, and more memorable” (*Teaching, No Greater Call* [1999], 89).

tures in the footnotes of the hymn, and discuss what they teach.

*Ask the young men to share what they learned today. Do they understand the resurrection better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Bear his testimony of the resurrection.
- Invite the quorum members to learn more about the resurrection in their personal scripture study and share what they learn with the quorum.

## **Teaching in the Savior's way**

Jesus Christ used the scriptures to teach about His mission. He taught His disciples to think about scriptures for themselves and to use them to answer their questions. How can you help the young men turn to the scriptures to understand God's plan and the blessings that await them?



## How can the Atonement help me during my trials?

As part of His atoning sacrifice, the Savior took upon Himself our pains and sicknesses. Because He has experienced our trials, He knows how to help us. When we exercise faith in Jesus Christ, He will give us strength and ease our burdens.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these resources and others that have helped you turn to the Savior in times of need.*

Matthew 11:28–30; Philippians 4:13; 1 Nephi 17:3; Helaman 5:12; D&C 19:23; 68:6 (Jesus Christ can give us strength and ease our burdens)

Mosiah 23:12–16; 24:8–17 (The Lord strengthens the people of Alma to help them bear their burdens)

Isaiah 53:3–5; Alma 7:11–13 (Jesus Christ understands our suffering because He experienced it)

Quentin L. Cook, “Personal Peace: The Reward of Righteousness,” *Ensign* or *Liahona*, May 2013, 32–36

Shayne M. Bowen, “Because I Live, Ye Shall Live Also,” *Ensign* or *Liahona*, Nov. 2012, 15–17

“Adversity,” *True to the Faith* (2004), 8–11

Videos: “God Will Lift Us Up”; “Mountains to Climb”

Think about the trials you have faced. How have you received strength through the Atonement?

Consider the young men in the quorum. What trials are they facing? What personal experiences, scriptures, and quotes do you want to share with them? Are there personal experiences the young men could share with each other?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review the doctrine from last week's lesson and introduce this week's lesson:*

- Ask the young men to talk about some of the things they learned in last week's lesson. Give them time to share any experiences they have had as they have put into action what they learned.
- Give each quorum member a piece of paper and ask him to write down a trial he is going through. Ask the young men to ponder how Jesus Christ can give them strength during their trials. Encourage them to write down thoughts or impressions they have about how to overcome this trial as they learn about the doctrine of the Atonement.

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## Learn together

*Each of the activities below can help the quorum members understand how the Atonement can help them during their trials. Following the guidance of the Spirit, select one or more that will work best for your quorum:*

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about the Atonement (see "Understand Doctrine," page 18, 42, or 66).
- Divide the quorum into groups. Have each group read one or more of the scriptures in this outline and summarize what they read to the quorum. Invite the young men to write down how the things they learn from these scriptures can help them overcome their trials. Encourage them to share what they wrote, if they feel comfortable doing so. Consider sharing your own experiences.
- As a class, read Mosiah 24:8–17. Invite the young men to share what they learn from the experience of Alma and his people. With permission from the bishop, invite some of their fathers to come to the class and share how the Savior has strengthened them in their trials.
- Show the video "God Will Lift Us Up." How would the young men answer the question posed by Elder Robert D. Hales at the beginning of the video? What did Brittany do to find strength to overcome her trial? Invite the young men to ponder and write down ways they can follow Brittany's example as they face their own trials.
- Invite the young men to read or watch the story about how Elder Shayne M. Bowen coped with the loss of his son (in the talk "Because I Live, Ye Shall Live Also"). Ask them to think about the following question as they read or watch: How did the Atonement help Elder Bowen during his trial? Invite them to share their thoughts. Ask the young men to think about a trial they are currently experi-

### Teaching tip

"Discussions in small groups can instantly involve those who seem to be losing interest and concentration" (*Teaching, No Greater Call* [1999], 72).

## Teaching in the Savior's way

The Savior used the scriptures to teach and testify about His mission. This lesson contains many powerful scriptures that teach how the Savior will strengthen us during our trials. As the young men study and discuss these scriptures, the Holy Ghost will testify of their truth.

encing. How can they draw strength from the Atonement?

- Invite the young men to list some of the tragedies that have happened in the world (for some examples of tragedies, see the first seven paragraphs of Elder Quentin L. Cook's talk "Personal Peace: The Reward of

Righteousness"). How would they help a friend who is experiencing personal hardships? Give each young man a passage from Elder Cook's talk or show the video "Mountains to Climb," and ask the young men to share insights they gain that would help a friend in this situation.

*Ask the young men to share what they learned today. Do they understand how the Atonement can help them during their trials? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share an experience in which the Savior helped him face a trial and challenge quorum members to rely on the Savior to face their trials.
- Lead a discussion on how quorum members can use what they learned today to encourage someone in need of the Savior's help.

# Selected Resources

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*Excerpt from Quentin L. Cook, "Personal Peace: The Reward of Righteousness," Ensign or Liahona, May 2013, 32–35*

Recent experiences have caused me to reflect on the doctrine of peace and especially the role of Jesus Christ in helping each of us obtain lasting personal peace.

Two events in the past few months have touched me deeply. First, I spoke at the funeral for Emilie Parker, a precious six-year-old who lost her life along with 25 others, including 19 young children, in a tragic shooting in Newtown, Connecticut. I mourned with her family and recognized that many had been deprived of peace. I found strength and faith in her parents, Robert and Alissa Parker.

Second, I met with thousands of faithful members of the Church in the Ivory Coast city of Abidjan. This French-speaking, West-African country has endured economic hardship, a military coup, and two recent civil wars concluding in 2011. Yet I felt a special peace in their presence.

Events often occur that rob us of peace and heighten our sense of vulnerability.

Who can forget the evil attacks of September 11, 2001, on various U.S. locations? Such events remind

us how quickly our feelings of peace and safety can be destroyed.

Our oldest son and his wife, who were expecting their first child, lived three blocks from the World Trade Center in New York City when the first plane crashed into the North Tower. They went to the roof of their apartment building and were horrified as they watched what they thought was some kind of terrible accident. Then they witnessed the second plane crash into the South Tower. They immediately realized that this was no accident and believed lower Manhattan was under attack. When the South Tower collapsed, their apartment building was engulfed in the dust cloud that rained down over lower Manhattan.

Confused about what they had witnessed and concerned about further attacks, they made their way to a safer area and then to the Manhattan stake Church building at Lincoln Center. When they arrived, they found that dozens of other members in lower Manhattan had made the same decision to gather at the stake center. They called to let us know where they were. I was relieved that they were safe but not surprised at their location. Modern revelation teaches that the stakes of Zion are a defense and "a refuge from the storm, and from wrath when it shall be poured out without mixture upon the whole earth." [D&C 115:6.]



## UNIT OVERVIEW

# April: The Apostasy and the Restoration

*“I have sent forth the fulness of my gospel by the hand of my servant Joseph” (D&C 35:17).*

The outlines in this unit will help the young men understand the Great Apostasy and how Jesus Christ restored His Church and the fulness of His gospel through the Prophet Joseph Smith. In this unit the young men can learn about the key events of the Restoration and discover the relevance of those events in their lives.

Aaronic Priesthood holders have a priesthood duty to share the gospel and invite all to come unto Christ. The experiences they have in this unit can help them proclaim the message of the Restoration with clarity and power, both now as Aaronic Priesthood holders and in the future as full-time missionaries.

To make Duty to God part of the Sunday quorum meeting, you may consider teaching the Duty to God outline below during this unit.

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### Outlines to choose from this month:

*How can I invite all to come unto Christ? (Duty to God)*

*Why was a restoration necessary?*

*How was the priesthood restored?*

*What was Joseph Smith’s role in the Restoration?*

*Why is the First Vision important?*

*Why do we need the Book of Mormon?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning

activities in these outlines could also serve as effective Mutual activities. Work with quorum presidencies to select and plan appropriate activities that reinforce what the young men learn on Sunday.

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.



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## Duty to God

The following sections from the *Duty to God* book relate to the lessons in this unit:

“Invite All to Come unto Christ,” pages 28–29, 52–53, 76–77

“Understand Doctrine,” pages 18–20, 42–44, 66–68



## DUTY TO GOD

# How can I invite all to come unto Christ?

On the day the restored Church was organized, the Lord gave Aaronic Priesthood holders the duty to invite all to come unto Christ (see D&C 20:59). When Aaronic Priesthood holders fulfill this duty, they bring the blessings of the restored gospel to Heavenly Father's children. They also strengthen their own testimonies and prepare themselves for a lifetime of missionary service.

---

### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What impressions do you receive as you study?*

*Fulfilling My Duty to God* (2010), 28–29, 52–53, 76–77

1 Timothy 4:12 (Be an example of the believers)

Alma 17:2–3 (The sons of Mosiah prepared themselves to share the gospel)

Moroni 10:32–33 (Moroni's invitation to come unto Christ)

D&C 4 (Attributes that qualify us for serving the Lord)

D&C 20:46–59 (Aaronic Priesthood holders have a duty to invite all to come unto Christ)

D&C 42:6 (Preach the gospel by the power of the Spirit)

M. Russell Ballard, "Following Up," *Ensign* or *Liahona*, May 2014, 78–81

Richard G. Scott, "I Have Given You an Example," *Ensign* or *Liahona*, May 2014, 32–35

"What Is My Purpose as a Missionary?" *Preach My Gospel* (2004), 1–15

Video: "Inviting All to Come unto Christ"

What experiences have you had with inviting others to learn about the gospel? How have others helped you come unto Christ?

Many young men do not know that as Aaronic Priesthood holders they have a priesthood duty to invite all to come unto Christ. What can you do to help them understand and fulfill this sacred duty? What would inspire them to share the gospel with their friends and family?

See the appendix for other teaching and learning ideas.

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty*

to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.

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## Begin the learning experience

Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:

- Ask the young men to share something they remember from last week's discussion. Why was this memorable to them?
  - Invite the young men to search Doctrine and Covenants 20:59 and identify the priesthood duties mentioned there. Invite a few young men to share an experience they have had sharing the gospel with a family member, less-active friend, or friend of another faith. What was the result?
- 

## Learn together

*The purpose of this lesson is to help each young man make a plan to fulfill his priesthood duty to share the restored gospel of Jesus Christ with someone. Give the young men time during quorum meeting to write plans in their Duty to God books. Encourage them to share their plans with each other, and in future quorum meetings, invite them to share experiences they have inviting others to come unto Christ.*

### Teaching tip

"Listen sincerely to learners' comments. Your example will encourage them to listen carefully to one another. If you do not understand someone's comment, ask a question. You might say, 'I'm not sure I understand. Could you explain that again?' or 'Could you give me an example of what you mean?'" (*Teaching, No Greater Call* [1999], 64).

- Invite the young men to find scriptures that use phrases like "come unto Christ" or "come unto me" (see Matthew 11:28; Moroni 10:32; D&C 20:59). What does it mean to "come unto Christ"? What do they learn from these verses that inspires them to invite others to come unto Christ? (See *Duty to God*, 28.) Invite the young men to turn to the "Act" section of their *Duty to God* books (page 29, 55, or 77) and make plans to invite someone to come unto Christ.
- Read together Doctrine and Covenants 20:53, and make a list of ways home teachers can "watch over the church always, and be with and strengthen them." How can the young men improve as home teachers? Consider inviting the elders quorum president to talk to the quorum about how to be a good home teacher. (See *Duty to God*, 52, 76.) Invite the young men to turn to the "Act" section of their *Duty to God* books (page 55 or 77) and make plans to become better home teachers.
- Show a picture of Ammon, and ask the quorum to summarize the story of Ammon teaching the Lamanites (see Alma 17–19). Contrast this story with Corianton's experience (see Alma 39:1–11). How does our example affect our ability to teach the gospel to others? (See *Duty to God*, 28.) Invite the young men to turn to page 29 of their *Duty to God* books and make plans to share the gospel by being a good example.

- Write the following on the board: “*Extending an invitation without following up is like \_\_\_\_\_.*” Invite the quorum members to search Elder M. Russell Ballard’s talk “Following Up,” looking for a quotation that completes this sentence. What other comparisons can quorum members think of to complete the sentence? What else do they find in this talk that helps them understand the importance of following up when they invite others to come unto Christ?

- Show the video “Inviting All to Come unto Christ,” and invite quorum members to look for what the Aaronic Priesthood holders in this video did to help their quorum grow. Discuss what they could do to have similar experiences in their quorum. Give each quorum member a part of Elder Richard G. Scott’s talk “I Have Given You an Example.” Ask the quorum members to find principles or counsel from the talk that could help them in their efforts to invite others to come unto Christ. Encourage them to share what they find.

*Ask the young men to share what they learned today. Do they understand their priesthood duty to invite all to come unto Christ? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite the young men to write plans in the “Act” section of their *Duty to God* books (page 29, 53, or 77).
- Counsel with the quorum about how they could encourage a less-active member to participate in the quorum and come back to church.

## Related Youth Activities

Plan a Mutual activity that will help the young men apply what they learned in this lesson.

## Teaching in the Savior’s way

The Savior invited others to testify of truths they learned so the Spirit could touch their hearts. “Whom say ye that I am?” He asked. As Peter responded, his testimony was strengthened: “Thou art the Christ, the Son of the living God” (Matthew 16:15–16). How can sharing the gospel strengthen the testimonies of the young men in the quorum?



## Why was a restoration necessary?

During His mortal ministry, Jesus Christ established His Church with priesthood authority. It was led by prophets and apostles who taught true doctrine and received revelation that was recorded as scripture. With the death of the apostles, priesthood authority was taken from the earth, revelation ceased, and essential doctrines were lost or corrupted. Through the Prophet Joseph Smith, the Church that Jesus Christ established was restored.

What effects of the Apostasy have you seen in the world? How has the Restoration of the gospel blessed you?

What do the young men need to know about the Apostasy and the Restoration? How can an understanding of the Apostasy and the Restoration help them?

### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What do you feel will help the young men understand why a restoration was necessary?*

Ephesians 4:11–14; Articles of Faith 1:6 (The Church today has the same organization as the Church in the Savior’s day)

Isaiah 29:13–14; Amos 8:11–12; 2 Thessalonians 2:1–3; 1 Nephi 13:24–29 (The Church was lost through apostasy)

D&C 1:17–23, 30 (Jesus Christ restored His Church through Joseph Smith)

Joseph Smith—History 1:6–20 (Joseph Smith’s First Vision)

Robert D. Hales, “Preparations for the Restoration and the Second Coming: ‘My Hand Shall Be over Thee,’” *Ensign* or *Liahona*, Nov. 2005, 88–92

“Apostasy,” *True to the Faith* (2004), 13–14

“Restoration of the Gospel,” *True to the Faith*, 135–39

*Preach My Gospel* (2004), 35–38, 45

Video: “A Search for Truth” (available on DVD)

### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:

- Ask a young man to share how something he learned last week influenced him at home, at school, or with friends.
- Use an object to teach the young men the need for the Restoration (such as something that is broken and cannot be repaired but must be replaced). What other objects can the young men think of to use in teaching others about the need for the Restoration?

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## Learn together

Each of the activities below can help the quorum members understand why the Restoration of the gospel was necessary. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about the Apostasy and the Restoration (see "Understand Doctrine," page 18, 42, or 66).
- Show the video "A Search for Truth," and have the young men identify what Wilford Woodruff was looking for in the true Church. Why is it important to have these things? How has the restoration of these things blessed the young men? Invite them to share other things that impress them about Wilford Woodruff's search for truth.
- Divide the quorum in half, and ask one group to teach the quorum about how Jesus Christ established His Church and how it was lost through the Apostasy. Ask the other group to teach about the Restoration. Give them time to prepare using *Preach My Gospel* (pages 35–38 and 45), *True to the Faith* (pages 13–14 and 135–39), and the scriptures suggested in this outline. You may want to make these assignments a few days before quorum meeting.
- Assign each of the young men a scripture about the Apostasy or the Restoration (such as those suggested in this outline). Ask the young men to draw a picture that represents what they learn from their scripture, and have them share it with the quorum. Discuss as a quorum the blessings we have received because the gospel was restored.
- Give each young man the name of a person mentioned in Elder Robert D. Hales's talk "Preparations for the Restoration and the Second Coming: 'My Hand Shall Be over Thee'" (such as William Tyndale, Johannes Gutenberg, or Martin Luther). Ask the young men to read or watch the talk and find out what that person did to prepare the world for the Restoration. Invite them to share what they find.

### Teaching tip

"You can demonstrate that you are listening by displaying an expression of interest. You can look at the speaker rather than at your lesson materials or other things in the room. You can encourage the speaker to complete his or her thoughts without interruption. You can avoid jumping into conversations prematurely with advice or judgments" (*Teaching, No Greater Call* [1999], 66).

## Teaching in the Savior's way

The Savior used the scriptures to teach and testify about His mission. He taught people to think about the scriptures for themselves and use them to find answers to their own questions. How can you help the young men use the scriptures to answer their questions?

*Ask the young men to share what they learned today. Do they understand the need for the Restoration of the gospel? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Tell why the Restoration was necessary and why it is important to him.
- Invite other quorum members to share their impressions about what they have learned.

## Related Youth Activities

Plan a Mutual activity that will help the young men apply what they learned in this lesson.

# Selected Resources

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*Excerpt from “Apostasy,” True to the Faith (2004), 13–14*

When individuals or groups of people turn away from the principles of the gospel, they are in a state of apostasy.

Periods of general apostasy have occurred throughout the history of the world. After times of righteousness, people have often turned to wickedness. One example is the Great Apostasy, which occurred after the Savior established His Church. After the deaths of the Savior and His Apostles, men corrupted the principles of the gospel and made unauthorized changes in Church organization and priesthood ordinances. Because of this widespread wickedness, the Lord withdrew the authority of the priesthood from the earth.

During the Great Apostasy, people were without divine direction from living prophets. Many churches were established, but they did not have priesthood power to lead people to the true knowledge of God the Father and Jesus Christ. Parts of the holy scriptures were corrupted or lost, and no one had the authority to confer the gift of the Holy Ghost or perform other priesthood ordinances. This apostasy lasted until Heavenly Father and His Beloved Son appeared to Joseph Smith in 1820 and initiated the restoration of the fulness of the gospel.

We now live in a time when the gospel of Jesus Christ has been restored. But unlike the Church in times past, The Church of Jesus Christ of Latter-day Saints will not be overcome by general apostasy. The scriptures teach that the Church will never again be destroyed (see D&C 138:44; see also Daniel 2:44).

*Excerpt from “Restoration of the Gospel,” True to the Faith (2004), 135–39*

When Jesus Christ was on the earth, He established His Church among His followers. After His Crucifixion and the deaths of His Apostles, the fulness of the gospel was taken from the earth because of widespread apostasy. Many men and women sought the fulness of gospel truth during the centuries of the Great Apostasy, but they were unable to find it. Although many preached with sincerity about the Savior and His teachings, none had the fulness of the truth or priesthood authority from God.

The Great Apostasy was a time of spiritual darkness, but we now live in a time when we can partake of “the light of the glorious gospel of Christ” (2 Corinthians 4:4; see also D&C 45:28). The fulness of the gospel has been restored, and the true Church of Jesus Christ is on the earth again. No other organization can compare to it. It is not the result of a reformation, with well-meaning men and women doing all in their power to bring about change. It is a restoration of the Church established by Jesus Christ. It is the work of Heavenly Father and His Beloved Son.

As a member of The Church of Jesus Christ of Latter-day Saints, you can receive blessings that were absent from the earth for almost 2,000 years. Through the ordinances of baptism and confirmation, you can receive the remission of your sins and enjoy the constant companionship of the Holy Ghost. You can live the gospel in its fulness and simplicity. You can gain an understanding of the nature of the Godhead, the Atonement of Jesus Christ, the purpose of life on earth, and the reality of life after death. You have the privilege of being guided by living prophets, who teach God’s will in our day. Temple ordinances enable you to receive guidance and peace, prepare for eternal life, be sealed to your family for eternity, and provide saving ordinances for your deceased ancestors.





## How was the priesthood restored?

The priesthood was restored to Joseph Smith by the laying on of hands by those who held it anciently. In May 1829, John the Baptist restored the Aaronic Priesthood, and shortly thereafter, Peter, James, and John, three of the Savior’s original Apostles, restored the Melchizedek Priesthood. On April 3, 1836, Moses, Elijah, and Elias restored additional priesthood keys.

How have you gained a testimony of the restoration of the priesthood? How has this testimony made a difference in your priesthood service?

What do the young men know about the restoration of the priesthood? What experiences have they had that have helped build their testimony of priesthood authority?

See the appendix for other teaching and learning ideas.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What inspires you about the restoration of the priesthood?*

Hebrews 5:4; Articles of Faith 1:5 (A man must be called of God to receive the priesthood)

D&C 1:20 (The gospel was restored that every man might speak in the name of the Lord)

D&C 2 (Elijah is to reveal the priesthood; promises to the fathers are planted in the hearts of the children)

D&C 13; Joseph Smith—History 1:68–72 (John the Baptist restored the Aaronic Priesthood)

D&C 27:12–13 (Peter, James, and John restored the Melchizedek Priesthood)

D&C 110 (Moses, Elijah, and Elias restored additional priesthood keys)

David A. Bednar, “The Powers of Heaven,” *Ensign or Liahona*, May 2012, 48–51 (see also the video “Priesthood Authority and Power”)

Jeffrey R. Holland, “Our Most Distinguishing Feature,” *Ensign or Liahona*, May 2005, 43–45.

Videos: “Restoration of the Priesthood”; “Elder Perry on the Priesthood, Part 4: Restoration Makes Authority Clear”

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:

- Ask a few young men to write one sentence on the board that summarizes an important truth they learned last week.
- If possible, share your priesthood line of authority with the quorum and explain what it is (or invite a young man to share his). What does the line of authority teach the young men about the restoration of the priesthood? (Melchizedek Priesthood holders can request a copy of their line of authority by sending an email to [lineofauthority@ldschurch.org](mailto:lineofauthority@ldschurch.org).) Consider researching the people in the line of authority. What do you learn that inspires you to honor the power of the priesthood?

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## Learn together

Each of the activities below can help the quorum members understand the restoration of the priesthood. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about the restoration of the priesthood (see "Understand Doctrine," page 18, 42, or 66).
- Display pictures depicting events of the restoration of the priesthood (see *Gospel Art Book*, 93–95), or watch the video "Restoration of the Priesthood." Have the young men identify key participants in these events (such as Joseph Smith, John the Baptist, Elijah, and so on). Read scriptures about the events (such as those suggested in this outline), and ask young men what questions they have. Ask each young man to share one way the priesthood has blessed him.
- Give the young men the questions that Elder L. Tom Perry answers in "Elder Perry on the Priesthood, Part 4: Restoration Makes Authority Clear." Have the young men write down answers to the questions before they watch the video; then show the video and invite them to share any additional insights they gain from Elder Perry's answers. Ask them to share how they felt when they received the priesthood.
- Divide Elder Jeffrey R. Holland's talk "Our Most Distinguishing Feature" among the young men. Ask the young men to search their sections of the talk, looking for answers to the questions "How is the priesthood conferred?" and "Why is the priesthood given in this way?" As part of this discussion, invite the young men to read Hebrews 5:4 and Articles of Faith 1:5. Why is it important for Aaronic Priesthood holders to know about the restoration of the priesthood?

### Teaching tip

"If several people have comments about a subject, you may want to say something like, 'We'll hear your comments first and then yours.' Then those you teach will remain orderly because they know that they will have an opportunity to speak" (*Teaching, No Greater Call* [1999], 69).

## Teaching in the Savior's way

The Savior saw His disciples' potential and found unique ways to help them learn and grow—ways that would work best for them. You have a unique opportunity to help each young man gain a testimony of the restoration of the priesthood. This testimony can bless him, his family, and others eternally.

- Show the video “Priesthood Authority and Power,” and discuss as a quorum the questions Elder David A. Bednar’s father asked (or invite the young men to read about this ex-

perience in the talk “The Powers of Heaven”). In what ways should we be different from other men in the world because we hold the priesthood?

*Ask the young men to share what they learned today. Do they understand the restoration of the priesthood better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about the restoration of the priesthood or invite others to do the same.
- Invite quorum members to create an outline to teach others about the restoration of the priesthood (see *Duty to God*, 18, 42, or 66).

# Selected Resources

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*Excerpt from David A. Bednar, "The Powers of Heaven," Ensign or Liahona, May 2012, 48–51*

I was reared in a home with a faithful mother and a wonderful father. My mom was a descendent of pioneers who sacrificed everything for the Church and kingdom of God. My dad was not a member of our Church and, as a young man, had desired to become a Catholic priest. . . .

As a boy I asked my dad many times each week when he was going to be baptized. He responded lovingly but firmly each time I pestered him: "David, I am not going to join the Church for your mother, for you, or for anyone else. I will join the Church when I know it is the right thing to do."

I believe I was in my early teenage years when the following conversation occurred with my father. We had just returned home from attending our Sunday meetings together, and I asked my dad when he was going to be baptized. He smiled and said, "You are the one always asking me about being baptized. Today I have a question for you." I quickly and excitedly concluded that now we were making progress!

My dad continued, "David, your church teaches that the priesthood was taken from the earth anciently and has been restored by heavenly messengers to the Prophet Joseph Smith, right?" I replied that his statement was correct. Then he said, "Here is my question. Each week in priesthood meeting I listen to the bishop and the other priesthood leaders remind, beg, and plead with the men to do their home

teaching and to perform their priesthood duties.

If your church truly has the restored priesthood of God, why are so many of the men in your church no different about doing their religious duty than the men in my church?" My young mind immediately went completely blank. I had no adequate answer for my dad.

I believe my father was wrong to judge the validity of our Church's claim to divine authority by the shortcomings of the men with whom he associated in our ward. But embedded in his question to me was a correct assumption that men who bear God's holy priesthood should be different from other men. Men who hold the priesthood are not inherently better than other men, but they should act differently. Men who hold the priesthood should not only receive priesthood authority but also become worthy and faithful conduits of God's power. "Be ye clean that bear the vessels of the Lord" (D&C 38:42).

I have never forgotten the lessons about priesthood authority and power I learned from my father, a good man not of our faith, who expected more from men who claimed to bear God's priesthood. That Sunday afternoon conversation with my dad many years ago produced in me a desire to be a "good boy." I did not want to be a poor example and a stumbling block to my father's progress in learning about the restored gospel. I simply wanted to be a good boy. The Lord needs all of us as bearers of His authority to be honorable, virtuous, and good boys at all times and in all places.



## What was Joseph Smith's role in the Restoration?

After centuries of apostasy, the Lord restored His Church and the fulness of the gospel through the Prophet Joseph Smith. This Restoration began with Joseph's First Vision, in which Heavenly Father and Jesus Christ appeared. Through the Prophet Joseph, the Lord brought forth the Book of Mormon and other scriptures, restored priesthood authority, and established His Church.

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### Prepare yourself spiritually

*As you prayerfully study these scriptures and resources, what do you feel inspired to share with the young men?*

2 Nephi 3:3–25 (Ancient prophets foresaw Joseph Smith's mission as prophet and seer)

D&C 35:17–18 (Through the Prophet Joseph Smith, the Lord restored the fulness of the gospel)

D&C 76:22–24 (Joseph Smith's testimony of Jesus Christ)

D&C 135:3 (Through the Prophet Joseph Smith, the Lord gave us additional scripture)

Joseph Smith—History 1:11–25 (God the Father and Jesus Christ appeared to Joseph Smith)

Henry B. Eyring, "An Enduring Testimony of the Mission of the Prophet Joseph," *Ensign or Liahona*, Nov. 2003, 89–92

Lawrence E. Corbridge, "The Prophet Joseph Smith," *Ensign or Liahona*, May 2014, 103–5

"Joseph Smith," *True to the Faith* (2004), 89–90

Video: "Joseph Smith: The Prophet of the Restoration"

How has your life been influenced by the life and mission of Joseph Smith? How did you gain your testimony of Joseph Smith?

Do the young men have a testimony of the Prophet Joseph Smith? How can you help them strengthen it?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:

- Invite a young man to draw a picture on the board that symbolizes what the quorum learned last week, and have the other young men guess what he has drawn.
- Before the quorum meeting, invite a few young men to come prepared to tell the quorum about something God restored through Joseph Smith and to share his testimony of Joseph Smith's mission as a prophet.

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## Learn together

Each of the activities below can help the quorum members understand Joseph Smith's role in the Restoration. Following the guidance of the Spirit, select one or more that will work best with your quorum:

- Invite quorum members to make a list of the things the Lord gave us through Joseph Smith, then read Doctrine and Covenants 135:3 and add to the list if necessary. How are our lives different because of the work the Lord did through Joseph Smith?
- Invite the young men to read Joseph Smith—History 1:7–20, looking for truths Joseph Smith learned through the First Vision. What did Joseph learn about Heavenly Father and Jesus Christ? about himself? about the adversary? Why are these truths important for us to understand today?
- Show the video “Joseph Smith: The Prophet of the Restoration,” and ask the young men to share something they learn or something that impresses them about the Prophet Joseph Smith. Consider relating how you gained your testimony that Joseph Smith was a prophet.
- Invite the young men to read pages 89–90 in *True to the Faith* or Elder Lawrence E. Corbridge's talk “The Prophet Joseph Smith.” Invite them to choose a few sentences they would use if they were asked to describe why Joseph Smith is important. Ask a few young men to tell what sentences they chose and why.

Ask the young men to share what they learned today. Do they understand the role of Joseph Smith in the Restoration of the gospel? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?

### Teaching tip

“Questions written on the chalkboard before class will help learners begin to think about topics even before the lesson begins” (*Teaching, No Greater Call* [1999], 93).

## Teaching in the Savior's way

The Savior invited others to act in faith and live the truths He taught. In all His teaching He focused on helping His followers live the gospel with all their hearts. How can you help the young men see how their testimonies of Joseph Smith should be reflected in their daily lives?

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about why Joseph Smith is important to his life and invite other quorum members to do the same.
- Discuss with the quorum their priesthood duty to teach others about the mission of Joseph Smith.

# Selected Resources

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*“Joseph Smith,” True to the Faith (2004), 89–90*

In the spring of 1820, 14-year-old Joseph Smith was searching for the true Church of Jesus Christ when he read a passage in the Bible: “If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him” (James 1:5; see also Joseph Smith—History 1:11–12). With simple, unwavering faith, young Joseph followed the counsel in that passage. He went alone to a grove of trees, where he prayed to know which church he should join. In answer to his prayer, God the Father and Jesus Christ appeared to him. Among other things, They told him that he should join none of the churches then in existence. (See Joseph Smith—History 1:13–20.)

As Joseph Smith proved his worthiness, he was given a divine mission as a prophet of God. Through him, the Lord accomplished a great and marvelous

work that included bringing forth the Book of Mormon, restoring the priesthood, revealing precious gospel truths, organizing the true Church of Jesus Christ, and establishing temple work. On June 27, 1844, Joseph and his brother Hyrum were killed in an attack by an armed mob. They sealed their testimonies with their blood.

For your testimony of the restored gospel to be complete, it must include a testimony of Joseph Smith’s divine mission. The truthfulness of The Church of Jesus Christ of Latter-day Saints rests on the truthfulness of the First Vision and the other revelations the Lord gave to the Prophet Joseph. President John Taylor, the third President of the Church, wrote, “Joseph Smith, the Prophet and Seer of the Lord, has done more, save Jesus only, for the salvation of men in this world, than any other man that ever lived in it” (D&C 135:3).





## Why is the First Vision important?

In the spring of 1820, God the Father and His Son, Jesus Christ, appeared to the Prophet Joseph Smith. This vision, which marked the beginning of the Restoration of the gospel, is the most important event since the Resurrection of Jesus Christ. Joseph Smith's humble prayer led to the restoration of gospel truths, priesthood authority, and saving ordinances. "That one revelation answers all the [questions] regarding God and his divine personality. . . . His interest in humanity through authority delegated to man is apparent. The future of the work is assured. These and other glorious truths are clarified by that glorious first vision" (*Teachings of Presidents of the Church: David O. McKay* [2003], 93).

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources and others that you choose. What do you feel will be most meaningful to the young men you teach?*

Joseph Smith—History 1:11–19, 24–25    Video: "The Restoration"

Dieter F. Uchtdorf, "The Fruits of the First Vision," *Ensign* or *Liahona*, May 2005, 36–38

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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### Begin the learning experience

*Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:*

How did you receive a witness that Joseph Smith saw God the Father and His Son, Jesus Christ? How has your life been blessed because of this testimony? What is the significance of the First Vision for you?

How can studying the First Vision deepen the testimony of each young man in your quorum? How can you help the young men understand the significance of this great event?

See the appendix for other teaching and learning ideas.

- Give each quorum member a chance to name one thing he remembers from last week's lesson.
- As a quorum, sing the hymn "Joseph Smith's First Prayer" (*Hymns*,

no. 26). Invite the young men to share their feelings about Joseph Smith and his experience seeing and speaking to God the Father and Jesus Christ.

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## Learn together

*Each of the activities below can help the quorum members learn about Joseph Smith's First Vision. Following the guidance of the Spirit, select one or more that will work best with your quorum:*

- Invite the young men to write down some of the blessings they have received because of the First Vision. Ask them to look for other blessings of the First Vision as they read the last 10 paragraphs of President Dieter F. Uchtdorf's talk "The Fruits of the First Vision." Invite them to share what they find and their feelings about the importance of the First Vision.

- As a quorum, read about Joseph Smith's First Vision in Joseph Smith—History 1:7–20. Invite the young men to look for truths we can learn from Joseph's experience (for example, the Father and the Son are real, separate beings; Satan and his power are real, but God's power is greater; God hears and answers prayers; revelation has not ceased). Invite a young man to write the truths on the board. How are these truths different from what other religions believe? How would our lives be different if we did not know these things?

- Invite the young men to silently read and ponder Joseph Smith's First

Vision and his testimony in Joseph Smith—History 1:11–19, 24–25 (or watch the video "The Restoration"). Ask them to think about why the First Vision is significant in the history of the world. Why is it important to us as individuals? Share your testimony about the importance of the First Vision, and invite the young men to share their thoughts and testimonies.

- Invite the young men to review scriptural accounts of God the Father and Jesus Christ manifesting Themselves to people on earth (such as Matthew 3:13–17; Acts 7:54–60; 3 Nephi 11:3–10). You could also show pictures of these events (see *Gospel Art Book*, 35, 63, and 82). Ask them to summarize each account. Then invite them to read Joseph Smith History 1:17 (see *Gospel Art Book*, 90). How was Joseph Smith's First Vision similar to these other manifestations? How was it unique? Invite the young men to share why the First Vision is important to them.

## Teaching tip

"Ask those you teach what they might say if someone wants to know what they have learned from the lesson" (*Teaching, No Greater Call* [1999], 94).

*Ask the young men to share what they learned today. Do they understand Joseph Smith's First Vision better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

## Teaching in the Savior's way

The Savior invited His followers to testify to others of the truthfulness of His teachings. As they did, the Spirit touched their hearts. How can you encourage the young men to bear testimony to each other?

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about the importance of the First Vision.
- Invite quorum members to share what they learned today with a friend or family member.



# Why do we need the Book of Mormon?

The Book of Mormon was written for our day. It testifies of Jesus Christ, contains the fulness of His gospel, and restores truths lost through the Apostasy. Joseph Smith taught that the Book of Mormon is “the keystone of our religion, and a man would get nearer to God by abiding by its precepts, than by any other book” (introduction to the Book of Mormon).

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## Prepare yourself spiritually

*Prayerfully study these scriptures and resources. How can you help the young men feel the power of the Book of Mormon?*

Ezekiel 37:15–17 (The Bible and the Book of Mormon are to join together as one)      D&C 20:8–16; 42:12 (The Book of Mormon contains the fulness of the gospel of Jesus Christ)

1 Nephi 13:40; 2 Nephi 3:12 (The Book of Mormon restores precious truths and confounds false doctrines)      Book of Mormon title page and introduction

2 Nephi 25:23, 26; 33:10–11 (The Book of Mormon writers testify of Jesus Christ)      Jeffrey R. Holland, “Safety for the Soul,” *Ensign* or *Liahona*, Nov. 2009, 88–90

2 Nephi 29:7–11 (The Book of Mormon shows that God speaks to His children in many nations)      Tad R. Callister, “The Book of Mormon—a Book from God,” *Ensign* or *Liahona*, Nov. 2011, 74–76

Video: “The Book of Mormon: An Apostle’s Introduction”

Think about experiences you have had studying the Book of Mormon. Why is the Book of Mormon important to you?

How is the Book of Mormon influencing the lives of the young men? What can the young men do to strengthen their testimonies of the Book of Mormon? How could the Book of Mormon help them address modern-day challenges?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:*

- Invite several young men to share what impressed them the most from last week's lesson.
  - As a quorum, build or draw a keystone arch (see *Preach My Gospel*, 103).
- Ask the young men to explain why Joseph Smith said the Book of Mormon is the keystone of our religion (see the introduction to the Book of Mormon).

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## Learn together

*Each of the activities below can help the quorum members understand the importance of the Book of Mormon. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Ask each young man to read one of the scriptures listed in this outline or the title page of the Book of Mormon, looking for answers to the question "Why do we need the Book of Mormon?" Invite the young men to write their answers on the board. Ask them to choose one of the answers on the board that they would like to learn more about and share what they chose.
- Ask the young men to think of questions their friends may have about the Book of Mormon. How might they answer them? What can they share from Elder Tad R. Callister's talk "The Book of Mormon—a Book from God"? Ask quorum members to role-play how they would invite a friend to read the Book of Mormon. How would they explain what the Book of Mormon is and why we need it? What verses would they share from the Book of Mormon? How would they explain that the Book of Mormon is another testament of Jesus Christ? Consider inviting the young men to open their *Duty to God* books to page 29, 53, or 77 and write the name of someone they could invite to read the Book of Mormon.
- Invite each young man to find a scripture in the Book of Mormon that is important to him or has influenced his life. Divide the quorum into small groups of two or three, and ask each young man to share his chosen scripture, why it is important to him, and any experiences he has had with that passage. Invite a few young men to share with the entire quorum. What do these experiences teach us about the importance of the Book of Mormon?
- Show the video "The Book of Mormon: An Apostle's Introduction," and ask quorum members to write down answers to the question "Why do we need the Book of Mormon?" as they watch. Have them share what they write. How would their lives be different if they did not have the Book of Mormon?

### Teaching tip

"When one person reads aloud, you should encourage others to follow along in their scriptures. Invite them to listen and look for specific principles or ideas. Allow time for them to turn to each scripture passage before it is read. If a passage contains unusual or difficult words or phrases, explain these before the passage is read. If anyone in the group might have difficulty reading, ask for volunteers instead of having them take turns" (*Teaching, No Greater Call* [1999], 56).

- Invite the young men to select one of the study activities on pages 112–14 of *Preach My Gospel* and work on it in pairs, in small groups, or individually.

*Ask the young men to share what they learned today. Do they understand why the Book of Mormon is important? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite a few young men to share their testimonies of why we need the Book of Mormon and explain how they learned it is true.
- Hand out missionary copies of the Book of Mormon, if possible, and invite each quorum member to write his testimony in the front and give the book to someone.

## Related Youth Activities

Plan a Mutual activity that will help the young men apply what they learned in this lesson.

## Teaching in the Savior's way

The Savior invited others to act in faith to learn the truths of the gospel. He taught us, "Ask, and ye shall receive" (John 16:24). How can you encourage the young men to follow this pattern as they seek to gain or strengthen their testimonies of the Book of Mormon? (see Moroni 10:3–5).

# Selected Resources

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*Excerpt from Tad R. Callister, "The Book of Mormon—a Book from God," Ensign or Liahona, Nov. 2011, 74–76*

But why is the Book of Mormon so essential if we already have the Bible to teach us about Jesus Christ? Have you ever wondered why there are so many Christian churches in the world today when they obtain their doctrines from essentially the same Bible? It is because they interpret the Bible differently. If they interpreted it the same, they would be the same church. This is not a condition the Lord desires, for the Apostle Paul declared that there is "one Lord, one faith, one baptism" (Ephesians 4:5). To help bring this oneness about, the Lord established a divine law of witnesses. Paul taught, "In the mouth of two or three witnesses shall every word be established" (2 Corinthians 13:1).

The Bible is one witness of Jesus Christ; the Book of Mormon is another. Why is this second witness so crucial? The following illustration may help: How many straight lines can you draw through a single point on a piece of paper? The answer is infinite. For a moment, suppose that single point represents the Bible and that hundreds of those straight lines drawn through that point represent different interpretations of the Bible and that each of those interpretations represents a different church.

What happens, however, if on that piece of paper there is a second point representing the Book of

Mormon? How many straight lines could you draw between these two reference points: the Bible and the Book of Mormon? Only one. Only one interpretation of Christ's doctrines survives the testimony of these two witnesses.

Again and again the Book of Mormon acts as a confirming, clarifying, unifying witness of the doctrines taught in the Bible so that there is only "one Lord, one faith, one baptism." For example, some people are confused as to whether baptism is essential for salvation even though the Savior declared to Nicodemus, "Except a man be born of water and of the Spirit, he cannot enter into the kingdom of God" (John 3:5). The Book of Mormon, however, eliminates all doubt on that subject: "And he commandeth all men that they must repent, and be baptized in his name, . . . or they cannot be saved in the kingdom of God" (2 Nephi 9:23).

There exist various modes of baptisms in the world today even though the Bible tells us the manner in which the Savior, our great Exemplar, was baptized: "[He] went up straightway out of the water" (Matthew 3:16). Could He have come up out of the water unless He first went down into the water? Lest there be any discord on this subject, the Book of Mormon dispels it with this straightforward statement of doctrine as to the proper manner of baptism: "And then shall ye immerse them in the water" (3 Nephi 11:26).

## UNIT OVERVIEW

# May: Prophets and Revelation

*“We believe all that God has revealed, all that He does now reveal, and we believe that He will yet reveal many great and important things pertaining to the Kingdom of God”  
(Articles of Faith 1:9).*

The outlines in this unit will help each young man learn to recognize the voice of the Lord as He speaks to him through the scriptures, living prophets and apostles, and personal revelation by the Holy Ghost to his heart and mind. The scriptures include the commandment for priesthood holders to “give diligent heed to the words of eternal life” and “live by every word that proceedeth forth from the mouth of God” (D&C 84:43–44). In this unit, you can help the members of your quorum obey this counsel by instilling in them a love for God’s word.

To make Duty to God part of the Sunday quorum meeting, you may consider teaching the Duty to God outline below during this unit.

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### **Outlines to choose from this month:**

*Why is it important to study the scriptures? (Duty to God)*

*Why is it important to listen to and follow the living prophets?*

*How do I receive personal revelation?*

*How can I make my prayers more meaningful?*

*How can I strengthen my testimony?*

*What has President Monson taught Aaronic Priesthood holders?*

*How can a patriarchal blessing help me?*



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## Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with quorum presidencies to select and plan appropriate activities that reinforce what the young men learn on Sunday.

## Duty to God

The following sections from the *Duty to God* book relate to the lessons in this unit:

“Pray and Study the Scriptures,” pages 14–15, 38–39, 62–63

“Understand Doctrine,” pages 18–20, 42–44, 66–68



## DUTY TO GOD

# Why is it important to study the scriptures?

The scriptures contain the word of God. Latter-day prophets counsel us to study the scriptures every day, both individually and with our families. Studying the scriptures can help us know Heavenly Father and Jesus Christ, give us power to resist temptation, and strengthen us in our challenges.

How has studying the scriptures been a blessing in your life? What experiences can you share with the young men?

What verses of scripture do you think could be meaningful to the young men in the quorum? What can you do to help the young men make their scripture study more meaningful and effective?

## Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel will help the young men understand the importance of studying the scriptures?*

Joshua 1:8; Psalms 119:105; 2 Timothy 3:16–17; 1 Nephi 15:24; 2 Nephi 32:3; Alma 17:2–3; Helaman 3:29–30; D&C 18:33–36; 21:4–6; 84:85 (Blessings of studying the scriptures)

*Fulfilling My Duty to God* (2010), 14–15, 38–39, 62–63

Boyd K. Packer, “The Key to Spiritual Protection,” *Ensign* or *Liahona*, Nov. 2013, 26–28

Richard G. Scott, “The Power of Scripture,” *Ensign* or *Liahona*, Nov. 2011, 6–8

D. Todd Christofferson, “The Blessing of Scripture,” *Ensign* or *Liahona*, May 2010, 32–35

“Scriptures,” *True to the Faith* (2004), 155–59

Videos: “Fulfilling Your Duty to God”; “The Book of Mormon: Messages from Heaven”; “Daily Bread: Pattern”

## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:*

- Invite the young men to think of an object that could represent what they learned and shared in last week's discussion. Ask them to explain what the object has to do with what they learned.
- Invite the young men to share one of their favorite scriptures in pairs or with the entire quorum. Encourage them also to share an experience they had that made the scripture meaningful to them. What do the young men learn about the importance of the scriptures from these experiences?

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## Learn together

*The purpose of this lesson is to help each young man make a plan to establish or strengthen a habit of regular scripture study. Give the young men time during quorum meeting to write plans in their Duty to God books. Encourage them to share their plans with each other, and in future quorum meetings, invite them to share experiences they have fulfilling their plans.*

### Teaching tip

"The spirit must be present for a gospel message to be carried to the hearts of those you teach (see 2 Nephi 33:1; D&C 42:14). Therefore, you should use methods that will set the proper tone for the lesson and invite the Spirit" (see *Teaching, No Greater Call* [1999], 91).

- Invite the young men to open their *Duty to God* books to page 14 or 38. Assign one of the scripture references from these pages to each member of the quorum (see also the scriptures listed in this outline). Invite quorum members to look for and share words that describe how we should approach a study of the scriptures and the blessings that will come as we study the scriptures. Invite them to make plans to begin or strengthen a habit of regular scripture study (see *Duty to God*, page 15, 39, or 63).
- Ask each young man to ponder one of the following questions: How does scripture study affect my ability to keep the commandments? How does scripture study affect my relationships with my family? How does scripture study affect my relationship with God? Ask the young men to share their thoughts with the quorum. (See *Duty to God*, 62.) Invite them to turn to page 15, 39, or 63 of their *Duty to God* books and write down their plans to improve their personal scripture study.
- Invite the quorum members to read sections of one of the talks suggested in this outline. Ask them to share what they learn about the scriptures and the blessings of scripture study. When have they seen the power of scripture study in their own lives?
- Invite the young men to watch one of the videos suggested in this outline or to read "The Importance of Daily Scripture Study" from *True to the Faith* (pages 155–56). Ask them to look for answers to the question "Why is it important that I study the scrip-

tures?" Invite them to share what they find. Ask a few young men to share how they study the scriptures. With permission of the bishop, consider inviting a father or other ward member

to share briefly how he or she studies the scriptures.

- Invite the young men to select one of the study activities on pages 25–27 of *Preach My Gospel* and work on it in pairs or individually.

*Ask the young men to share what they learned today. Do they understand why it is important to study the scriptures? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share with the quorum his personal scripture study plans.
- Explain that during quorum meeting for the next few weeks, quorum members will be invited to share a scripture they've read during the week and explain why it's meaningful to them.

## Related Youth Activities

Plan a Mutual activity that will help the young men apply what they learned in this lesson.

## Teaching in the Savior's way

The Savior used the scriptures to teach and testify about His mission. He taught people to think about scriptures for themselves and use them to find answers to their own questions. How can you help the young men use the scriptures to find answers to their questions?

# Selected Resources

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*Excerpt from “Scriptures,” True to the Faith (2004), 155–59*

## **Importance of Daily Scripture Study**

The principal purpose of scriptures is to testify of Christ, helping us come unto Him and receive eternal life (see John 5:39; 20:31; 1 Nephi 6:4; Mosiah 13:33–35). The prophet Mormon testified:

“Whosoever will may lay hold upon the word of God, which is quick and powerful, which shall divide asunder all the cunning and the snares and the wiles of the devil, and lead the man of Christ in a strait and narrow course across that everlasting gulf of misery which is prepared to engulf the wicked—

“And land their souls, yea, their immortal souls, at the right hand of God in the kingdom of heaven, to sit down with Abraham, and Isaac, and with Jacob, and with all our holy fathers, to go no more out” (Helaman 3:29–30).

Latter-day prophets counsel us to study the scriptures every day, both individually and with our families. They encourage us, as Nephi encouraged his brethren, to liken the scriptures to ourselves, finding ways that the sacred accounts of old apply in our lives today (see 1 Nephi 19:23–24). They exhort us to “search the scriptures” (John 5:39) and “feast upon the words of Christ” (2 Nephi 32:3).

You will benefit greatly by following this counsel. Daily, meaningful scripture study helps you be receptive to the whisperings of the Holy Ghost. It builds your faith, fortifies you against temptation, and helps you draw near to your Heavenly Father and His Beloved Son.

Develop a plan for your personal study of the scriptures. Consider setting aside a certain amount of time each day to study the scriptures. During that time, read carefully, being attentive to the promptings of the Spirit. Ask your Heavenly Father to help you know what He would have you learn and do.

Continue reading the scriptures, particularly the Book of Mormon, throughout your life. You will rediscover the treasures of the scriptures again and again, finding new meaning and application in them as you study them at different stages of life.

If you are married, set aside time each day to read the scriptures as a family. This effort may be difficult, but it will yield wonderful, eternal results. Under the guidance of the Spirit, plan scripture reading that will meet the needs of your family. Do not be afraid of reading the scriptures to small children. The language of those sacred records has power to touch even the very young.



## Why is it important to listen to and follow the living prophets?

We sustain the members of the First Presidency and the Quorum of the Twelve Apostles as prophets, seers, and revelators. Their teachings reflect the will of the Lord. They give us instruction, warnings, and counsel from the Lord for our day. We are blessed with safety, peace, and spiritual strength when we listen to and obey their counsel.

What counsel have living prophets given that you have applied in your life? How have you been blessed for following that counsel?

Why is it important for the young men in your quorum to have a testimony of the living prophets? How can you help them see what a privilege it is to have living prophets to guide them today?

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel prompted to share with the young men?*

Amos 3:7; D&C 1:4, 37–38; Moses 6:26–38 (The Lord speaks to us through His prophets)

D&C 21:1, 4–7 (The Lord promises great blessings to those who follow the prophet)

D. Todd Christofferson, “The Doctrine of Christ,” *Ensign* or *Liahona*, May 2012, 86–90

Henry B. Eyring, “Trust in God, Then Go and Do,” *Ensign* or *Liahona*, Nov. 2010, 70–73

Claudio R. M. Costa, “Obedience to the Prophets,” *Ensign* or *Liahona*, Nov. 2010, 11–13

Video: “Watchmen on the Tower”

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:*

- Choose a key word from last week's lesson, and invite a quorum member to draw a picture of it while the other quorum members guess the word. Ask the quorum to explain why that word was important in last week's lesson.
- Show pictures of the First Presidency and Quorum of the Twelve Apostles (such as those in the conference issue of the *Ensign* or *Liahona*). Bear your testimony that all of these men are prophets, seers, and revelators. What messages do the young men remember hearing from a member of the First Presidency or Quorum of the Twelve?

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## Learn together

*Each of the activities below will help the quorum members understand the importance of following the living prophets. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Assign each young man one of the scriptures suggested in this outline and ask him to look for reasons we need a prophet and blessings that come from following the prophet. Invite him to share his thoughts.
- Give each young man a copy of Elder Claudio R. M. Costa's talk "Obedience to the Prophets," and ask him to choose one or more of the 14 principles Elder Costa describes and read about it. Ask him to report to the quorum the principle he chose and what it teaches him about following the living prophets. Why do the young men feel these principles are important for us as priesthood holders?
- Invite quorum members to imagine that a friend of another faith asks them, "Why do you have a prophet?" "What is your prophet like?" or "What has the prophet said to you?" How would the young men respond?
- Show the video "Watchmen on the Tower." Invite the young men to share what they learn about the importance of following the prophet. Review with them the titles of President Thomas S. Monson's most recent general conference talks and discuss what the prophet is warning us about today.

### Teaching tip

"We should study the scriptures, teachings of latter-day prophets, and lesson materials thoroughly to be sure we correctly understand the doctrine before we teach it" (*Teaching, No Greater Call* [1999], 52).

*Ask the young men to share what they learned today. Do they understand why it is important to listen to and follow the living prophets? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about the opportunity to know about and follow the living prophets.
- Ask quorum members to share an experience in which they followed the prophet and how it has influenced their lives.

## **Related Youth Activities**

Plan a Mutual activity that will help the young men apply what they learned in this lesson.

## **Teaching in the Savior's way**

The Savior asked questions to those He taught and gave them opportunities to ask their own questions. What questions can you ask that will help the young men think and feel deeply about living prophets? How can you show that you are interested in their answers?



# Selected Resources

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*Excerpt from Claudio R. M. Costa, "Obedience to the Prophets," Ensign or Liahona, Nov. 2010, 11–13*

In 1980, when President Ezra Taft Benson was serving as President of the Quorum of the Twelve Apostles, he gave a powerful message about obedience to the prophets at a BYU devotional in the Marriott Center. His great talk, titled "Fourteen Fundamentals in Following the Prophet," touched my heart. It made me feel good that I had made the decision to follow the prophets for the rest of my life when I accepted baptism in the Lord's true Church.

I would like to share with you some of the principles that President Benson taught:

*"First: The prophet is the only man who speaks for the Lord in everything" (1980 Devotional Speeches of the Year [1981], 26). . . .*

*Second fundamental: "The living prophet is more vital to us than the standard works" ("Fourteen Fundamentals," 26). . . .*

*Third fundamental: "The living prophet is more important to us than a dead prophet" ("Fourteen Fundamentals," 27). . . .*

*Fourth fundamental: "The prophet will never lead the Church astray" ("Fourteen Fundamentals," 27). . . .*

*Fifth fundamental: "The prophet is not required to have any particular earthly training or credentials to*

*speak on any subject or act on any matter at any time" ("Fourteen Fundamentals," 27). . . .*

*"Sixth: The prophet does not have to say 'Thus saith the Lord' to give us scripture. . . .*

*"Seventh: The prophet tells us what we need to know, not always what we want to know" ("Fourteen Fundamentals," 27, 28). . . .*

*Eighth fundamental: "The prophet is not limited by men's reasoning." . . .*

*"Ninth: The prophet can receive revelation on any matter—temporal or spiritual. . . .*

*"Tenth: The prophet may be involved in civic matters. . . .*

*"Eleventh: The two groups who have the greatest difficulty in following the prophet are the proud who are learned and the proud who are rich. . . .*

*"Twelfth: The prophet will not necessarily be popular with the world or the worldly. . . .*

*"Thirteenth: The prophet and his counselors make up the First Presidency—the highest quorum in the Church. . . .*

*"Fourteenth: The prophet and the presidency—the living prophet and the first presidency—follow them and be blessed; reject them and suffer" ("Fourteen Fundamentals," 29).*



## How do I receive personal revelation?

Each of us is entitled to personal revelation to guide our own lives. In order to receive personal revelation, we must prepare by living worthily and studying and pondering the scriptures. If we seek and ask, God will reveal His will to us through the Holy Ghost.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What do you feel inspired to share with the young men?*

1 Kings 19:9–12; Helaman 5:30; D&C 6:14–16, 23; 8:2–3; 11:12–14 (Ways the Spirit speaks to us)

John 14:26–27 (The Holy Ghost can help us remember things and feel peace)

Ether 2–3; D&C 9:7–9 (Personal revelation must be accompanied by our own thought and study)

Henry B. Eyring, “Where Is the Pavilion?” *Ensign or Liahona*, Nov. 2012, 72–75

Richard G. Scott, “How to Obtain Revelation and Inspiration for Your

Personal Life,” *Ensign or Liahona*, May 2012, 45–47

David A. Bednar, “The Spirit of Revelation,” *Ensign or Liahona*, May 2011, 87–90

“Learn to Recognize the Promptings of the Spirit,” *Preach My Gospel* (1999), 96–97

“Revelation,” *True to the Faith* (2004), 140–44

Videos: “Patterns of Light: Spirit of Revelation”; “Hearing His Voice”

How do you know when you have received personal revelation? How has learning to recognize personal revelation blessed your life?

Why is it important for the young men to understand how to receive personal revelation? How can personal revelation help Aaronic Priesthood holders fulfill their priesthood duties? How will you help them learn to recognize personal revelation?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:*

- How has last week's lesson affected the young men's lives? What have they done differently because of what they learned? What blessings have come from their actions?
- Write on the board "I know I am receiving personal revelation when \_\_\_\_\_." Ask the young men how they would complete this sentence. Invite them to continue to ponder this statement during the lesson and look for additional answers.

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## Learn together

*Each of the activities below will help the quorum members understand how to receive personal revelation. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Ask the young men if they know what a pavilion is and what its purpose is. Invite the young men to read D&C 121:1–4, in which Joseph Smith describes feeling separated from God by a "pavilion" or covering (encourage them to read the section heading also to gain historical context). In these verses, what does the pavilion represent? Invite the young men to read President Henry B. Eyring's stories about receiving revelation regarding his profession (in his talk "Where Is the Pavilion?"), and ask them to list things that might create a pavilion between us and God and ways we can remove that pavilion. Are there other things they can think of to add to their lists? Invite them to ponder what they will do to improve their communication with Heavenly Father.
- Write on the board the scripture references suggested in this outline. Assign each young man one of them, and ask him to identify what it teaches about how the Holy Ghost communicates with us. Have the young men write what they find on the board next to each scripture reference. Invite the young men to share any experiences they have had in which the Holy Ghost has spoken to them in one of these ways. Have they ever sought or received personal revelation to guide them in fulfilling their priesthood duties? You could also share an experience you have had.
- Make a copy of the chart on pages 96–97 of *Preach My Gospel* for each young man. Invite the young men to review the chart and its descriptions of how the Holy Ghost communicates with us. Ask them to write about a time when they have experienced any of the feelings, thoughts, or impressions described in the chart. Invite a few young men to share what they wrote with the rest of the quorum.

### Teaching tip

"Perhaps the greatest temptation of the teacher struggling to maintain the attention of [a] class is the use of the sensational story. There are a number of these, of very questionable origin, continually being circulated throughout the Church. . . . These are not teaching tools: stability and testimony are not built on sensational stories" (Joseph F. McConkie, in *Teaching, No Greater Call* [1999], 53).

- Invite the young men to read the section titled “Patterns of Revelation” from Elder David A. Bednar’s talk “The Spirit of Revelation” or watch the video “Patterns of Light: The Spirit of Revelation.” Ask them to identify phrases or sentences that explain how the Holy Ghost communicates with us. Why is it important for Aaronic Priesthood holders to understand how the Holy Ghost communicates? How can He help with important decisions we must make? Invite the young men to list some important decisions they will need to make in the next few years. With permission from the bishop, invite exemplary priesthood holders from the ward to

share how they have sought personal revelation to make similar decisions.

- Show the video “Hearing His Voice,” and ask the young men to look for things the youth in this video did to prepare themselves to receive personal revelation. What are some other ways we can prepare ourselves? (see 3 Nephi 17:2–3; D&C 9:7–8). Encourage the quorum members to accept the challenge that the youth in the video accepted, and invite them to share their experiences in a future quorum meeting.
- Invite the young men to select one of the study activities on pages 100–102 of *Preach My Gospel* to work on in pairs, in small groups, or individually.

*Ask the young men to share what they learned today. Do they better understand how to receive personal revelation? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share experiences he has had seeking and receiving personal revelation.
- Invite quorum members to look for ways they could improve their priesthood service by seeking personal revelation.

## Related Youth Activities

Plan a Mutual activity that will help the young men apply what they learned in this lesson.

## Teaching in the Savior’s way

The Savior invited those who followed Him to act in faith and live the truths He taught. He focused on helping His followers live the gospel with all their hearts by providing them with powerful learning experiences. How can you teach the young men to act in faith and live the truths they learn?

# Selected Resources

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*Excerpt from David A. Bednar, "The Spirit of Revelation," Ensign or Liahona, May 2011, 87–90*

Revelations are conveyed in a variety of ways, including, for example, dreams, visions, conversations with heavenly messengers, and inspiration. Some revelations are received immediately and intensely; some are recognized gradually and subtly. The two experiences with light I described help us to better understand these two basic patterns of revelation.

A light turned on in a dark room is like receiving a message from God quickly, completely, and all at once. Many of us have experienced this pattern of revelation as we have been given answers to sincere prayers or been provided with needed direction or protection, according to God's will and timing. Descriptions of such immediate and intense manifestations are found in the scriptures, recounted in Church history, and evidenced in our own lives. Indeed, these mighty miracles do occur. However, this pattern of revelation tends to be more rare than common.

The gradual increase of light radiating from the rising sun is like receiving a message from God "line upon line, precept upon precept" (2 Nephi 28:30). Most frequently, revelation comes in small increments over time and is granted according to our desire, worthiness, and preparation. Such communications from Heavenly Father gradually and gently "distil upon [our souls] as the dews from heaven" (D&C 121:45). This pattern of revelation tends to

be more common than rare and is evident in the experiences of Nephi as he tried several different approaches before successfully obtaining the plates of brass from Laban (see 1 Nephi 3–4). Ultimately, he was led by the Spirit to Jerusalem, "not knowing beforehand the things which [he] should do" (1 Nephi 4:6). And he did not learn how to build a ship of curious workmanship all at one time; rather, Nephi was shown by the Lord "from time to time after what manner [he] should work the timbers of the ship" (1 Nephi 18:1).

Both the history of the Church and our personal lives are replete with examples of the Lord's pattern for receiving revelation "line upon line, precept upon precept." For example, the fundamental truths of the restored gospel were not delivered to the Prophet Joseph Smith all at once in the Sacred Grove. These priceless treasures were revealed as circumstances warranted and as the timing was right. . . .

We as members of the Church tend to emphasize marvelous and dramatic spiritual manifestations so much that we may fail to appreciate and may even overlook the customary pattern by which the Holy Ghost accomplishes His work. The very "simplicity of the way" (1 Nephi 17:41) of receiving small and incremental spiritual impressions that over time and in totality constitute a desired answer or the direction we need may cause us to look "beyond the mark" (Jacob 4:14).



## How can I make my prayers more meaningful?

Heavenly Father loves us and wants us to communicate with Him through prayer. When we pray, we should tell Heavenly Father what we feel in our hearts. We should not repeat meaningless words or phrases. Through sincere, heartfelt prayer, we can feel the nearness of our Heavenly Father.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these resources. What would you like the young men to discover about prayer?*

Luke 22:41–42; Helaman 10:5; D&C 46:30–31 (We should seek God’s will when we pray)

3 Nephi 14:7; D&C 9:7–8 (Prayer should be accompanied by faithful effort)

3 Nephi 17–19 (Jesus Christ prays with the Nephites and teaches about prayer)

Moroni 10:3–5 (Pray with faith, a sincere heart, and real intent)

Bible Dictionary, “Prayer,” 752–53

David A. Bednar, “Ask in Faith,” *Ensign* or *Liahona*, May 2008, 94–97

David A. Bednar, “Pray Always,” *Ensign* or *Liahona*, Nov. 2008, 41–44

*Fulfilling My Duty to God* (2010), 38

“Prayer,” *True to the Faith* (2004), 118–23

Video: “Daily Bread: Experience”

What meaningful experiences have you had with prayer? What have these experiences taught you about communicating with Heavenly Father? What have you done to make your prayers more meaningful?

When have you heard the young men in your quorum pray? How can you help them make their prayers more meaningful? How can understanding how to communicate with Heavenly Father help them now and in the future?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:*

- Ask the young men to draw a picture representing something they learned in last week's lesson, and ask them to share their pictures. What have they done to apply what they learned? Do they have any questions or additional insights about what they learned?
- Ask the young men to make a list of ways we communicate with others. How are these communication methods similar to praying to Heavenly Father? How are they different? What questions do the young men have about prayer?

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## Learn together

*Each of the activities below will help the quorum members understand how to make their prayers more meaningful. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite the young men to find in the scriptures an example of prayer that they find inspiring (if necessary, suggest that they read the scriptures listed in this outline), or show the video "Daily Bread: Experience." Ask them to share what they find and what they learn about prayer from the example.
- Invite the young men to read a scripture about prayer (such as those suggested in this outline). Ask them to write down a principle about prayer they learn from the scripture and an example of that principle from their lives or the lives of others. Invite them to share what they wrote with another quorum member. What did the young men learn from each other that can help them make their prayers more meaningful?
- Provide each quorum member with a section from one of Elder David A. Bednar's talks suggested in this outline. Invite them to underline practical advice Elder Bednar gives to help us make our prayers more meaningful. Ask the young men to share what they find. Then invite them to imagine that they are teaching someone to pray. What would they teach, and how would they teach it? Consider role-playing a possible teaching situation.
- Divide chapters 17, 18, and 19 of 3 Nephi among the young men. Then ask the young men to read their assigned sections and share what they learn about prayer from Jesus Christ's example and teachings and from the examples of His disciples.
- Ask each young man to study one of the principles of prayer discussed in *True to the Faith*, pages 119–21, or in the entry about prayer in the Bible Dictionary. Invite him to teach the quorum what he learns. Encourage the young men to share personal examples when they teach.

### Teaching tip

"After one person has responded to a question or offered an insight, invite the others to either add to the comment or express a different opinion. When someone asks a question, redirect it to others rather than answer it yourself. For example, you could ask, 'Would anyone care to answer that question?'" (*Teaching, No Greater Call* [1999], 67).

- As a quorum, work on the first learning activity on page 38 of the *Duty to God* book. Give the young men time in quorum meeting to write or revise their plans to establish a habit of regular prayer (see page 15, 39, or 63).

*Ask the young men to share what they learned today. Do they understand how to make their prayers more meaningful? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Share his plan to establish or strengthen a habit of regular prayer.
- Share personal experiences that have taught him the power of prayer.

## **Teaching in the Savior's way**

The Savior loved and prayed for those He taught. When we get to know and love those we teach, we pray for them by name and for specific challenges and opportunities they may be facing.



# Selected Resources

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*Excerpt from Elder David A. Bednar, “Pray Always,” Ensign or Liahona, Nov. 2008, 41–44*

Simply stated, prayer is communication to Heavenly Father from His sons and daughters on earth. “As soon as we learn the true relationship in which we stand toward God (namely, God is our Father, and we are his children), then at once prayer becomes natural and instinctive on our part” (Bible Dictionary, “Prayer,” 752). We are commanded to pray always to the Father in the name of the Son (see 3 Nephi 18:19–20). We are promised that if we pray sincerely for that which is right and good and in accordance with God’s will, we can be blessed, protected, and directed (see 3 Nephi 18:20; D&C 19:38). . . .

There may be things in our character, in our behavior, or concerning our spiritual growth about which we need to counsel with Heavenly Father in morning prayer. After expressing appropriate thanks for blessings received, we plead for understanding, direction, and help to do the things we cannot do in our own strength alone. For example, as we pray, we might:

Reflect on those occasions when we have spoken harshly or inappropriately to those we love the most.

Recognize that we know better than this, but we do not always act in accordance with what we know.

Express remorse for our weaknesses and for not putting off the natural man more earnestly.

Determine to pattern our life after the Savior more completely.

Plead for greater strength to do and to become better.

Such a prayer is a key part of the spiritual preparation for our day.

During the course of the day, we keep a prayer in our heart for continued assistance and guidance—even as Alma suggested: “Let all thy thoughts be directed unto the Lord” (Alma 37:36).

We notice during this particular day that there are occasions where normally we would have a tendency to speak harshly, and we do not; or we might be inclined to anger, but we are not. We discern heavenly help and strength and humbly recognize answers to our prayer. Even in that moment of recognition, we offer a silent prayer of gratitude.

At the end of our day, we kneel again and report back to our Father. We review the events of the day and express heartfelt thanks for the blessings and the help we received. We repent and, with the assistance of the Spirit of the Lord, identify ways we can do and become better tomorrow. Thus our evening prayer builds upon and is a continuation of our morning prayer. And our evening prayer also is a preparation for meaningful morning prayer.

Morning and evening prayers—and all of the prayers in between—are not unrelated, discrete events; rather, they are linked together each day and across days, weeks, months, and even years. This is in part how we fulfill the scriptural admonition to “pray always” (Luke 21:36; 3 Nephi 18:15, 18; D&C 31:12). Such meaningful prayers are instrumental in obtaining the highest blessings God holds in store for His faithful children.



## How can I strengthen my testimony?

A testimony is a spiritual witness of the truth given by the Holy Ghost. As members of the Church, we have sacred opportunity and responsibility to obtain our own testimonies. If we seek a testimony through study, prayer, and living the gospel, the Holy Ghost will help us know for ourselves that the gospel is true.

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you find that will inspire the young men to gain a testimony?*

John 7:16–17 (If we do the Lord’s will, we will gain a testimony)

Jeffrey R. Holland, “Lord, I Believe,” *Ensign* or *Liahona*, May 2013, 93–95

1 Corinthians 2:9–13; Alma 5:45–46; D&C 8:2–3 (The Holy Ghost testifies of truth)

Dieter F. Uchtdorf, “Waiting on the Road to Damascus,” *Ensign* or *Liahona*, May 2011, 70–77 (see also the video “Waiting on Our Road to Damascus”)

James 1:5; 1 Nephi 10:17–19; 15:11; 3 Nephi 18:20; Moroni 10:3–5 (To obtain a testimony, we must ask and seek for one)

Quentin L. Cook, “Can Ye Feel So Now?” *Ensign* or *Liahona*, Nov. 2012, 6–9

Mosiah 26:3; Alma 12:11 (Obstacles to obtaining a testimony)

“Testimony,” *True to the Faith* (2004), 178–80

D&C 9:7–9 (We must study for ourselves before we ask)

How have you gained your own testimony?

How has your testimony influenced your life as a husband, father, priesthood holder, and disciple of Christ?

What do you know about the testimonies of the young men in your quorum? How will having a strong testimony influence their lives now and in the future? What can you do to encourage quorum members to strengthen their testimonies?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:*

- Invite the young men to share any experiences they have had applying a principle from last week's lesson. You might want to share one of your own to help get the discussion started.
- As a quorum, read the third-to-last paragraph in Elder Jeffrey R. Holland's talk "Lord, I Believe." Ask the young men to share things they learn about what it means to have a testimony. Invite each quorum member to make a list of things that he believes to be true about the gospel.

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## Learn together

*Each of the activities below will help the quorum members learn how to gain their own testimonies. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about prayer and personal revelation (see "Understand Doctrine," page 18, 42, or 66).
- Ask some of the young men to read 1 Nephi 10:17–19, and ask others to read Alma 5:45–47. What did Nephi and Alma do to gain their own testimonies? What else can the young men learn from these examples? What other examples can they find in the scriptures? Invite them to share experiences they have had that have strengthened their testimonies. What can they do to seek more experiences like these?
- Assign each young man to study one of the main sections of President Dieter F. Uchtdorf's talk "Waiting on the Road to Damascus" (or show the video "Waiting on Our Road to Damascus"). Invite the young men to look for what President Uchtdorf teaches about gaining a testimony, and ask them to share what they find. Write on the board, "Gaining a testimony is like \_\_\_\_\_." Invite a few young men to come to the board and share how they would complete this statement.
- Ask each young man to read one of the scriptures in this outline to find ways to gain and strengthen a testimony or things that prevent us from gaining a testimony. After they have shared some ideas, ask them to think about ways they can help other quorum members strengthen their testimonies. How can they help family members? friends at school?
- Invite each young man to make a list of things that might weaken his testimony and ways he can keep it strong as he reads the 9th and 10th

### Teaching tip

"Often a lesson will contain more material than you are able to teach in the time you are given. In such cases, you should select the material that will be most helpful for those you teach" (*Teaching, No Greater Call* [1999], 98).

paragraphs of Elder Quentin L. Cook's talk "Can Ye Feel So Now?" Ask the young men to share examples

they have seen that illustrate something from their lists.

*Ask the young men to share what they learned today. Do they understand how to gain their own testimonies? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his testimony of the importance of each person gaining his or her own testimony of the gospel.
- Invite other quorum members to share their testimonies.
- Invite quorum members to think of things they can do to strengthen their testimonies.

## Related Youth Activities

Plan a Mutual activity that will help the young men apply what they learned in this lesson.

## Teaching in the Savior's way

The Savior invited His disciples to testify of truth, and as they did, the Spirit touched their hearts. Think about the young men in your class and their life experiences. As you teach, look for opportunities for the young men to share their testimonies about gospel truths—in both formal and informal ways.

# Selected Resources

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*Excerpt from Dieter F. Uchtdorf, "Waiting on the Road to Damascus," Ensign or Liahona, May 2011, 70–77*

## **Belief Comes One Step at a Time**

One dear sister had been a faithful member of the Church all her life. But she carried a personal sorrow. Years before, her daughter had died after a short illness, and the wounds from this tragedy still haunted her. She agonized over the profound questions that accompany an event such as this. She frankly admitted that her testimony wasn't what it used to be. She felt that unless the heavens parted for her, she would never be able to believe again.

So she found herself waiting.

There are many others who, for different reasons, find themselves waiting on the road to Damascus. They delay becoming fully engaged as disciples. They hope to receive the priesthood but hesitate to live worthy of that privilege. They desire to enter the temple but delay the final act of faith to qualify. They remain waiting for the Christ to be given to them like a magnificent Carl Bloch painting—to remove once and for all their doubts and fears.

The truth is, those who diligently seek to learn of Christ eventually will come to know Him. They will personally receive a divine portrait of the Master, although it most often comes in the form of a puzzle—one piece at a time. Each individual piece may not be easily recognizable by itself; it may not be clear how it relates to the whole. Each piece helps us to see the big picture a little more clearly. Eventually, after enough pieces have been put together, we recognize the grand beauty of it all. Then, looking

back on our experience, we see that the Savior had indeed come to be with us—not all at once but quietly, gently, almost unnoticed.

This can be our experience if we move forward with faith and do not wait too long on the road to Damascus.

*Excerpt from Quentin L. Cook, "Can Ye Feel So Now?" Ensign or Liahona, Nov. 2012, 6–9*

Many who are in a spiritual drought and lack commitment have not necessarily been involved in major sins or transgressions, but they have made unwise choices. Some are casual in their observance of sacred covenants. Others spend most of their time giving first-class devotion to lesser causes. Some allow intense cultural or political views to weaken their allegiance to the gospel of Jesus Christ. Some have immersed themselves in Internet materials that magnify, exaggerate, and, in some cases, invent shortcomings of early Church leaders. Then they draw incorrect conclusions that can affect testimony. Any who have made these choices can repent and be spiritually renewed.

Immersion in the scriptures is essential for spiritual nourishment [see John 5:39; Amos 8:11; see also James E. Faust, "A Personal Relationship with the Savior," *Ensign*, Nov. 1976, 58–59]. The word of God inspires commitment and acts as a healing balm for hurt feelings, anger, or disillusionment [see Alma 31:5]. When our commitment is diminished for any reason, part of the solution is repentance [see Alma 36:23–26]. Commitment and repentance are closely intertwined.



## What has President Monson taught Aaronic Priesthood holders?

Part of our oath and covenant as priesthood holders is to receive the Lord's servants, including the living prophet, and live by every word that proceeds from the mouth of God (see D&C 84:36, 44). President Thomas S. Monson has taught Aaronic Priesthood holders to be willing and worthy to do their duty. He encourages us to stand up for righteous principles, even if we must stand alone. He wants us to understand how to use the priesthood to bless and serve those around us.

What have you learned from President Monson about priesthood service? How have you applied his teachings and example?

Do the young men in your quorum know what President Monson has said to them as priesthood holders in recent conferences? How can you help the young men see how President Monson's messages apply to their lives?

See the appendix for other teaching and learning ideas.

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### Prepare yourself spiritually

*Prayerfully study these recent addresses by President Monson to priesthood holders:*

"Be Strong and of a Good Courage," *Ensign* or *Liahona*, May 2014, 66–69

"True Shepherds," *Ensign* or *Liahona*, Nov. 2013, 61–68

"Come, All Ye Sons of God," *Ensign* or *Liahona*, May 2013, 66–69

"See Others as They May Become," *Ensign* or *Liahona*, Nov. 2012, 68–71

"Willing and Worthy to Serve," *Ensign* or *Liahona*, May 2012, 66–69

Videos: "Missionary Work: A Priesthood Duty"; "Dare to Stand Alone"

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:*

- Divide the young men into pairs. Ask them to share with each other something they remember from last week's lesson.
- Review as a quorum the "Priesthood Duties" section of the *Duty to God* book, and write the duties on the board (see page 23, 46–47, or 70–71). What has President Monson taught about these duties? During the lesson, have the young men add to the board anything they find that President Monson has taught about their priesthood duties.

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## Learn together

*Each of the activities below will help the quorum members study recent messages from President Thomas S. Monson to priesthood holders. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Give each young man a copy of one of President Monson's recent addresses to priesthood holders (see the talks listed in this outline). Invite the young men to find a story in the talk, retell it to the quorum in their own words, and share what it teaches about priesthood service.
  - Invite the young men to read one of President Monson's recent talks and find a statement that they would like to remember. Give each young man a small card, and have him to write the statement on the card. Ask quorum members to share their statements and explain why they chose them.
  - Show one or both of the videos suggested in this outline, and give each young man time to write a short summary of his thoughts and impressions. Invite the young men to share with the quorum what they wrote.
- How can following President Monson's counsel in these videos help us become better priesthood servants?
- Ask the young men to find scriptures that President Monson uses to teach about priesthood service. Invite them to share with each other what they learn from these scriptures. Encourage them to use the footnotes to find other scriptures that teach about the priesthood. How will they apply what they found as they fulfill their priesthood duties?
  - Invite half of the quorum to search one of President Monson's talks and look for things he asks priesthood holders to do. Ask the other half to search the same talk looking for blessings he promises. Ask quorum members to share what they find. How will they apply his counsel to their priesthood service?

### Teaching tip

"Avoid trying to teach all that could be said on a particular subject. Those you teach will likely already have some understanding of the subject. Remember that your lesson is not the only time they will learn about the subject" (*Teaching, No Greater Call* [1999], 99).

Ask the young men to share what they learned today. Do they understand President Monson's messages to them? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

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## Invite to act

The young man who is conducting concludes the meeting. He could:

- Share his feelings about President Monson.
- Invite other quorum members to share their impressions about what they have learned.
- Invite quorum members to make or improve their plans in the "Priesthood Duties" section of the *Duty to God* book based on what they learned today.

## Related Youth Activities

Plan a Mutual activity that will help the young men apply what they learned in this lesson.

## Teaching in the Savior's way

In every setting, the Savior was an example and mentor. He taught His disciples to pray by praying with them. He taught them to love and serve by the way He loved and served them. He taught them how to teach His gospel by the way He taught it. How will you, as a priesthood holder, be an example and mentor to the young men in your quorum?



# Selected Resources

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*Excerpt from Thomas S. Monson, “Willing and Worthy to Serve,” Ensign or Liahona, May 2012, 66–69*

As we perform our duties and exercise our priesthood, we will find true joy. We will experience the satisfaction of having completed our tasks.

We have been taught the specific duties of the priesthood which we hold, whether it be the Aaronic or the Melchizedek Priesthood. I urge you to contemplate those duties and then do all within your power to fulfill them. In order to do so, each must be worthy. Let us have ready hands, clean hands, and willing hands, that we may participate in providing what our Heavenly Father would have others receive from Him. If we are not worthy, it is possible to lose the power of the priesthood; and if we lose it, we have lost the essence of exaltation. Let us be worthy to serve.

President Harold B. Lee, one of the great teachers in the Church, said: “When one becomes a holder of the priesthood, he becomes an agent of the Lord. He should think of his calling as though he were on the Lord’s errand” [*Stand Ye in Holy Places: Selected Sermons and Writings of President Harold B. Lee* (1976), 255]. . . .

Miracles are everywhere to be found when the priesthood is understood, its power is honored and used properly, and faith is exerted. When faith replaces doubt, when selfless service eliminates selfish striving, the power of God brings to pass His purposes.

The call of duty can come quietly as we who hold the priesthood respond to the assignments we receive. President George Albert Smith, that modest but effective leader, declared, “It is your duty first of all to learn what the Lord wants and then by the power and strength of His holy Priesthood to [so] magnify your calling in the presence of your fel-

lows . . . that the people will be glad to follow you” [George Albert Smith, in Conference Report, Apr. 1942, 14]. . . .

Brethren, the world is in need of our help. Are we doing all we should? Do we remember the words of President John Taylor: “If you do not magnify your callings, God will hold you responsible for those whom you might have saved had you done your duty”? [*Teachings of Presidents of the Church: John Taylor* (2001), 164.] There are feet to steady, hands to grasp, minds to encourage, hearts to inspire, and souls to save. The blessings of eternity await you. Yours is the privilege to be not spectators but participants on the stage of priesthood service. Let us hearken to the stirring reminder found in the Epistle of James: “Be ye doers of the word, and not hearers only, deceiving your own selves” [James 1:22].

Let us learn and contemplate our duty. Let us be willing and worthy to serve. Let us in the performance of our duty follow in the footsteps of the Master. As you and I walk the pathway Jesus walked, we will discover He is more than the babe in Bethlehem, more than the carpenter’s son, more than the greatest teacher ever to live. We will come to know Him as the Son of God, our Savior and our Redeemer. When to Him came the call of duty, He answered, “Father, thy will be done, and the glory be thine forever” [Moses 4:2].

*Excerpt from Thomas S. Monson, “True Shepherds,” Ensign or Liahona, Nov. 2013, 61–68*

Brethren, it will be our privilege through the years to visit and teach many individuals—those who are less active as well as those who are fully committed. If we are conscientious in our calling, we will have many opportunities to bless lives. Our visits to those who have distanced themselves from Church

# Selected Resources

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activity can be the key which will eventually open the doors to their return.

With this thought in mind, let us reach out to those for whom we are responsible and bring them to the table of the Lord to feast on His word and to enjoy the companionship of His Spirit and be “no more strangers and foreigners, but fellowcitizens with the saints, and of the household of God” [Ephesians 2:19].

If any of you has slipped into complacency concerning your home teaching visits, may I say that there is no time like the present to rededicate yourself to fulfilling your home teaching duties. Decide now to make whatever effort is necessary to reach those for whom you have been given responsibility. There are times when a little extra prodding may be needed, as well, to help your home teaching companion find the time to go with you, but if you are persistent, you will succeed.

Brethren, our efforts in home teaching are ongoing. The work will never be concluded until our Lord and Master says, “It is enough.” There are lives to brighten. There are hearts to touch. There are souls to save. Ours is the sacred privilege to brighten, to

touch, and to save those precious souls entrusted to our care. We should do so faithfully and with hearts filled with gladness.

In closing I turn to one particular example to describe the type of home teachers we should be.

There is one Teacher whose life overshadows all others. He taught of life and death, of duty and destiny. He lived not to be served but to serve, not to receive but to give, not to save His life but to sacrifice it for others. He described a love more beautiful than lust, a poverty richer than treasure. It was said of this Teacher that He taught with authority and not as did the scribes [see Matthew 7:28–29]. His laws were not inscribed upon stone but upon human hearts.

I speak of the Master Teacher, even Jesus Christ, the Son of God, the Savior and Redeemer of all mankind. The biblical account says of Him, He “went about doing good” [Acts 10:38]. With Him as our unfailing guide and exemplar, we shall qualify for His divine help in our home teaching. Lives will be blessed. Hearts will be comforted. Souls will be saved. We will become true shepherds. That this may be so, I pray in the name of that great Shepherd, Jesus Christ, amen.



## How can a patriarchal blessing help me?

A patriarchal blessing is personal revelation for our lives. It helps us understand our potential and the blessings we can receive if we are faithful. It may contain promises, admonitions, or warnings to guide our lives. It also helps us know that Heavenly Father knows and cares about us personally.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What do you find that will be most helpful to the young men you teach?*

Alma 16:16–17; 3 Nephi 17:2–3 (We should prepare our hearts to receive instruction from the Lord)

Boyd K. Packer, “Counsel to Youth,” *Ensign* or *Liahona*, Nov. 2011, 16–19

3 Nephi 20:25–27 (The house of Israel blesses families of the earth)

“About Patriarchal Blessings,” *New Era*, Mar. 2004, 32–35; or *Liahona*, Mar. 2004, 18–21

D&C 82:10; 130:20–21 (Blessings are conditioned upon obedience)

“Patriarchal Blessings,” *True to the Faith* (2004), 111–13

Henry B. Eyring, “Help Them Aim High,” *Ensign* or *Liahona*, Nov. 2012, 60–67

If you have received a patriarchal blessing, how has it guided your life? How has it helped you in times of adversity? How has it inspired you?

In what ways can a patriarchal blessing be a guide in the lives of the young men you teach? Why is it important for them to know their lineage in the house of Israel? How can you help them prepare to receive a patriarchal blessing?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:

- Show an object or picture to remind the young men about last week's lesson. What experiences have they had applying what they learned? Ask them if they have any further questions or comments about the topic of that lesson.
- Write on the board, "How can a patriarchal blessing help me?" Ask the young men to suggest answers to this question. Refer back to this question throughout the lesson.

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## Learn together

Each of the activities below will help the quorum members learn about patriarchal blessings. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Invite one or more young men to share their experiences receiving a patriarchal blessing (or share your own experience). How have their patriarchal blessings helped them? (Remind the quorum that the specific content of patriarchal blessings is sacred and should not be shared.) Cut a copy of the article "About Patriarchal Blessings" into pieces, one for each question and answer. Invite a quorum member to select one piece of the article and share the question and answer with the quorum. What other questions do the young men have?
- Ask the young men to write down any questions they have about patriarchal blessings. As a quorum, look for answers in *True to the Faith*, pages 111–13.
- As a quorum, read President Boyd K. Packer's comments about his patriarchal blessing in "Counsel to Youth" or President Henry B. Eyring's story about receiving his blessing in "Help Them Aim High." Ask the young men to identify ways a patriarchal blessing could help them and share what they find.
- Invite the young men to read the scriptures suggested in this outline and share what they feel each scripture teaches them about patriarchal blessings.

### Teaching tip

"When an individual asks a question, consider inviting others to answer it instead of answering it yourself. For example, you could say, 'That's an interesting question. What do the rest of you think?' or 'Can anyone help with this question?'" (*Teaching, No Greater Call* [1999], 64).

## Teaching in the Savior's way

The Savior knows the young men in your quorum, and He knows who they can become. He has a work for each of them to do, and He wants to help them accomplish that work. How can you teach the young men about the Savior's love for them as you talk about patriarchal blessings?

*Ask the young men to share what they learned today. Do they understand patriarchal blessings better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite quorum members who have not received their patriarchal blessings to do something specific to prepare.
- Invite quorum members who have received their patriarchal blessings to study them regularly.

# Selected Resources

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*Excerpt from "About Patriarchal Blessings," New Era, Mar. 2004, 32–35; or Liahona, Mar. 2004, 18–21*

## **What is a patriarchal blessing?**

A patriarchal blessing has two main purposes. First, the patriarch will be inspired to declare your lineage—the tribe of Israel to which you belong. Second, guided by the spirit of prophecy, the patriarch will pronounce blessings and may also provide promises, cautions, or admonitions that apply specifically to you. Your patriarchal blessing may point out certain things you are capable of achieving and blessings you can receive if you exercise faith and live righteously.

## **Why is lineage important?**

Every member of the Church belongs to one of the twelve tribes of Israel. Those who aren't literal descendants are "adopted" into the house of Israel through baptism. Knowing your lineage can be a helpful guide in your life, because belonging to one of the twelve tribes brings the blessings and missions specific to each tribe. The blessings Jacob gave his sons (the heads of each of the tribes) can be found in Genesis 49.

## **Who may receive a patriarchal blessing?**

All worthy members of the Church are entitled to and should receive a patriarchal blessing regardless of how long they have been members.

## **How old do I have to be for a blessing?**

There is no set age. You should be old enough to appreciate the sacred nature of the blessing.

## **How is the blessing given?**

The patriarch will place his hands on your head and give the blessing through inspiration. It will be

revealed direction for you. The blessing will then be transcribed so that you can have a written copy to study throughout your life. The Church will also keep a copy of your blessing in case you ever lose yours.

## **How do I get a patriarchal blessing?**

Make an appointment for an interview with your bishop. He will determine your readiness and worthiness and either give you a recommend or help you prepare to receive one. After receiving your recommend, you may contact the patriarch to schedule an appointment. Ask your bishop or the patriarch who may accompany you to your blessing, such as your parents. And bring your recommend to the appointment.

## **How do I know if I'm ready?**

The desire to receive a patriarchal blessing should come from a desire to know and live God's will for you. Curiosity or pressure from others isn't the right reason to get a blessing. The bishop will help determine if you are ready for the blessing.

## **How can I prepare?**

You should do everything possible to draw closer to the Lord. Prayer, fasting, scripture study, meditation, and repentance can help. Concerns about worldly things should be left behind for such a sacred occasion.

## **When will the promises in my blessing be fulfilled?**

Occasionally patriarchal blessings reveal things from our pre-earth life. But mostly they are guides for present and future living. Because blessings are eternal in nature, they may include possibilities beyond mortal life.



## UNIT OVERVIEW

# June: Priesthood and Priesthood Keys

*“The keys of the kingdom of God are committed unto man on the earth” (D&C 65:2).*

The outlines in this unit will help each young man “learn his duty, and to act in the office in which he is appointed, in all diligence” (D&C 107:99). In this unit, you can help the members of your quorum see how they can bless Heavenly Father’s children through their worthy exercise of the priesthood.

To make Duty to God part of the Sunday quorum meeting, you may consider teaching the Duty to God outline below during this unit.

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### Outlines to choose from this month:

*How does worthiness affect priesthood power? (Duty to God)*

*What is the priesthood?*

*What are the keys of the priesthood?*

*What are my duties as an Aaronic Priesthood holder?*

*Why should I serve a mission?*

*What does it mean to sustain my Church leaders?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with quorum presidencies to select and plan appropriate activities that reinforce what the young men learn on Sunday.

### Duty to God

The following sections from the *Duty to God* book relate to the lessons in this unit:

“Live Worthily,” pages 16–17, 40–41, 64–65

“Understand Doctrine,” pages 18–20, 42–44, 66–68

“Priesthood Duties,” pages 22–29, 46–53, 70–77

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.







## DUTY TO GOD

# How does worthiness affect priesthood power?

Priesthood authority comes through ordination, but priesthood power requires personal righteousness, faithfulness, obedience, and diligence. Even if we receive priesthood authority by the laying on of hands, we will have no priesthood power if we are disobedient, unworthy, or unwilling to serve.

What is the difference between priesthood authority and priesthood power? Why is worthiness a prerequisite to gaining priesthood power?

How can you help the Aaronic Priesthood holders understand the relationship between worthiness and priesthood power? What are some temptations young men face that might cause them to lose power in the priesthood?

See the appendix for other teaching and learning ideas.

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## Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What do you feel inspired to share with the young men?*

D&C 38:42 (Priesthood holders are commanded to be clean)

D&C 121:34–46 (Priesthood power is dependent upon one’s righteousness)

Neil L. Andersen, “Power in the Priesthood,” *Ensign* or *Liahona*, Nov. 2013, 92–95

David A. Bednar, “The Powers of Heaven,” *Ensign* or *Liahona*, May 2012, 48–51

“Live Worthily,” *Fulfilling My Duty to God* (2010), 16–17 (deacons), 40–41 (teachers), 64–65 (priests)

Videos: “Sanctify Yourselves”; “Priesthood Power and Priesthood Authority”

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- During the week, invite several young men to come to quorum meeting prepared to share experiences they had that are related to last week's lesson.
- Have a young man turn off the lights in the classroom. How useful is a light bulb without electrical power? How does this relate to a priesthood holder? Read together Doctrine and Covenants 121:36–37, and ask the young men to discuss how righteousness affects priesthood power.

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## Learn together

*The purpose of this lesson is to help each young man understand how their worthiness affects their priesthood power. As part of this lesson, quorum members should make plans in their Duty to God books to study and live the standards in For the Strength of Youth. Before quorum meeting, invite the young men to bring their Duty to God books with them to church. In future quorum meetings, invite them to share experiences they are having as they fulfill their plans.*

- Invite the young men to read Doctrine and Covenants 38:42; 121:34–46 and answer the following questions: How does sin affect priesthood power? What are the principles that govern the use of the priesthood? Invite the young men to talk about priesthood holders they know who exemplify the principles governing priesthood power. (See *Duty to God*.) Ask them to turn to the “Act” section of their *Duty to God* books (page 17, 41, or 65) and make plans to live more worthy of the priesthood by studying and following the standards in *For the Strength of Youth*.
- Invite one quorum member to tell the story of Joseph resisting Potiphar's wife (see Genesis 39, 41) and another to tell the story of David giving in to temptation (see 2 Samuel 11–12). As a quorum, discuss what these stories teach about the connection between priesthood power and personal worthiness. How was Joseph blessed for his faithfulness? What could David have done to avoid his tragedy? (See *Duty to God*, 64.) Invite the young men to turn to the “Act” section of their *Duty to God* books (page 17, 41, or 65) and make plans to live more worthy of the priesthood.
- Ask the young men to read Mosiah 4:30 and Doctrine and Covenants 63:16 and identify the consequences of having unclean thoughts. Have them contrast these warnings with the blessings of letting “virtue garnish [our] thoughts unceasingly” (D&C 121:45). (See *Duty to God*.) Invite the young men to turn to the “Act” section of their *Duty to God* books (page

### Teaching tip

“When you teach from the scriptures, it is often helpful to have learners look or listen for something specific” (*Teaching, No Greater Call* [1999], 55).

17, 41, or 65) and make plans to live more worthy of the priesthood.

- Write on the board, “How does worthiness affect priesthood power?” and invite quorum members to share their answers to this question. Invite them to think about this question as they read the seven paragraphs from Elder Neil L. Andersen’s talk “Power in the Priesthood” starting with the phrase “We know that the power of the holy priesthood.” What additional thoughts do the young men have

about the effect of personal worthiness on priesthood power? What are some things that can limit our priesthood power? What can we do to gain access to greater priesthood power?

- Invite the young men to search Elder David A. Bednar’s talk “The Powers of Heaven” or watch the video “Priesthood Power and Priesthood Authority,” looking for statements that teach them about worthiness and priesthood power. Then invite them to share with the quorum what they find.

*Ask the young men to share what they learned today. Do they understand how worthiness affects priesthood power? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share with the quorum the plans he has made to study and apply standards in *For the Strength of Youth*.

- Ask quorum members to be ready to share how fulfilling their plans is helping them live worthy to exercise their priesthood

## Teaching in the Savior’s way

The Savior teaches by word and by example and invites us to follow Him. As you seek to follow the example of Jesus Christ and live worthy of the priesthood you bear, you will be able to teach with power and authority.

# Selected Resources

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*Excerpt from David A. Bednar, "The Powers of Heaven," Ensign or Liahona, May 2012, 48–51*

The priesthood is the authority of God delegated to men on the earth to act in all things for the salvation of mankind (see Spencer W. Kimball, "The Example of Abraham," *Ensign*, June 1975, 3). Priesthood is the means whereby the Lord acts through men to save souls. One of the defining features of the Church of Jesus Christ, both anciently and today, is His authority. There can be no true Church without divine authority.

Ordinary men are given the authority of the priesthood. Worthiness and willingness—not experience, expertise, or education—are the qualifications for priesthood ordination.

The pattern for obtaining priesthood authority is described in the fifth article of faith: "We believe that a man must be called of God, by prophecy, and by the laying on of hands by those who are in authority, to preach the Gospel and administer in the ordinances thereof." Thus, a boy or a man receives the authority of the priesthood and is ordained to a specific office by one who already holds the priesthood and has been authorized by a leader with the necessary priesthood keys.

A priesthood holder is expected to exercise this sacred authority in accordance with God's holy mind, will, and purposes. Nothing about the priesthood is self-centered. The priesthood always is used to serve, to bless, and to strengthen other people. . . .

As we do our best to fulfill our priesthood responsibilities, we can be blessed with priesthood power. The power of the priesthood is God's power operating through men and boys like us and requires personal righteousness, faithfulness, obedience, and diligence. A boy or a man may receive priesthood authority by the laying on of hands but will have no

priesthood power if he is disobedient, unworthy, or unwilling to serve.

"The rights of the priesthood are inseparably connected with the powers of heaven, and . . . the powers of heaven cannot be controlled nor handled only upon the principles of righteousness.

"That they may be conferred upon us, it is true; but when we undertake to cover our sins, or to gratify our pride, our vain ambition, or to exercise control or dominion or compulsion upon the souls of the children of men, in any degree of unrighteousness, behold, the heavens withdraw themselves; the Spirit of the Lord is grieved; and when it is withdrawn, Amen to the priesthood or the authority of that man" (D&C 121:36–37; emphasis added).

Brethren, for a boy or a man to receive priesthood authority but neglect to do what is necessary to qualify for priesthood power is unacceptable to the Lord. Priesthood holders young and old need both authority and power—the necessary permission and the spiritual capacity to represent God in the work of salvation.

*Excerpt from Neil L. Andersen, "Power in the Priesthood," Ensign or Liahona, Nov. 2013, 92–95*

We know that the power of the holy priesthood does not work independently of faith, the Holy Ghost, and spiritual gifts. The scriptures caution: "Deny not the gifts of God, for they are many. . . . And there are different ways that these gifts are administered; but it is the same God who worketh [them] all" [Moroni 10:8].

## **Worthiness**

We know that worthiness is central to performing and receiving priesthood ordinances. Sister Linda K. Burton, general president of the Relief Society, has said, "Righteousness is the qualifier . . . to invite

# Selected Resources

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priesthood power into our lives” [Linda K. Burton, “Priesthood: ‘A Sacred Trust to Be Used for the Benefit of Men, Women, and Children’” (Brigham Young University Women’s Conference address, May 3, 2013)].

For example, consider the plague of pornography sweeping across the world. The Lord’s standard of worthiness gives no allowance for pornography among those officiating in the ordinances of the priesthood. The Savior said:

“Repent of your . . . secret abominations” [3 Nephi 30:2].

“The light of the body is the eye. . . . If thine eye be evil, thy whole body shall be full of darkness” [Matthew 6:22–23].

“[For] whosoever looketh on a woman to lust after her hath committed adultery with her already in his heart” [Matthew 5:28; see also Alma 39:9].

Unworthily administering or passing the sacrament, blessing the sick, or participating in other priesthood ordinances is, as Elder David A. Bednar has said, taking the name of God in vain [see David A. Bednar, *Act in Doctrine* (2012), 53]. If one is unworthy, he should withdraw from officiating in priesthood ordinances and prayerfully approach his bishop as a first step in repenting and returning to the commandments.



## What is the priesthood?

The priesthood is the eternal power and authority of our Heavenly Father. Through the priesthood, God created and governs the heavens and earth. Through this power He redeems and exalts His children. He gives worthy priesthood holders authority to administer ordinances of salvation. All of Heavenly Father's children can qualify to receive these ordinances and access the power and blessings of the priesthood.

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What do you feel impressed to share with the quorum?*

Matthew 3:1–6; 28:19; John 15:16  
(Priesthood holders preach the gospel)

Acts 3:1–8; James 5:14–15 (Priesthood holders give blessings to heal the sick and afflicted)

Hebrews 5:4 (Priesthood holders are called of God)

3 Nephi 11:12; 18:1–5; D&C 107:20  
(Priesthood holders administer ordinances)

D&C 20:38–67 (Duties of priesthood holders)

D&C 65:2; 124:123 (Priesthood holders help govern the Church)

D&C 121:34–46 (The power and authority of the priesthood operate only on principles of righteousness)

Thomas S. Monson, "Willing and Worthy to Serve," *Ensign or Liahona*, May 2012, 66–69

Dieter F. Uchtdorf, "The Joy of the Priesthood," *Ensign or Liahona*, Nov. 2012, 57–60

M. Russell Ballard, "This Is My Work and Glory," *Ensign or Liahona*, May 2013, 18–21

"Priesthood," *True to the Faith* (2004), 124–28

Videos: "Priesthood Blessings Available to All"; "Power of God"; "Blessings of the Priesthood"

In what ways has the priesthood blessed your life? What are some meaningful experiences you have had with the priesthood that you could share with the young men?

What could you do before quorum meeting to find out what each young man knows about the priesthood? What experiences have they had using the priesthood? How might this influence what you decide to teach?

See the appendix for other teaching and learning ideas.

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty*

to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.

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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Ask a young man to come to quorum meeting prepared to share what he learned from last week's lesson. Encourage him to share his feelings and testimony.
  - Invite the young men to role-play a discussion in which a friend of another faith asks, "What is the priesthood?" How would they describe the priesthood? What experiences could they share? Share with them the paragraph at the beginning of this outline or the video "Priesthood Blessings Available to All," and ask them what additional truths they learn about the priesthood.
- 

## Learn together

Each of the activities below will help quorum members understand the priesthood. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about the priesthood and priesthood keys (see "Understand Doctrine," page 18, 42, or 66).
- Give the young men copies of President Thomas S. Monson's talk "Willing and Worthy to Serve." Ask each young man to read the first seven paragraphs and find words or phrases President Monson uses to explain what the priesthood is, and have him write the words or phrases on the board (some examples may include *channel*, *power of God*, and *opportunity to bless*). What do these words mean? What else did they learn about the priesthood? What experiences have they had that have strengthened their testimonies of the priesthood?
- Divide the quorum into small groups. Assign each group one or more of the scriptures suggested in this outline, and ask them to look for the duties of priesthood holders in those scriptures. Invite them to search through the *Gospel Art Book* to find pictures of individuals performing priesthood duties, and ask them to explain how others are blessed through this service. Invite the young men to share their experiences fulfilling their priesthood duties and to describe how their services affect others.
- Write on the board "What blessings have come into your life because of the priesthood?" Invite the young men to ponder this question and share their answers. Show one of the videos listed in this outline, or read together the first nine paragraphs of

### Teaching tip

"Testify whenever the Spirit prompts you to do so, not just at the end of each lesson. Provide opportunities for those you teach to bear their testimonies" (*Teaching, No Greater Call* [1999], 45).



## Teaching in the Savior's way

The Savior trusted His disciples, prepared them, and gave them important responsibilities to teach, bless, and serve others. How can you help the young men become converted to the doctrine of the priesthood so that serving others becomes a part of their lives?

Elder M. Russell Ballard's talk "This Is My Work and Glory." Invite the young men to look for answers to questions such as "What is the priesthood?" and "How does the priesthood bless us?" Encourage the young men to record stories about how the priesthood has blessed their families in their journals or in a *My Family* booklet. They could ask their parents or family members to help.

- Invite the young men to find examples in the scriptures of people who

were blessed by the priesthood (for some ideas, they could refer to the scriptures suggested in this outline). Ask them to share the examples they find and their own experiences witnessing the power of the priesthood. As a quorum, read the first four paragraphs of the last section of President Dieter F. Uchtdorf's talk "The Joy of the Priesthood." How does President Uchtdorf feel about the priesthood? Invite the young men to share their own feelings about what it means to hold the priesthood.

*Ask the young men to share what they learned today. Do they understand the priesthood better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about the priesthood and what it means in his life.
- Challenge quorum members to share with a family member or friend what they learned and felt about the priesthood in today's class.
- Encourage members to share stories about how the priesthood has blessed their families on the family history website.

# Selected Resources

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*Excerpt from "Priesthood," True to the Faith (2004), 124–28*

## Priesthood Quorums

A priesthood quorum is an organized group of brethren who hold the same priesthood office. The primary purposes of quorums are to serve others, build unity and brotherhood, and instruct one another in doctrines, principles, and duties.

Quorums exist at all levels of Church organization. The President of the Church and his counselors form the Quorum of the First Presidency. The Twelve Apostles also form a quorum. Seventies, both General Authorities and Area Authorities, are organized into quorums. Each stake president presides over a quorum of high priests, made up of all the high priests in the stake. Each ward or branch normally has quorums of elders, priests, teachers, and deacons. High priests are also organized in wards, serving in high priests groups.



## What are the keys of the priesthood?

Priesthood keys are the authority Heavenly Father has given to priesthood leaders to direct the use of His priesthood on earth. Jesus Christ holds all priesthood keys. “The keys of this dispensation,” which are necessary to lead the Church, were conferred on the Prophet Joseph Smith (see D&C 110:16). Today the members of the First Presidency and Quorum of the Twelve Apostles hold those keys. Priesthood keys are also given to the Presidency of the Seventy; presidents of temples, missions, stakes, and districts; bishops; branch presidents; and quorum presidents—including Aaronic Priesthood quorum presidents.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What will help the young men understand priesthood keys?*

Matthew 16:18–19 (Peter is promised the keys of the kingdom of God)

earth authorized to exercise all priesthood keys)

Mosiah 25:19 (Mosiah authorizes Alma to establish the Church)

Dallin H. Oaks, “The Keys and Authority of the Priesthood,” *Ensign* or *Liahona*, May 2014, 49–52

D&C 65:2 (Priesthood keys are necessary for the gospel to go forth)

Russell M. Nelson, “Keys of the Priesthood,” *Ensign*, Nov. 1987, 36–39

D&C 124:123, 142–43 (Presidents hold priesthood keys to govern the work of the ministry)

“Priesthood Keys,” *True to the Faith* (2004) 126–27

D&C 132:7 (The President of the Church is the only person on

Videos: “Learn Your Duty”; “The Restoration of Priesthood Keys”; “The Priesthood, an Opportunity to Serve”

Think of the priesthood leaders in your life. Why is it important for you to sustain those who hold priesthood keys? What experiences have you had sustaining Church leaders that you can share with the young men?

What can you do to help the young men understand the significance of priesthood keys in the Church? How can you help the quorum president use his priesthood keys to bless the lives of quorum members?

See the appendix for other teaching and learning ideas.

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Invite two young men to share something they remember from last week's lesson and how it has influenced their actions during the week.
- Invite the young men to discuss the following scenario: If you were traveling and away from a church, could you administer the sacrament to your family? As part of this discussion, invite them to ponder and answer questions like the following: What are priesthood keys? Who holds priesthood keys in the Church? Encourage the young men to look for answers as they read "Priesthood Keys," on pages 126–27 in *True to the Faith* or watch the video "The Restoration of Priesthood Keys."

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## Learn together

Each of the activities below will help quorum members understand priesthood keys. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- In preparation for quorum meeting, invite the quorum president to review the video "The Priesthood, an Opportunity to Serve." Ask him to share during quorum meeting what he learned about what it means to hold priesthood keys. He could do this as part of his Duty to God plan to learn and teach about the priesthood and priesthood keys (see "Understand Doctrine," page 18, 42, or 66).
- Write the following scripture references on the board: Matthew 16:18–19; D&C 124:123, 142–43; D&C 132:7. Invite quorum members to read each of the scriptures and write a one-sentence summary of what they learn about priesthood keys from the verses. Have each young man read one of his summaries aloud, and ask the other young men to identify which scripture he is summarizing. Ask the quorum members why it is important to them that the priesthood keys are on the earth today.
- In his talk "Keys of the Priesthood," Elder Russell M. Nelson uses an example from his profession as a doctor to explain priesthood keys. Read his example as a quorum. What in this analogy could represent the priesthood? priesthood keys? priesthood leaders who hold keys? Invite the young men to think of their own object lesson that they could use to explain priesthood keys.
- Show the video "Learn Your Duty." What does Brother Gibson invite quorum presidencies to do? What does he invite quorum members and advisers to do? What will we do to act on his invitations? Consider inviting the quorum president to lead this discussion.

### Teaching tip

"Ask questions that require learners to find answers in the scriptures and the teachings of latter-day prophets" (*Teaching, No Greater Call* [1999], 62).

## Teaching in the Savior's way

The Savior called and set apart leaders to direct and govern His Church (see Matthew 10:1–5). How can you help quorum members feel gratitude for those who are called to serve and help them?

- Invite each quorum member to read section III of Elder Dallin H. Oaks's talk "The Keys and Authority of the Priesthood" and write a brief paragraph summarizing, in his own

words, what he learns about priesthood keys. Give the young men time to share what they write and to ask any questions they have about priesthood keys.

*Ask the young men to share what they learned today. Do they understand the keys of the priesthood better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about the responsibility of holding priesthood keys.
- Invite quorum members to share with their families what they learned today.

# Selected Resources

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*Excerpt from Russell M. Nelson, “Keys of the Priesthood,” Ensign or Liahona, Nov. 1987, 36–39*

You all know how valuable keys can be. Many, if not most, of us carry keys in our pockets at this very moment.

But the keys about which I shall speak are far more important. They are precious, powerful, and invisible! Some can lock and unlock in heaven as well as on earth. I speak of keys of the priesthood.

You boys hold what is sometimes referred to as the preparatory priesthood. Preparation, priesthood service, and keys are all related, but different. Service of any type requires preparation. But proper authorization to give that service requires keys. May I illustrate?

Prior to my call to the Twelve, I served as a medical doctor and surgeon. I had earned two doctor’s

degrees. I had been certified by two specialty boards. That long preparation had consumed many years, yet it carried no legal permission. Keys were required. They were held by authorities of the state government and the hospitals in which I desired to work. Once those holding proper authority exercised those keys by granting me a license and permission, then I could perform operations. In return, I was obligated to obey the law, to be loyal, and to understand and not abuse the power of a surgeon’s knife. The important steps of preparation, permission, and obligation likewise pertain to other occupations.

Why is the power to act in the name of God more important? Because it is of eternal significance. We should understand the source of our authority and something of the keys that control its power. They may benefit every man, woman, and child who now lives, who has lived, and who yet will live upon the earth.



## What are my duties as an Aaronic Priesthood holder?

The Lord has said that every man who has been ordained to the priesthood should “learn his duty” and “act . . . in all diligence” (D&C 107:99). As Aaronic Priesthood holders, we perform priesthood ordinances, serve others, and invite all to come unto Christ.

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What can you share with the young men to help them understand their duties?*

D&C 20:46–59; 84:111 (Aaronic Priesthood holders administer ordinances and invite all to come unto Christ)

Henry B. Eyring, “The Priesthood Man,” *Ensign or Liahona*, May 2014, 62–65

D&C 84:33–34; 107:99 (Aaronic Priesthood holders should learn their duties and be faithful in fulfilling them)

David L. Beck, “Your Sacred Duty to Minister,” *Ensign or Liahona*, May 2013, 55–57

D&C 107:68 (Aaronic Priesthood holders serve others as they assist the bishop in administering temporal things)

*Fulfilling My Duty to God* (2010), 23, 46–47, 70–71

Videos: “Fulfilling Your Duty to God”; “Faith in the Priesthood”

Think about how you felt when you first received the Aaronic Priesthood. What did having this authority mean to you? How did holding the priesthood influence your thoughts and actions?

Most Aaronic Priesthood holders are aware of their duties to administer the sacrament but may not be aware of their duties to serve others and invite others to come unto Christ. What can you do to help the young men become aware of and fulfill all of their priesthood duties?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Ask the young men to share something they remember from last week's lesson. What questions do they still have? How did they live what they learned last week?
- Write on the board the three categories of priesthood duties suggested in *Duty to God*: "Administer Priesthood Ordinances," "Serve Others," and "Invite All to Come unto Christ." Ask the young men to write on the board as many of their priesthood duties as they can in each category. Refer back to this list throughout the lesson, and add to it as the young men discover other duties.

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## Learn together

Each of the activities below will help quorum members understand their duties as bearers of the Aaronic Priesthood. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Some quorum members may be working on the "Priesthood Duties" section of their Duty to God plans (see *Duty to God*, pages 23–29, 46–53, 70–77). Invite one or more to share their experiences.
- Invite the young men to read about their priesthood duties in D&C 20:46–59 and *Duty to God* (pages 23, 46–47, or 70–71). Ask them to identify priesthood duties and list them on the board. Ask the young men what duties they learned about that they did not know they had. What can they do to fulfill these duties?
- Invite the young men to search the scriptures and identify examples of individuals who fulfilled their priesthood duties (for example, Matthew 3:1–6, 13–17; Jacob 1:18–19; Alma 15:16–18; 3 Nephi 18:1–5). Ask them to share their examples and identify what category from *Duty to God* each example belongs to ("Administer Priesthood Ordinances," "Serve Others," or "Invite All to Come unto Christ"). How were the people in these scriptures blessed through priesthood service?
- Ask the young men to read portions of President Henry B. Eyring's talk "The Priesthood Man" (or watch the video "Faith in the Priesthood") and share what inspires them to fulfill their priesthood duties. Invite the young men to write about an experience they had when they exercised their priesthood or learned from the example of another priesthood holder. How has holding the priesthood been a blessing to the young men and their families?
- As a class, read Doctrine and Covenants 84:111, and ask the young men what it means to minister. Invite a quorum member to come to class

### Teaching tip

"As you prayerfully prepare to teach, you may be led to emphasize certain principles. You may gain an understanding of how best to present certain ideas. You may discover examples, object lessons, and inspiring stories in the simple activities of life. You may feel impressed to invite a particular person to assist with the lesson. You may be reminded of a personal experience that you can share" (*Teaching, No Greater Call* [1999], 48).



## Teaching in the Savior's way

In every setting, the Savior was an example and mentor to His disciples. He taught them to pray by praying with them. He taught them to love and serve by the way He loved and served. He taught them how to teach His gospel by the way He taught it. Help the young men fulfill their duties by teaching the gospel as the Savior taught.

prepared to share in his own words the story of Chy in Brother David L. Beck's talk "Your Sacred Duty to Minister." What do the quorum members learn from this story about what it means to minister? Give the young men copies of Brother Beck's talk, and invite them

to search it and identify ways they can minister at home, in their quorum, and at all times. Invite the young men to share experiences in which they have ministered to others or others have ministered to them.

*Ask the young men to share what they learned today. Do they understand their priesthood duties better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite the young men to make plans in one of the "Priesthood Duties" sections of their *Duty to God* books and share with each other what they plan to do.
- Challenge quorum members to share with a family member something they learned about their priesthood duties.



## Why should I serve a mission?

President Thomas S. Monson has said: “Every worthy, able young man should prepare to serve a mission. Missionary service is a priesthood duty—an obligation the Lord expects of us who have been given so very much. Young men, I admonish you to prepare for service as a missionary” (“As We Meet Together Again,” *Ensign* or *Liahona*, Nov. 2010, 5–6).

Think of the joy you or someone you know experienced serving a full-time mission. What blessings have come into your life because of missionary work?

What experiences have the young men had sharing the gospel with others? What can you do to help the Aaronic Priesthood holders increase their desire to serve a mission?

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel will inspire the young men to prepare for missionary service?*

Matthew 28:19–20; D&C 50:13–14; 88:81 (We have a duty to share the gospel)

D&C 4 (Attributes that qualify us to serve the Lord)

D&C 18:9–16 (The worth of souls is great in the sight of God)

Neil L. Andersen, “Preparing the World for the Second Coming,”

*Ensign* or *Liahona*, May 2011, 49–52; see also the video “Your Day for a Mission”

W. Christopher Waddell, “The Opportunity of a Lifetime” *Ensign* or *Liahona*, Nov. 2011, 50–52

Video: “Missionary Work: A Priesthood Duty”

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Ask each young man to spend about a minute writing down as many things as he can remember from last week's lesson. Invite the young men to share their lists.
- Divide the young men into groups, and invite them to discuss possible answers to the question "Why should I serve a full-time mission?" Invite one of the young men from each group to write a few of their answers on the board.

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## Learn together

*Each of the activities below will help quorum members understand why they should serve a mission. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite the young men to read Doctrine and Covenants 18:9–16 individually and look for answers to the question "Why has the Lord given priesthood holders the duty to share the gospel?" Invite a few of them to share their answers with the quorum. Why is the worth of a soul great in the sight of God? What experiences have the young men had sharing the gospel that they could share with the quorum?
- Show the video "Missionary Work: A Priesthood Duty." Invite several young men to share their feelings about President Monson's words. Encourage the young men to write down why they would like to serve a full-time mission, and invite them to display what they have written in a place where it will remind them of their desire to serve.
- Read together one or more of the scriptures suggested in this outline, and then ask the young men how they

think the world might be different if everyone knew about and lived the gospel. What problems or challenges in the world today are solved when we live the gospel? How is your life different because of the gospel?

- Show the video "Your Day for a Mission" (or read as a quorum the experience of Sid Going in Elder Neil L. Andersen's talk "Preparing the World for the Second Coming"). Ask quorum members to list some of the things that might prevent young men from going on a mission. Help them contrast this list with the great blessings that come from missionary service.
- Write the question from the title of this outline on the board. Invite the quorum members to look for answers to this question as they read Doctrine and Covenants 4:2–4 or the following statement from Elder Russell M. Nelson: "The decision to serve a mission will shape the spiritual destiny of

### Teaching tip

"A skilled teacher doesn't think, 'What shall I do in class today?' but asks, 'What will my students do in class today?'; not, 'What will I teach today?' but rather, 'How will I help my students discover what they need to know?'" (Virginia H. Pearce, in *Teaching, No Greater Call* [1999], 61).

the missionary, his or her spouse, and their posterity for generations to come. A desire to serve is a natural outcome of one's conversion, worthiness, and preparation" ("Ask the Missionaries! They Can Help You!"

*Ask the young men to share what they learned today. Do they understand why they should serve full-time missions? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share what he is doing now to prepare to serve a full-time mission.
- Invite the quorum to set a goal to memorize Doctrine and Covenants section 4 over the next several months.
- Invite quorum members to complete one of the activities for preparing to serve a full-time mission in the *Duty to God* book (pages 87–88).

*Ensign* or *Liahona*, Nov. 2012, 18). With the permission of the bishop, invite a returned missionary to share with the quorum how his missionary service has blessed his life.

## Teaching in the Savior's way

The Savior invited His disciples to act in faith and live the truths He taught. He found opportunities for them to learn through experiences (see Luke 5:1–11). What can the young men do now that will inspire in them a desire to serve a full-time mission?

# Selected Resources

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*Excerpt from Neil L. Andersen, "Preparing the World for the Second Coming," Ensign or Liahona, May 2011, 49–52*

Those who follow the game of rugby know that the New Zealand All Blacks, a name given because of the color of their uniform, is the most celebrated rugby team ever. To be selected for the All Blacks in New Zealand would be comparable to playing for a football Super Bowl team or a World Cup soccer team.

In 1961, at age 18 and holding the Aaronic Priesthood, Sidney Going was becoming a star in New Zealand rugby. Because of his remarkable abilities, many thought he would be chosen the very next year for the national All Blacks rugby team.

At age 19, in this critical moment of his ascending rugby career, Sid declared that he would forgo rugby to serve a mission. Some called him crazy. Others called him foolish [see Bob Howitt, *Super Sid: The Story of a Great All Black* (1978), 27]. They protested that his opportunity in rugby might never come again.

For Sid it was not what he was leaving behind—it was the opportunity and responsibility ahead. He had a priesthood duty to offer two years of his life to declare the reality of the Lord Jesus Christ and His restored gospel. Nothing—not even a chance to play on the national team, with all the acclaim it would bring—would deter him from that duty.

He was called by a prophet of God to serve in the Western Canadian Mission. Forty-eight years ago this month, 19-year-old Elder Sidney Going left New Zealand to serve as a missionary for The Church of Jesus Christ of Latter-day Saints.

Sid told me of an experience he had on his mission. It was evening, and he and his companion were just about to return to their apartment. They decided to visit one more family. The father let them in. Elder Going and his companion testified of the Savior. The family accepted a Book of Mormon. The father read all night. In the next week and a half he read the entire Book of Mormon, the Doctrine and Covenants, and the Pearl of Great Price. A few weeks later the family was baptized.

A mission instead of a place on the New Zealand All Blacks team? Sid responded, "The blessing of [bringing others] into the gospel far outweighs anything [you] will ever sacrifice" [email correspondence from Elder Sidney Going, Mar. 2011].

You're probably wondering what happened to Sid Going following his mission. Most important: an eternal marriage to his sweetheart, Colleen; five noble children; and a generation of grandchildren. He has lived his life trusting in his Father in Heaven, keeping the commandments, and serving others.

And rugby? After his mission Sid Going became one of the greatest halfbacks in All Blacks history, playing for 11 seasons and serving for many years as captain of the team [see [stats.allblacks.com/asp/profile.asp?ABID=324](http://stats.allblacks.com/asp/profile.asp?ABID=324)].

How good was Sid Going? He was so good that training and game schedules were changed because he would not play on Sunday. Sid was so good the Queen of England acknowledged his contribution to rugby [Sid Going was awarded with an MBE (Member of the Order of the British Empire) in 1978 for his contributions to the sport of rugby (see Howitt, *Super Sid*, 265)]. He was so good a book was written about him titled *Super Sid*.

# Selected Resources

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What if those honors had not come to Sid after his mission? One of the great miracles of missionary service in this Church is that Sid Going and thousands just like him have not asked, "What will I get from my mission?" but rather, "What can I give?"

Your mission will be a sacred opportunity to bring others to Christ and help prepare for the Second Coming of the Savior.



## What does it mean to sustain my Church leaders?

As members of the Church we have the opportunity to sustain those the Lord has called to serve. We raise our hand to indicate that we sustain the General Authorities and officers of the Church and each of the leaders in our wards and stakes—including Aaronic Priesthood quorum presidencies. Sustaining leaders involves more than just a raised hand—it means that we stand behind them, pray for them, accept assignments and callings from them, hearken to their counsel, and refrain from criticizing them.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What will inspire the quorum members to sustain their Church leaders?*

Exodus 17:8–12 (Aaron and Hur hold up Moses’s hands)

D&C 21:1–6; 124:45–46 (Those who hearken to the voice of the Lord’s servants will be blessed)

1 Nephi 18:9–14; D&C 84:23–25 (Examples of people who rejected their leaders)

1 Kings 17:8–16; 2 Kings 5:1–14 (Examples of people who sustained their leaders)

Henry B. Eyring, “Called of God and Sustained by the People,” *Ensign*, June 2012, 4–5

James E. Faust, “Called and Chosen,” *Ensign* or *Liahona*, Nov. 2005, 53–55

What do you do to sustain Church leaders? How have you been blessed for doing so?

When have you seen the Aaronic Priesthood holders sustaining Church leaders—including the bishop or members of their quorum presidency? What experiences could they share with each other?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Ask the young men what they have done to apply what they learned last week. Do they have any questions or additional insights about what they learned?
- Write the title of this lesson on the board, and ask the quorum members to think of other words that mean the same thing as *sustain*. Then invite them to list on the board the names of leaders in the ward, including their quorum presidency. What are the young men doing to sustain these people?

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## Learn together

Each of the activities below will help the quorum members understand what it means to sustain Church leaders. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Divide the quorum into groups, and assign each group a section of President James E. Faust's talk "Called and Chosen" or Doctrine and Covenants 124:45–46. Ask them to look for blessings promised to those who sustain their leaders and warnings to those who don't. Invite them to share what they find and to share stories from the talk that illustrate these blessings and warnings.
- Ask the young men to read Exodus 17:8–12 individually, and invite one of them to summarize the story in his own words. How does this story relate to us as we sustain our Church leaders? How are we like Aaron and Hur when we sustain our quorum president and other leaders?
- Invite some of the young men to find an example of people in the scriptures who rejected their leaders, such as Laman and Lemuel (see 1 Nephi 18:9–14) or the children of Israel (see D&C 84:23–25). Ask the rest of the young men to find examples of people who followed their leaders, such as the widow of Zarephath (see 1 Kings 17:8–16) or Naaman (2 Kings 5:8–14). Ask them to share their stories and explain what they teach about the consequences of rejecting or honoring Church leaders.
- Invite the young men to read President Henry B. Eyring's article "Called of God and Sustained by the People," looking for examples of ways we sustain our Church leaders. Bring copies of Church magazines, and ask the young men to find and share pictures in the magazines that represent ways to sustain Church leaders. What do the young men do to sustain their leaders, including their quorum presidency? What could they say if they hear someone criticizing one of their leaders?

### Teaching tip

"To help learners prepare to answer questions, you may want to tell them before something is read or presented that you will be asking for their responses. . . . For example, you could say, 'Listen as I read this passage so that you can share what most interests you about it' or 'As this scripture is read, see if you can understand what the Lord is telling us about faith'" (*Teaching, No Greater Call* [1999], 69).



## Teaching in the Savior's way

The Savior trusted His disciples, prepared them, and gave them important responsibilities to teach and serve others. In this way He helped them become more deeply converted to His gospel. How can you follow the Savior's example as an adviser to Aaronic Priesthood holders?

*Ask the young men to share what they learned today. Do they understand what it means to sustain Church leaders? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about the leaders who have been called to preside at this time.
- Lead a brief discussion about what quorum members can do to more fully sustain their Church leaders.

# Selected Resources

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*Excerpt from Henry B. Eyring, "Called of God and Sustained by the People," Ensign, June 2012, 4–5*

Years ago an 18-year-old student showed me what it means to sustain the Lord's servants. I am still blessed by his humble example.

He had just begun his first year in college. He was baptized less than a year before he left home to begin his studies at a large university. There I served as his bishop. . . .

He asked to see me in my office. I was surprised when he said, "Could we pray together, and may I be voice?" . . .

He began his prayer with a testimony that he knew the bishop was called of God. He asked God to tell me what he should do in a matter of great spiritual consequence. The young man told God he was sure the bishop already knew his needs and would be given the counsel he needed to hear.

As he spoke, the specific dangers he would face came to my mind. The counsel was simple but given in great clarity: pray always, obey the commandments, and have no fear.

That young man, one year in the Church, taught by example what God can do with a leader as he is sustained by the faith and prayers of those he is called to lead. That young man demonstrated for me the power of the law of common consent in the Church (see D&C 26:2). Even though the Lord calls His servants by revelation, they can function only after being sustained by those they are called to serve.

By our sustaining vote, we make solemn promises. We promise to pray for the Lord's servants and that He will lead and strengthen them (see D&C 93:51). We pledge that we will look for and expect to feel inspiration from God in their counsel and whenever they act in their calling (see D&C 1:38).

That promise will need to be renewed in our hearts frequently. Your Sunday School teacher will try to teach by the Spirit, but just as you might do, your teacher may make mistakes in front of the class. You, however, can decide to listen and watch for the moments when you can feel inspiration come. In time you will notice fewer mistakes and more frequent evidence that God is sustaining that teacher.

As we raise a hand to sustain a person, we commit to work for whatever purpose of the Lord that person is called to accomplish. When our children were small, my wife was called to teach the little children in our ward. I not only raised my hand to sustain her, but I also prayed for her and then asked permission to help her. The lessons I received of appreciation for what women do and of the Lord's love for children still bless my family and my life.

I spoke recently with that young man who sustained his bishop years ago. I learned that the Lord and the people had sustained him in his call as a missionary, as a stake president, and as a father. He said as our conversation ended, "I still pray for you every day."

We can determine to pray daily for someone called by God to serve us. We can thank someone who has blessed us by his or her service. We can decide to step forward when someone we have sustained asks for volunteers.

Those who uphold the Lord's servants in His kingdom will be sustained by His matchless power. We all need that blessing.



## UNIT OVERVIEW

# July: Ordinances and Covenants

*“In the ordinances . . . the power of godliness is manifest” (D&C 84:20).*

The outlines in this unit will help the young men understand the ordinances and covenants of the priesthood. The experiences they have in this unit can help them appreciate and honor the covenants they have already made and look forward to ordinances they will receive in the future, including ordination to the Melchizedek Priesthood and the ordinances of the temple. In addition, Aaronic Priesthood holders have a unique need to understand the ordinances of the gospel, because they are called to administer the ordinances of the sacrament, baptism, and ordaining others to offices in the Aaronic Priesthood.

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### Outlines to choose from this month:

*How can I make the sacrament more meaningful to others? (Duty to God)*

*Why are ordinances important in my life?*

*Why are covenants important in my life?*

*What covenants did I make at baptism?*

*How do I receive the gift of the Holy Ghost?*

*Why are temple ordinances important?*

*What is the oath and covenant of the priesthood?*

*What does it mean to take upon myself the name of Jesus Christ?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning

activities in these outlines could also serve as effective Mutual activities. Work with quorum presidencies to select and plan appropriate activities that reinforce what the young men learn on Sunday.

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.

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## Duty to God

The following sections from the *Duty to God* book relate to the lessons in this unit:

“Administer Priesthood Ordinances,” pages 24–25, 48–49, 72–73

“Understand Doctrine,” pages 18–20, 42–44, 66–68



## DUTY TO GOD

# How can I help others have a meaningful experience with the sacrament?

The Savior instituted the sacrament as a way for His followers to remember Him and renew their sacred covenants weekly. The sacrament symbolizes the sacrifice of the flesh and blood of Jesus Christ through His Atonement on our behalf. For these reasons, sacrament meeting is most sacred and should be a time of reverent reflection and powerful spiritual renewal. As Aaronic Priesthood holders, we have an opportunity to help members of the congregation have a meaningful spiritual experience with the sacrament. Our worthiness, example, and testimony can influence their experience.

Encourage quorum members to prepare themselves spiritually for this lesson by learning about the sacrament, pondering what the sacrament means to them, and planning ways they can teach others about what they learn. This will be most effective if you extend the invitation to prepare at least one week in advance and then contact quorum members during the week to remind them.

The Sunday School outline “How can I make the sacrament more meaningful to me?” provides good preparation for this lesson. You may want to coordinate with your quorum members’ Sunday School teacher and plan to have your discussion about the sacrament after they have learned about it in Sunday School.

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## Prepare spiritually

*Several days before quorum meeting, invite quorum members to prepare a short outline they could use to teach others about the sacrament and invite them to bring their outlines to quorum meeting. (Quorum members could include this in their Duty to God plan to learn and teach about covenants and ordinances; see Fulfilling My Duty to God, pages 18, 42, or 66.)*

As quorum members prepare their outlines, they could refer to the video “Always Remember Him.” Ask them to read Matthew 26:26–28, including the related Joseph Smith Translation in the footnotes and in the Bible appendix, and 3 Nephi 18:1–12, looking for the purpose the Savior gave when He instituted the sacrament.

They could consider the following questions as they develop their outlines:

- What is the purpose of the sacrament? What does it symbolize?

- How can we always remember the Savior?
- Why do you think it is important to partake of the sacrament weekly?
- How can we better prepare ourselves to partake of the sacrament?
- How can Aaronic Priesthood holders represent the Savior in administering the sacrament?

[Click here to print instructions for quorum members.](#)

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## Conduct quorum meeting

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. Filling out a quorum meeting agenda beforehand can help.*

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## Begin the learning experience

*Choose from these ideas, or think of your own, to introduce this week's lesson:*

- Invite quorum members to take a few minutes at the beginning of the meeting to read the sacrament prayers silently (see D&C 20:77, 79) and think about the words of a favorite sacrament hymn.
  - As a quorum, briefly review principles of Christlike teaching by reviewing scriptures such as Doctrine and Covenants 11:21; 12:8; 42:14. Encourage quorum members to keep these principles in mind as they share their feelings about the sacrament today.
- 

## Learn together

*Invite quorum members to teach each other about the sacrament (in small groups or as an entire quorum) from the outlines they have prepared. After they have done this, invite them to talk about their experiences as they shared their testimonies. Why is it important to share with others what we are learning?*

*If some of the young men have not prepared outlines, give them time to do so during the quorum meeting, following the instructions under "Prepare spiritually" above. If possible, allow time for some of them to share with each other what they learn.*

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## Invite to act

*To encourage quorum members to share what they have learned, consider the following ideas:*

- Invite each quorum member to identify people with whom he could share his understanding and testimony of the doctrine of the sacrament. For example, he could teach his family, a less-active quorum member, a Young Women or Primary class, or the families he visits as a home teacher. Ask each quorum member to tell the quorum whom he has chosen. You might suggest that in addition to sharing in person, quorum members could also share through social media.
- Arrange a time when quorum members can visit a few families in the ward and teach them about the

sacrament. (A member of the bishopric or the ward mission leader may help you select families who would benefit from such a visit, such as new converts, part-member families, or families who do not attend sacrament meeting regularly.) With help from the quorum president, organize the quorum members into companion-

ships and assign each companionship to visit one of these families. (If possible, schedule these visits to coincide with a quorum activity during the week; see “Sharing what we learn” on the Youth Activities website). If travel is a constraint, quorum members could be assigned to teach their own families.

*In a future quorum meeting, invite quorum members to share their experiences.*

### **Teaching in the Savior’s way**

The Savior trusted His disciples and gave them opportunities to serve and teach others. How will the young men in your quorum be blessed as they teach others what they are learning about the sacrament?



# Selected Resources

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## How can I help others have a meaningful experience with the sacrament?

Prepare a simple outline you could use to help others learn about the sacrament. Bring this outline to quorum meeting, and be prepared to share it with quorum members. Consider the following as you prepare:

### Scriptures:

- Matthew 26:26–28, including the related Joseph Smith Translation in the footnotes and the Bible appendix; 3 Nephi 18:1–12; D&C 20:77, 79

### Questions:

- What is the purpose of the sacrament? What does it symbolize?
- Why do you think it is important to partake of the sacrament weekly?
- How can we always remember the Savior?
- How can we better prepare ourselves to partake of the sacrament?
- How can Aaronic Priesthood holders represent the Savior in administering the sacrament?

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## Why are ordinances important in my life?

An ordinance is a sacred, formal act that has spiritual meaning. Ordinances are performed by the authority of the priesthood and under the direction of those who hold priesthood keys. Ordinances help us remember who we are and remind us of our duty to God. They help us come unto Christ and receive eternal life.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What do you feel inspired to share with the young men to help them understand the importance of ordinances?*

Matthew 3:13–17 (Baptism of Jesus Christ)

Acts 19:1–6 (Paul rebaptizes individuals who were not baptized correctly)

3 Nephi 11:21–26 (Jesus Christ gives authority to baptize and instructs about the proper procedure)

Moroni 8:10–12 (Mormon teaches about baptism)

D&C 84:19–21 (The power of godliness is manifest in the ordinances of the priesthood)

Articles of Faith 1:3–5 (Ordinances are essential for salvation)

Robert D. Hales, “Coming to Ourselves: The Sacrament, the Temple, and Sacrifice in Service,” *Ensign* or *Liahona*, May 2012, 34–36

Dennis B. Neuenschwander, “Ordinances and Covenants,” *Ensign*, Aug. 2001, 20–26

“Priesthood Ordinance and Blessings,” *Handbook 2: Administering the Church* (2010), 20.1

“Ordinances,” *True to the Faith* (2004), 109–10

Video: “Faith in the Power of the Priesthood”

What ordinances of the gospel have you received? How have these ordinances blessed your life? Why are they important to you?

What ordinances have the young men received? What ordinances are they preparing to receive? Why do they need to understand the importance of the ordinances of the gospel?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Show the youth a picture or object related to last week's lesson, and ask the young men to explain how it pertains to that lesson. How did they apply what they learned?
- Ask the young men to list as many ordinances of the gospel as they can think of. Then help them identify which ordinances on the list are essential for exaltation (if they need help, they can read "Ordinances" in *True to the Faith*). Why did Heavenly Father give us these ordinances?

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## Learn together

*Each of the activities below will help the quorum members understand why ordinances are important. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite the young men to read the section titled "An Endowment of Divine Power" from Elder Dennis B. Neuenschwander's talk "Ordinances and Covenants" or watch the video "Faith in the Power of the Priesthood." Ask them to list on the board the ordinances mentioned and the blessings we receive from participating in each ordinance. Invite the youth to share experiences in which they have received or witnessed one of these ordinances (or other ordinances, such as a father's blessing or a blessing of healing). How did these experiences bless and strengthen them?
- Review as a quorum the list of four requirements for performing ordinances in section 20.1 of *Handbook 2*. Invite the young men to read 3 Nephi 11:21–26 and identify how these requirements are met in the Savior's description of baptism. How does their administration of the sacrament meet these four requirements? What happens if an ordinance is performed without meeting these requirements? Ask the young men why it is important to know about these requirements as they prepare to teach others about ordinances.
- Invite the young men to imagine that they are teaching someone of another faith about baptism, and he or she says, "I was already baptized in my church." How would the young men help this person understand, in a sensitive way, why he or she would need to be baptized again? What scriptures or experiences would they share? You may refer them to the list of requirements in section 20.1 of *Handbook 2*; Matthew 3:13–17; Acts 19:1–6; 3 Nephi 11:21–26; Moroni 8:10–12. If possible, invite the

### Teaching tip

"As you prepare to teach, ensure that you use a variety of teaching methods from lesson to lesson. This may mean using something as simple as a colorful poster or wall chart in one lesson and a list of questions on the chalkboard in another" (*Teaching, No Greater Call* [1999], 89).

full-time missionaries to share with the quorum how they explain to their investigators the importance of ordinances (obtain permission of the bishop first).

- Share with the quorum the following statement from President Spencer W. Kimball: “Ordinances serve as reminders. That is the real

purpose of the sacrament, to keep us from forgetting, to help us remember” (*Teachings of Spencer W. Kimball*, ed. Edward L. Kimball [1982], 112). Ask the young men to list the ordinances of the gospel (such as those on pages 109–110 of *True to the Faith*) and discuss what each of these ordinance helps us remember.

*Ask the young men to share what they learned today. Do they understand the importance of ordinances? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about the ordinances of the gospel.
- Lead a brief discussion about how they should prepare spiritually to officiate in sacred ordinances.

## Teaching in the Savior’s way

The Savior loved and prayed for those He taught (see John 17). How can you show that you love and support the young men in your quorum?

# Selected Resources

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*Excerpt from “General Instructions,” Handbook 2: Administering the Church (2010), 20.1*

## 20.1 General Instructions

An ordinance is a sacred act, such as baptism, that is performed by the authority of the priesthood. The ordinances of baptism, confirmation, Melchizedek Priesthood ordination (for men), the temple endowment, and temple sealing are required for exaltation for all accountable persons. These are called the saving ordinances. As part of each saving ordinance, the recipient makes covenants with God.

Performance of a saving ordinance requires authorization from a priesthood leader who holds the appropriate keys or who functions under the direction of a person who holds those keys. Such authorization is also required for naming and blessing a child, dedicating a grave, giving a patriarchal blessing, and preparing, blessing, and passing the sacrament. Melchizedek Priesthood holders may consecrate oil, administer to the sick, give father’s blessings, and give other blessings of comfort and counsel without first seeking authorization from a priesthood leader.

Brethren who perform ordinances and blessings should prepare themselves by living worthily and striving to be guided by the Holy Spirit. They should perform each ordinance or blessing in a dignified manner, making sure it meets the following requirements:

1. It should be performed in the name of Jesus Christ.
2. It should be performed by the authority of the priesthood.
3. It should be performed with any necessary procedures, such as using specified words or using consecrated oil.
4. It should be authorized by the presiding authority who holds the proper keys (normally the bishop or stake president), if necessary according to the instructions in this chapter.

A priesthood leader who oversees an ordinance or blessing ensures that the person who performs it has the necessary priesthood authority, is worthy, and knows and follows the proper procedures. Leaders also seek to make the ordinance or blessing a reverent and spiritual experience.



## Why are covenants important in my life?

We make covenants when we receive ordinances such as baptism, ordination to the priesthood, and temple ordinances. A covenant is a sacred agreement between God and His children. God sets specific conditions, and He promises to bless us as we obey these conditions. Making and keeping covenants qualifies us to receive the blessings God has promised. When we choose not to keep covenants, we cannot receive the blessings. Our covenants guide the choices we make and help us resist temptation.

How have you been blessed by making and keeping covenants? Can you think of an experience in which your covenants guided a decision you made?

How can you help the young men better understand the covenants they have made and will make in the future? How will understanding the nature and importance of covenants influence the young men to live more righteously?

See the appendix for other teaching and learning ideas.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. How can you help the young men desire to make and keep covenants?*

Exodus 19:5; D&C 35:24; 90:24 (Blessings come when we keep covenants)

Mosiah 5; Alma 46:10–37 (Examples in the Book of Mormon of people making and keeping covenants)

D&C 82:10 (The Lord is bound when we obey)

Russell M. Nelson, “Covenants,” *Ensign* or *Liahona*, Nov. 2011, 86–89

Jeffrey R. Holland, “Keeping Covenants: A Message for Those Who Will Serve a Mission,” *New Era*, Jan. 2012, 2–5; or *Liahona*, Jan. 2012, 48–51

D. Todd Christofferson, “The Power of Covenants,” *Ensign* or *Liahona*, May 2009, 19–23

“Covenant,” *True to the Faith* (2004), 44

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Ask the young men to think of the previous lesson and take turns sharing a single sentence that summarizes what they learned from that lesson. How did they apply what they learned?
- Invite a young man to come to the front of the room. Demonstrate what a covenant is by making a simple promise to him in exchange for a simple action on his part (for example, promise to give him a small reward if he will recite an article of faith). Allow the young man to complete the action if he chooses, and fulfill your promise as well. Help the young men define *covenant* (see the third paragraph of Elder Russell M. Nelson's talk "Covenants"), and ask them to explain how this example is similar to and different from covenants we make with God.

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## Learn together

*Each of the activities below will help the quorum members understand why we make covenants. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about covenants and ordinances (see "Understand Doctrine," page 18, 42, or 66).
- Invite the young men to imagine they are trying to help a friend of another faith understand covenants. Invite them to study "Covenant" in *True to the Faith* or the scriptures listed in this outline and prepare ways to explain covenants to their friend. Invite them to role-play teaching each other. Ask them to include in their explanation the reasons covenants are important to them.
- Invite the young men to individually search Mosiah 5, marking words or phrases that impress them about making and keeping covenants. Ask them to write on the board what they find. On the board, write, "Keeping my covenants is important to me because \_\_\_\_\_." Invite each young man to complete the sentence.
- Show a picture of Captain Moroni raising the title of liberty (see *Gospel Art Book*, 79). Ask the young men to identify some of the details in the picture and briefly tell the story it depicts (see Alma 46:10–37). What covenants did the Nephites make (see verses 20–22)? Why did the people choose to make these covenants despite the danger they faced? How did their

### Teaching tip

"You can demonstrate that you are listening by displaying an expression of interest. You can look at the speaker rather than at your lesson materials or other things in the room. You can encourage the speaker to complete his or her thoughts without interruption. You can avoid jumping into conversations prematurely with advice or judgments" (*Teaching, No Greater Call* [1999], 66).

covenants influence the outcome of the battle? Ask the young men to list the covenants they have made. How do these covenants help us overcome challenges and temptations?

- As a quorum, read, watch, or listen to the story at the beginning of Elder D. Todd Christofferson’s talk “The Power of Covenants.” How did Pamela’s covenants help her deal with tragedy she faced? Assign each young man to read one of the remaining sections of the talk, looking for answers to the question “How can my covenants strengthen and protect me?” Ask the young men to share what they find. Invite them to discuss specific situations they could

face during the coming week in which they could find strength or protection in their covenants.

- Write on the board the words “Covenants” and “Missionary Work.” Invite the young men to each read a section of Elder Jeffrey R. Holland’s article “Keeping Covenants: A Message for Those Who Will Serve a Mission.” Ask them to look for the relationship between covenants and missionary work. Invite the young men to share with each other what they learn from Elder Holland’s message. How does his counsel affect what they will do as they prepare to serve full-time missions?

*Ask the young men to share what they learned today. Do they understand covenants better? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share what it means to him to make a covenant.
- Encourage other quorum members to share their impressions about what they have learned with a family member.

## Teaching in the Savior’s way

The Savior invited His followers to exercise faith and act upon the truths He taught (see Luke 18:18–25). How can you help the young men gain a desire to participate in ordinances and covenants and honor their covenants through righteous actions?



# Selected Resources

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*Excerpt from D. Todd Christofferson, "The Power of Covenants," Ensign or Liahona, May 2009, 19–23*

On August 15, 2007, Peru suffered a massive earthquake that all but destroyed the coastal cities of Pisco and Chincha. Like many other Church leaders and members, Wenceslao Conde, the president of the Balconcito Branch of the Church in Chincha, immediately set about helping others whose homes were damaged.

Four days after the earthquake, Elder Marcus B. Nash of the Seventy was in Chincha helping to coordinate the Church's relief efforts there and met President Conde. As they talked about the destruction that had occurred and what was being done to help the victims, President Conde's wife, Pamela, approached carrying one of her small children. Elder Nash asked Sister Conde how her children were. With a smile, she replied that through the goodness of God they were all safe and well. He asked about the Condes' home.

"It's gone," she said simply.

"What about your belongings?" he inquired.

"Everything was buried in the rubble of our home," Sister Conde replied.

"And yet," Elder Nash noted, "you are smiling as we talk."

"Yes," she said, "I have prayed and I am at peace. We have all we need. We have each other, we have our children, we are sealed in the temple, we have this marvelous Church, and we have the Lord. We can build again with the Lord's help."

*"Covenant," True to the Faith (2004), 44*

A covenant is a sacred agreement between God and a person or group of people. God sets specific conditions, and He promises to bless us as we obey those conditions. When we choose not to keep covenants, we cannot receive the blessings, and in some instances we suffer a penalty as a consequence of our disobedience.

All the saving ordinances of the priesthood are accompanied by covenants. For example, you made a covenant when you were baptized, and you renew that covenant each time you partake of the sacrament (see Mosiah 18:8–10; D&C 20:37, 77, 79). If you have received the Melchizedek Priesthood, you have entered into the oath and covenant of the priesthood (see D&C 84:33–44). The temple endowment and the sealing ordinance also include sacred covenants.

Always remember and honor the covenants you make with the Lord. Then you will not need to be commanded in everything you do (see D&C 58:26–28). You will be inspired by the Holy Ghost, and Christlike conduct will be part of your nature. As the Lord has promised, you will "receive revelation upon revelation, knowledge upon knowledge, that thou mayest know the mysteries and peaceable things—that which bringeth joy, that which bringeth life eternal" (D&C 42:61). Your greatest hope should be to enjoy the sanctification that comes from this divine guidance; your greatest fear should be to forfeit these blessings.

Additional references: Jeremiah 31:31–34; Mosiah 5; Moroni 10:33; D&C 82:10; 97:8; 98:13–15



## What covenants did I make at baptism?

When we were baptized, we entered into a covenant with God. We promised to take upon ourselves the name of Jesus Christ, keep His commandments, and serve Him to the end. Heavenly Father promised us a remission of sins and, through the ordinance of confirmation, the gift of the Holy Ghost. We renew this covenant each time we partake of the sacrament.

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### Prepare yourself spiritually

*What scriptures and other resources will help the young men remember and keep their baptismal covenants?*

John 3:5; 2 Nephi 31:4–13, 17 (Baptism is necessary for eternal salvation)

Mosiah 18:8–10; D&C 20:37 (The commitments we make when we are baptized)

Robert D. Hales, “The Covenant of Baptism: To Be in the Kingdom and of the Kingdom” *Ensign*, Nov. 2000, 6–9

Carole M. Stephens, “We Have Great Reason to Rejoice,” *Ensign or Liahona*, Nov. 2013, 115–17

“Your Baptismal Covenant,” “Promised Blessings of Baptism,” *True to the Faith* (2004), 23–26

Video: “Same Jersey”

What do you remember about your baptism?

How have your baptismal covenants influenced your life?

How might you help the young men better understand their baptismal covenants? How can you help them strengthen their commitment to keep these covenants?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Have each quorum member finish the following sentence: What I learned during the last lesson was important to me because \_\_\_\_\_. How did they apply what they learned?
- Show a picture of a baptism (such as *Gospel Art Book*, 103–4). Share some memories of the day you were baptized, including how you felt. Invite the young men to share experiences they have had participating in or witnessing a baptism. Ask them to list on the board the covenants they made when they were baptized. Invite them to add to the list throughout the lesson as they learn more about their baptismal covenants.

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## Learn together

*Each of the activities below will help the quorum members understand the covenants they made at baptism. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about covenants and ordinances (see “Understand Doctrine,” page 18, 42, or 66).
- Invite the young men to search the scriptures suggested in this outline. Ask them to mark promises we make at baptism and write what they find on the board. How do we keep these promises? Ask the young men to share examples of people who exemplify the promises written on the board (including people in the scriptures). How has keeping these promises blessed the young men?
- Invite the young men to read “Your Baptismal Covenant” in *True to the Faith* and identify promises we made when we were baptized. Invite the young men to watch the video “Same Jersey” or to read the story at the beginning of Carole M. Stephens’s talk “We Have Great Reason to Rejoice.” Ask them to look for examples of people honoring their baptismal covenants. Give the quorum members time to share what they learn. Invite the quorum president to lead a discussion on how they can more fully keep their baptismal covenants at all times and in all places.
- Show a picture of the Savior’s baptism (see *Gospel Art Book*, 35), and ask a quorum member to read 2 Nephi 31:4–10. Invite the young men to share examples in the scriptures that show how Jesus Christ kept His covenant with the Father (they could look at pictures in the *Gospel Art Book*, 36–48, for ideas). Ask them to share experiences in which they tried to follow the Savior’s example.

### Teaching tip

“Excellent teachers do not take the credit for the learning and growth of those they teach. Like gardeners who plant and tend crops, they strive to create the best possible conditions for learning. Then they give thanks to God when they see the progress of those they teach” (*Teaching, No Greater Call* [1999], 62).

- Invite the young men to read three paragraphs of Elder Robert D. Hales’s talk “The Covenant of Baptism: To Be in the Kingdom and of the Kingdom,” beginning with “At baptism we make a covenant with our Heavenly Father.” Ask them to look for cov-

enants we make when we are baptized, and invite them to write what they find on the board. In what ways should being baptized change our lives? How has it changed the lives of the young men?

*Ask the young men to share what they learned today. Do they understand their baptismal covenants better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about how keeping his baptismal covenant helps him honor the priesthood.
- Invite quorum members to examine their lives to determine whether there is anything they need to stop doing or start doing in order to be more faithful to their baptismal covenants.

## Teaching in the Savior’s way

The Savior prepared Himself to teach by spending time alone in prayer and fasting. In private moments, He sought His Father’s guidance (see 3 Nephi 19:19–23). How will you follow the Savior’s example in preparing to teach the young men?

# Selected Resources

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*“Baptism,” True to the Faith (2004), 23–24*

When you were baptized, you entered into a covenant with God. You promised to take upon yourself the name of Jesus Christ, keep His commandments, and serve Him to the end (see Mosiah 18:8–10; D&C 20:37). You renew this covenant each time you partake of the sacrament (see D&C 20:77, 79).

*Taking upon Yourself the Name of Jesus Christ.* When you take upon yourself the name of Jesus Christ, you see yourself as His. You put Him and His work first in your life. You seek what He wants rather than what you want or what the world teaches you to want.

In the Book of Mormon, King Benjamin explains why it is important to take the name of the Savior upon ourselves:

“There is no other name given whereby salvation cometh; therefore, I would that ye should take upon you the name of Christ, all you that have entered into the covenant with God that ye should be obedient unto the end of your lives.

“And it shall come to pass that whosoever doeth this shall be found at the right hand of God, for he shall know the name by which he is called; for he shall be called by the name of Christ.

“And now it shall come to pass, that whosoever shall not take upon him the name of Christ must be called by some other name; therefore, he findeth himself on the left hand of God” (Mosiah 5:8–10).

*Keeping the Commandments.* Your baptismal covenant is a commitment to come into God’s kingdom, separating yourself from the world and standing as a witness of God “at all times and in all things, and in all places” (Mosiah 18:9). Your efforts to stand as a witness of God include everything you do and say. Strive always to remember and keep the Lord’s

commandments. Keep your thoughts, language, and actions pure. When you seek entertainment such as movies, television, the Internet, music, books, magazines, and newspapers, be careful to watch, listen to, and read only those things that are uplifting. Dress modestly. Choose friends who encourage you to reach your eternal goals. Stay away from immorality, pornography, gambling, tobacco, alcohol, and illicit drugs. Keep yourself worthy to enter the temple.

*Serving the Lord.* The commandment to separate yourself from the things of the world does not mean that you should isolate yourself from others. Part of the baptismal covenant is to serve the Lord, and you serve Him best when you serve your fellow men. When the prophet Alma taught about the baptismal covenant, he said that we should be “willing to bear one another’s burdens, that they may be light” and “willing to mourn with those that mourn . . . and comfort those that stand in need of comfort” (Mosiah 18:8–9). Be kind and respectful to all people, following the example of Jesus Christ in the way you treat others.

*Excerpt from Carole M. Stephens, “We Have Great Reason to Rejoice,” Ensign or Liahona, Nov. 2013, 115–17*

When my father-in-law passed away, our family gathered together to greet others who came to pay their respects. Throughout the evening, as I visited with family and friends, I often noticed our 10-year-old grandson, Porter, standing near my mother-in-law—his “granny.” Sometimes he was standing behind her, watching over her. Once I noticed his arm linked with hers. I watched him pat her hands, give her little hugs, and stand by her side.

For several days after that experience, I couldn’t get this image out of my mind. I was prompted to send Porter a note, telling him what I had observed. I

# Selected Resources

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emailed him and told him what I had seen and felt. I reminded Porter of the covenants he had made when he was baptized, quoting Alma's words in Mosiah chapter 18:

"And now, as ye are desirous to come into the fold of God, and to be called his people, and are willing to bear one another's burdens, that they may be light;

"Yea, and are willing to mourn with those that mourn; yea, and comfort those that stand in need of comfort, and to stand as witnesses of God at all times and in all things, and in all places that ye may be in, even until death, . . . that ye may have eternal life—

". . . If this be the desire of your hearts, what have you against being baptized in the name of the Lord, as a witness before him that ye have entered into a covenant with him, that ye will serve him and keep his commandments, that he may pour out his Spirit more abundantly upon you?" [Mosiah 18:8–10].

I explained to Porter that Alma taught that those who want to be baptized need to be willing to serve the Lord by serving others—for your whole

life! I said: "I don't know if you realized it, but the way you showed love and concern for Granny was keeping your covenants. We keep our covenants every day as we are kind, show love, and take care of each other. I just wanted you to know I'm proud of you for being a covenant keeper! As you keep the covenant you made when you were baptized, you will be prepared to be ordained to the priesthood. This additional covenant will give you more opportunities to bless and serve others and help you to prepare for the covenants you will make in the temple. Thank you for being such a good example to me! Thank you for showing me what it looks like to be a covenant keeper!"

Porter replied back: "Grandma, thanks for the message. When I was always hugging Granny, I didn't know that I was keeping my covenants, but I felt warm in my heart and felt really good. I know that it was the Holy Ghost in my heart."

I also felt warm in my heart when I realized that Porter had connected keeping his covenants with the promise to "always have his Spirit to be with [us]" [Doctrine and Covenants 20:77]—a promise made possible by receiving the gift of the Holy Ghost.



# How do I receive the gift of the Holy Ghost?

After we are baptized, we receive the ordinance of confirmation. As part of this ordinance, we are told to “receive the Holy Ghost.” This means the Holy Ghost can be our constant companion if we desire and invite His presence in our lives and faithfully keep the commandments.

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## Prepare yourself spiritually

*What scriptures and talks will help the young men understand how the gift of the Holy Ghost will help them and bless them throughout their lives?*

Acts 8:14–17; D&C 33:15; Articles of Faith 1:4 (The gift of the Holy Ghost is bestowed by the laying on of hands)

1 Nephi 2:9–20 (Nephi’s example of being receptive to the Holy Ghost)

1 Nephi 15:1–11 (Disobeying the commandments prevents us from receiving the Holy Ghost)

1 Nephi 16:14–29; 18:8–22; Alma 37:38–46 (Example of the Liahona)

D&C 20:77 (By partaking of the sacrament, we renew our covenants and can always have the Spirit with us)

D&C 121:45–46 (If we are virtuous and charitable, the Holy Ghost will be our constant companion)

David A. Bednar, “Receive the Holy Ghost,” *Ensign* or *Liahona*, Nov. 2010, 94–97

David A. Bednar, “That We May Always Have His Spirit to Be with Us,” *Ensign* or *Liahona*, May 2006, 28–31

“The Gift of the Holy Ghost,” *True to the Faith* (2004), 121

How has the gift of the Holy Ghost comforted or helped you personally? When have you felt close to the Spirit? What experiences can you share with the young men?

Have the young men had experiences with the gift of the Holy Ghost? Do they understand what they must do to be worthy of the companionship of the Holy Ghost?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Invite the young men to share experiences from the past week that relate to last week's lesson.
- Ask the young men to think of the last time they saw someone being confirmed a member of the Church. What words were said as part of this ordinance? What does it mean to "receive the Holy Ghost"? Invite the young men to continue to think about this question throughout this lesson.

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## Learn together

Each of the activities below will help the quorum members understand how to receive the Holy Ghost. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Ask the young men to read 1 Nephi 2:9–19 and 1 Nephi 15:1–11 individually. Invite half of the quorum to look for and discuss what Nephi did to receive the Holy Ghost. Invite the other half to look for and discuss what Laman and Lemuel did that kept them from receiving the Holy Ghost. Ask them to write on the board what they found. What do the young men learn from these examples that will help them receive the Holy Ghost in their lives?
- Ensure that each young man has a copy of *For the Strength of Youth*. Invite each young man to choose one of the sections in *For the Strength of Youth*, read it, and mark things they must do and not do in order to receive the Holy Ghost. Invite them to share what they learn about the Holy Ghost from what they read. How will this help them receive the Holy Ghost in their lives?
- As a quorum, read the last three paragraphs of the section titled "The Gift of the Holy Ghost" in Elder David A. Bednar's talk "Receive the Holy Ghost." Ask a quorum member to summarize Elder Bednar's main point. Assign each young man to read one of the next three sections of the talk, looking for answers to questions like these: How do we qualify to have the companionship of the Holy Ghost? What can prevent us from receiving the Holy Ghost? Ask them to share what they find and what they plan to do to act on Elder Bednar's counsel.
- Show a picture of Lehi and the Liahona (see *Gospel Art Book*, 68), and ask the young men to share what they know about the Liahona. Invite half of the quorum to read 1 Nephi 16:14–29, and invite the other half to read 1 Nephi 18:8–22. Ask them to look for answers to this question: "How is the Liahona like the Holy Ghost?" Invite

### Teaching tip

"The Holy Ghost may prompt one or more of those you teach to contribute insights that others need to hear. Be open to promptings you receive to call on specific people. You may even feel impressed to ask a person who has not volunteered to express his or her views" (*Teaching, No Greater Call* [1999], 63).



## Teaching in the Savior's way

The Savior promised His ancient Apostles: "I will not leave you comfortless" (John 14:18). The Holy Ghost can teach, guide, and comfort you in your calling. What can you do to seek His influence in your life?

them to share their thoughts. What do the young men learn from the experiences of Lehi's family that can help them receive the Holy Ghost? As part of this discussion, read together Alma 37:38–46.

- Invite the young men to read the section titled "Withdrawing Ourselves from the Spirit of the Lord" from Elder David A. Bednar's talk "That We May Always Have His Spirit to Be with Us." Ask them to look for

statements that help them understand how that can have the companionship of the Holy Ghost more often. Encourage them to think about the things they "think, see, hear, or do" in a typical day and evaluate whether those things invite the Holy Ghost or distance them from Him. Ask them to ponder any changes they need to make in their lives. Invite them to share some of their thoughts if they feel comfortable doing so.

*Ask the young men to share what they learned today. Do they understand what it means to receive the Holy Ghost? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite the quorum members to read Doctrine and Covenants 121:45–46 in their personal study and then share in a future quorum meeting what they learn from these verses about receiving the Holy Ghost.
- Challenge the quorum members to think of one thing they will do this week to be more worthy of the companionship of the Holy Ghost.

# Selected Resources

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*Excerpt from David A. Bednar, "That We May Always Have His Spirit to Be with Us," Ensign or Liahona, May 2006, 28–31*

## Withdrawing Ourselves from the Spirit of the Lord

In our individual study and classroom instruction, we repeatedly emphasize the importance of recognizing the inspiration and promptings we receive from the Spirit of the Lord. And such an approach is correct and useful. We should seek diligently to recognize and respond to promptings as they come to us. However, an important aspect of baptism by the Spirit may frequently be overlooked in our spiritual development.

We should also endeavor to discern when we “withdraw [ourselves] from the Spirit of the Lord, that it may have no place in [us] to guide [us] in wisdom’s paths that [we] may be blessed, prospered, and preserved” (Mosiah 2:36). Precisely because the promised blessing is *that we may always have His Spirit to be with us*, we should attend to and learn from the choices and influences that separate us from the Holy Spirit.

The standard is clear. If something we think, see, hear, or do distances us from the Holy Ghost, then we should stop thinking, seeing, hearing, or doing that thing. If that which is intended to entertain, for example, alienates us from the Holy Spirit, then

certainly that type of entertainment is not for us. Because the Spirit cannot abide that which is vulgar, crude, or immodest, then clearly such things are not for us. Because we estrange the Spirit of the Lord when we engage in activities we know we should shun, then such things definitely are not for us.

I recognize we are fallen men and women living in a mortal world and that we might not have the presence of the Holy Ghost with us every second of every minute of every hour of every day. However, the Holy Ghost can tarry with us much, if not most, of the time—and certainly the Spirit can be with us more than it is not with us. As we become ever more immersed in the Spirit of the Lord, we should strive to recognize impressions when they come and the influences or events that cause us to withdraw ourselves from the Holy Ghost.

Taking “the Holy Spirit for [our] guide” (D&C 45:57) is possible and is essential for our spiritual growth and survival in an increasingly wicked world. Sometimes as Latter-day Saints we talk and act as though recognizing the influence of the Holy Ghost in our lives is the rare or exceptional event. We should remember, however, that the covenant promise is *that we may always have His Spirit to be with us*. This supernal blessing applies to every single member of the Church who has been baptized, confirmed, and instructed to “receive the Holy Ghost.”



## Why are temple ordinances important?

Temple ordinances lead to the greatest blessings available to Heavenly Father’s children. These ordinances prepare us to live forever with Heavenly Father and our families after this life. They bless us with spiritual power and direction during mortality. In the temple, we can also receive essential ordinances in behalf of ancestors who died without having the opportunity to receive these ordinances for themselves.

How have temple ordinances guided and blessed your life? How has participating in these ordinances brought you closer to Heavenly Father?

What experiences have the quorum members had with temple ordinances? How can they help each other learn about and gain a testimony of temple ordinances?

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### Prepare yourself spiritually

*As you prepare, prayerfully study these scriptures and resources. What will inspire the young men to qualify for and participate in temple ordinances?*

D&C 84:19–22 (The power of godliness is in the ordinances of the priesthood)

D&C 131:1–4 (The new and everlasting covenant of marriage)

Quentin L. Cook, “Roots and Branches,” *Ensign or Liahona*, May 2014

Richard G. Scott, “Temple Worship: The Source of Strength and Power in

Times of Need,” *Ensign or Liahona*, May 2009, 43–45

Thomas S. Monson, “The Holy Temple—a Beacon to the World,” *Ensign or Liahona*, May 2011, 90–94; see also the video “Temples Are a Beacon”

“Temples,” *True to the Faith* (2004), 170–74

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Bring an object or picture to class and ask how it relates to last week's lesson. Review together the doctrine taught last week.
- Invite a young man to hold up a picture of the temple and explain why temple ordinances are important to him.

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## Learn together

Each of the activities below will help the quorum members understand why temple ordinances are important. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Show a picture of a married couple in front of a temple (see *Gospel Art Book*, 120). Invite the quorum to read together Doctrine and Covenants 131:1–4 and look for the blessings promised to those who enter into the new and everlasting covenant of marriage. What blessings will be withheld from those who do not enter into this covenant? How is the Lord's view of marriage different from the world's view? Share your testimony with the young men about the blessings that are available to them and their future families as they participate in the ordinances of the temple.
- Invite the young men to read the last 10 paragraphs of Elder Richard G. Scott's talk "Temple Worship: The Source of Strength and Power in Times of Need." Invite them to share how they feel Elder Scott's experiences demonstrate the importance of temple ordinances. Share experiences from your own life, and invite the young men to do the same.
- Show the video "Temples Are a Beacon" (or share the story of the Mou Tham family from President Thomas S. Monson's talk "The Holy Temple—a Beacon to the World") and ask the young men why they think the Mou Tham family was willing to make such great sacrifices to go to the temple. What sacrifices have they made or seen others make to attend the temple and receive its blessings?
- Give each young man a copy of Elder Richard G. Scott's talk "Temple Worship: The Source of Strength and Power in Times of Need," and ask the quorum members to find the suggestions Elder Scott gives on how to benefit from temple attendance. Invite the young men to share what they find. Which of these suggestions do they feel apply best to them as young men? Invite them to select one or more that they will follow the next time they attend the temple. Ask the young men to share a recent experience they had attending the temple. What blessings have they received?

### Teaching tip

"When we meet to learn the doctrines of the gospel, it should be in a spirit of reverence. . . . Irreverence suits the purposes of the adversary by obstructing the delicate channels of revelation in both mind and spirit" (Boyd K. Pack-er, in *Teaching, No Greater Call* [1999], 82).

## Teaching in the Savior's way

The Savior was often found teaching in the temple. He has also taught through His modern-day prophets that temple ordinances lead us to the greatest blessings available through the Atonement. As you come to understand the importance of temple ordinances, you can more effectively encourage the young men to prepare to receive temple ordinances for themselves.

- Divide the quorum/class in half, and ask one half to imagine that they are the deceased ancestors of the other half. Invite them to imagine that they died without being baptized but have accepted the gospel in the spirit world. Ask them to write a message to their living descendants and give it to one of the young women/men in the other half of the class/quorum.

*Ask the young men to share what they learned today. Do they understand the importance of temple ordinances? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Lead the quorum in planning a trip to the temple to perform baptisms for the dead, taking their own family names if possible. He could also invite the quorum members to use what they learned today to encourage other quorum members to prepare to attend the temple with them.
- Ask the quorum members what they feel they should do because of what they learned today.

# Selected Resources

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*Excerpt from Thomas S. Monson, "The Holy Temple—a Beacon to the World," Ensign or Liahona, May 2011, 90–94*

May I share with you the account of Tihi and Tararaina Mou Tham and their 10 children. The entire family except for one daughter joined the Church in the early 1960s, when missionaries came to their island, located about 100 miles (160 km) south of Tahiti. Soon they began to desire the blessings of an eternal family sealing in the temple.

At that time the nearest temple to the Mou Tham family was the Hamilton New Zealand Temple, more than 2,500 miles (4,000 km) to the southwest, accessible only by expensive airplane travel. The large Mou Tham family, which eked out a meager living on a small plantation, had no money for airplane fare, nor was there any opportunity for employment on their Pacific island. So Brother Mou Tham and his son Gérard made the difficult decision to travel 3,000 miles (4,800 km) to work in New Caledonia, where another son was already employed.

The three Mou Tham men labored for four years. Brother Mou Tham alone returned home only once during that time, for the marriage of a daughter.

After four years, Brother Mou Tham and his sons had saved enough money to take the family to the New Zealand Temple. All who were members went except for one daughter, who was expecting a baby. They were sealed for time and eternity, an indescribable and joyful experience.

Brother Mou Tham returned from the temple directly to New Caledonia, where he worked for two more years to pay for the passage of the one daughter who had not been at the temple with them—a married daughter and her child and husband.

In their later years Brother and Sister Mou Tham desired to serve in the temple. By that time the Papeete Tahiti Temple had been constructed and dedicated, and they served four missions there [see C. Jay Larson, "Temple Moments: Impossible Desire," *Church News*, Mar. 16, 1996, 16].

*Excerpt from Richard G. Scott, "Temple Worship: The Source of Strength and Power in Times of Need," Ensign or Liahona, May 2009, 43–45*

Fourteen years ago the Lord took my wife beyond the veil. I love her with all my heart, but I have never complained because I know it was His will. I have never asked why but rather what is it that He wants me to learn from this experience. . . .

We had the blessing of having children. A daughter, the first child, continues to be an enormous blessing in our lives. A couple of years later a son we named Richard was born. A few years later a daughter was born. She died after living only a few minutes.

Our son, Richard, was born with a heart defect. We were told that unless that could be cured, there was little probability that he would live more than two or three years. This was so long ago that techniques now used to repair such defects were unknown. We had the blessing of having a place where doctors agreed to attempt to perform the needed surgery. The surgery had to be done while his little heart was beating.

The surgery was performed just six weeks after the birth and death of our baby daughter. When the operation finished, the principal surgeon came in and said it was a success. And we thought, "How wonderful! Our son will have a strong body, be able to run and walk and grow!" We expressed deep gratitude to the Lord. Then about 10 minutes later, the same doctor came in with an ashen face and told

# Selected Resources

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us, “Your son has died.” Apparently the shock of the operation was more than his little body could endure.

Later, during the night, I embraced my wife and said to her, “We do not need to worry, because our children were born in the covenant. We have the assurance that we will have them with us in the future. Now we have a reason to live extremely well. We have a son and a daughter who have qualified to go to the celestial kingdom because they died before the age of eight.” That knowledge has given us great comfort. We rejoice in the knowledge that all seven

of our children are sealed to us for time and all eternity. . . .

What I am trying to teach is that when we keep the temple covenants we have made and when we live righteously in order to maintain the blessings promised by those ordinances, then come what may, we have no reason to worry or to feel despondent.

I know that I will have the privilege of being with that beautiful wife, whom I love with all my heart, and with those children who are with her on the other side of the veil because of the ordinances that are performed in the temple.



# What is the oath and covenant of the priesthood?

We receive the holy priesthood by an “oath and covenant.” This means that Heavenly Father gives us His oath that we can have the power and blessing of the priesthood if we covenant with Him to magnify our callings, be faithful in keeping the commandments, and live by every word that proceeds from the mouth of God.

Think about times when you have magnified your calling as a priesthood holder. What blessings did you receive as you did so? What inspires you to magnify your calling?

What are some things that could be hindering the young men from keeping the covenant they made when they received the priesthood? When have you seen the young men magnify or use their priesthood?

## Prepare yourself spiritually

*As you study the scriptures and other resources about priesthood covenants, look for things that would help the young men magnify their callings and responsibilities as priesthood holders.*

D&C 84:33–44 (Men gain eternal life through the oath and covenant of the priesthood)

Anthony D. Perkins, “Beware Concerning Yourselves,” *Ensign or Liahona*, Nov. 2012, 54–56

D&C 121:34–40 (Why many are called and few are chosen)

“Preparing to Receive the Melchizedek Priesthood,” *Fulfilling My Duty to God* (2010), 84–87

D&C 121:41–46 (The priesthood should only be used in righteousness)

Video: “Sanctify Yourselves”

Henry B. Eyring, “Faith and the Oath and Covenant of the Priesthood,” *Ensign or Liahona*, May 2008, 61–64

## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.



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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Ask each young man to draw a picture that relates to something he learned from last week's lesson and share it with the quorum. How did they apply what they learned?
- Bring a dictionary to the quorum meeting, and invite the young men to look up the definitions of *oath* and *covenant*. Ask one of them to briefly summarize the definitions on the board. Why do the young men think these words are associated with receiving the priesthood? (see D&C 84:40–41).

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## Learn together

*Each of the activities below will help the quorum members understand the oath and covenant of the priesthood. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Some of your quorum members may have completed the activity on preparing for the Melchizedek Priesthood in *Duty to God* (see pages 84–86). If so, consider inviting them to teach the other quorum members what they learned about the priesthood.
- Write on the board “The Oath and Covenant of the Priesthood.” Beneath it write “Man promises” and “God promises.” Explain that there is a covenant that a man makes with God when he receives the priesthood. Ask quorum members to search *Doctrine and Covenants* 84:33–44 and mark what those who receive the priesthood promise and what God promises in return. Ask them to write what they find on the board under the appropriate heading. Share personal experiences you have had that will help quorum members see the blessings that come when we magnify our priesthood.
- Show the video “Sanctify Yourself” and ask the young men to share what they learn about the importance of faithfulness in magnifying the priesthood. With permission from the bishop, invite a few sisters (such as mothers of the young men) to visit the quorum meeting and share with the young men how faithful priesthood holders have influenced their lives and families.
- Give each young man a copy of President Henry B. Eyring’s talk “Faith and the Oath and Covenant of the Priesthood,” and invite the quorum to identify all the blessings President Eyring says priesthood holders receive as they magnify their callings in faith. Ask the quorum members to share what they find. Which blessing mentioned by President Eyring would they most want to receive, and why?

### Teaching tip

“Respond to incorrect answers with respect and courtesy. Ensure that the individual still feels comfortable participating. You may choose to take responsibility yourself by saying something like, ‘I’m sorry. I don’t think I asked that question very clearly. Let me try again.’” (*Teaching, No Greater Call* [1999], 69).

- Share with the young men the section titled “Oath and Covenant of the Priesthood” from Elder Anthony D. Perkins’s talk “Beware Concerning Yourselves.” Invite one of the young men to draw on the board the “celestial road” Elder Perkins describes.

Then invite each young man to add to the road a caution sign warning of a spiritual danger that priesthood holders should avoid. What can we do as priesthood holders to avoid these dangers?

*Ask the young men to share what they learned today. Do they understand the oath and covenant of the priesthood better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Tell the quorum what he plans to do to magnify his calling and responsibilities in the priesthood and invite quorum members to make plans of their own.
- Challenge members of the quorum to look for ways in which Heavenly Father blesses them when they fulfill their priesthood duties.

## Teaching in the Savior’s way

During His earthly ministry, the Savior invited His disciples to act in faith and live the truths He taught. In all His teaching, He focused on helping His followers live the gospel with all their hearts. Try to think of ways to help the young men understand and live by the oath and covenant of the priesthood with all their hearts.

# Selected Resources

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*Excerpt from Henry B. Eyring, "Faith and the Oath and Covenant of the Priesthood," Ensign or Liahona, May 2008, 61–64*

Let me describe some of the blessings you will receive as you go forward in faith.

First, the very fact that you have been offered the oath and covenant is evidence that God has chosen you, knowing your power and capacity. He has known you since you were with Him in the spirit world. With His foreknowledge of your strength, He has allowed you to find the true Church of Jesus Christ and to be offered the priesthood. You can feel confidence because you have evidence of His confidence in you.

Second, as you will try to keep your covenants, the Savior has promised His personal help. He has said that as you go forward in honoring the priesthood: "There I will be also, for I will go before your face. I will be on your right hand and on your left, and my Spirit shall be in your hearts, and mine angels round about you, to bear you up" [D&C 84:88].

You may at times need reassurance, as I do, that you will have the strength to meet your obligations in this sacred priesthood. The Lord foresaw your need for reassurance. He said, "For whoso is faithful unto the obtaining these two priesthoods of which I have spoken, and the magnifying their calling, are sancti-

fied by the Spirit unto the renewing of their bodies" [D&C 84:33]. . . .

You are also promised that you will be given the power to bear testimony and that in the process you will be cleansed and made fit for the eternal life which you have been promised. . . .

There is another wonderful blessing that will encourage you as you keep your priesthood covenants. Priesthood service will prepare you for living in eternal families. It will change your feelings about what it means to be a husband or a father or a son or a brother. That change in your heart will come as you feel your faith grow and the promise of eternal life through the Melchizedek Priesthood becomes real to you. . . .

I am a personal witness that priesthood service pursued in faith has such an effect in changing our hearts and our feelings. A young man hearing my words today can have confidence that by honoring his priesthood he will be protected against the temptation to sexual sin so prevalent in the world in which we live. It will be possible for the Aaronic Priesthood holder hearing me tonight, as his faith increases in the sure reward of eternal life through the eternal priesthood, that he will have the power to see in the daughters of God their true worth and in the promise of a posterity a reason to be pure and to stay clean.



# What does it mean to take upon myself the name of Jesus Christ?

When we are baptized, we covenant to take upon ourselves the name of Jesus Christ. We renew this covenant when we partake of the sacrament (see D&C 20:77). We fulfill this covenant by putting the Lord first in our lives, by striving to think and act as He would, and by standing “as witnesses of God at all times and in all things, and in all places” (Mosiah 18:9).

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## Prepare yourself spiritually

*What scriptures and resources will help the young men understand the covenant they have made to take the name of Christ upon themselves?*

Mosiah 5 (Why it is important to take upon ourselves the name of Christ)

Robert D. Hales, “Being a More Christian Christian,” *Ensign or Liahona*, Nov. 2012, 90–92

3 Nephi 27:27 (We should strive to be like Jesus Christ)

Mervyn B. Arnold, “What Have You Done with My Name?” *Ensign or Liahona*, Nov. 2010, 105–7

D&C 20:37, 77 (Taking the name of Christ upon ourselves is part of our baptismal covenant and the ordinance of the sacrament)

Video: “Dare to Stand Alone”

What do you think it means to take upon yourself the name of Christ? What do you do to keep this covenant?

What challenges and blessings come when young men take upon themselves the name of Christ? How can you help the young men put God first in their lives?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Ask the young men to share any recent experiences they have had that reminded them of or reinforced something they have been learning about in quorum meetings or other Church classes.
- Invite one of the quorum members to recite the prayer on the sacrament bread (or read it from D&C 20:77). What do they believe it means to “take upon [us] the name of [Jesus Christ]”?

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## Learn together

*Each of the activities below will help the quorum members understand what it means to take the name of Jesus Christ upon themselves. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Show the video “Dare to Stand Alone.” What do the young men feel President Monson’s main message is in this video? How did the youth depicted in the video show that they have taken upon themselves the Savior’s name? Invite the young men to share their own similar experiences.
- Share the following statement from President Henry B. Eyring: “We promise to take His name upon us. That means we must see ourselves as His. We will put Him first in our lives. We will want what He wants rather than what we want or what the world teaches us to want” (“That We May Be One,” *Ensign*, May 1998, 67). Divide the quorum into three groups, and ask each group to discuss one of the following questions: What does it mean to see ourselves as Christ’s? How do we put the Savior first in our lives? What does it mean to want what the Savior wants? Ask one person from each group to share with the rest of the quorum what his group discussed.
- Invite the young men to read Mosiah 5, looking for answers to questions like “What does it mean to take upon ourselves the name of Christ?” and “Why is it important to take upon ourselves the name of Christ?” Ask them to share what they find and list specific things they can do to show that they have taken upon themselves the Savior’s name.
- Ask the young men if they know why their parents chose their names. How do their names influence the who they are and the way they try to live? Invite some of the young men to read Helaman 5:6–8, and invite the others to read the first three paragraphs of Elder Mervyn B. Arnold’s talk “What Have You Done with My Name?” Ask them to summarize for each other what they read. How did the names of Nephi, Lehi, and George Albert Smith inspire these people

### Teaching tip

“Ask learners to restate principles in their own words. This will help you know early in the lesson whether they understand certain words or ideas. If they do not understand, you can offer explanations that will make the rest of the lesson more meaningful for them” (*Teaching, No Greater Call* [1999], 73).

to live righteously? How does our covenant to take upon ourselves the name of Jesus Christ inspire us? Read as a quorum the last two paragraphs of the talk, and invite the young men discuss how they will apply Elder Arnold's challenge.

- Share the following statement from Elder Robert D. Hales: "The word

*Ask the young men to share what they learned today. Do they understand what it means to take upon themselves the name of Jesus Christ? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

*Christian denotes taking upon us the name of Christ." Divide Elder Hales's talk "Being a More Christian Christian" among the young men. Ask each young man to read his section, looking for answers to the question "What does it mean to be a Christian?" Ask him to share what he finds and give examples of people he knows whom he considers to be true Christians.*

### **Teaching in the Savior's way**

The Savior knew those He taught, and He knew who they could become. When they struggled, He did not give up on them, but continued to love and minister to them. How can you show your love and support to the young men you teach?

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### **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about what it means to have taken upon himself the Savior's name.
- Invite the other quorum members to consider whether there are any changes they need to make in their lives because of what they have learned today.

# Selected Resources

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*Excerpt from Robert D. Hales, "Being a More Christian Christian," Ensign or Liahona, Nov. 2012, 90–92*

I testify that through His infinite love and grace, we can become more Christian Christians. Consider the following Christlike qualities. How are we doing in strengthening them within ourselves?

*Christian love.* The Savior valued everyone. Kind and compassionate to all, He left the ninety and nine to find the one, [see Matthew 18:12–14] for “even the very hairs of [our] head are . . . numbered” [Luke 12:7] to Him.

*Christian faith.* Despite temptations, trials, and persecutions, the Savior trusted our Heavenly Father and chose to be faithful and obedient to His commandments.

*Christian sacrifice.* Throughout His life the Savior gave of His time, His energy, and ultimately, through the Atonement, gave Himself so that all of God’s children could be resurrected and have the opportunity to inherit eternal life.

*Christian caring.* Like the good Samaritan, the Savior was continually reaching out to rescue, love, and nurture people around Him, regardless of their culture, creed, or circumstances.

*Christian service.* Whether drawing water from a well, cooking a meal of fish, or washing dusty feet, the Savior spent His days serving others—lifting up the weary and strengthening the weak.

*Christian patience.* In His own sorrow and suffering, the Savior waited upon His Father. With patience for us, He waits upon us to come to ourselves and come home to Him.

*Christian peace.* Throughout His ministry He urged understanding and promoted peace. Especially among His disciples, He taught that Christians cannot contend with other Christians, notwithstanding their differences.

*Christian forgiveness.* He taught us to bless those who curse us. He showed us the way by praying that those who crucified Him would be forgiven.

*Christian conversion.* Like Peter and Andrew, many recognize the truth of the gospel as soon as they hear it. They are instantly converted. For others it may take longer. In a revelation given through Joseph Smith, the Savior taught, “That which is of God is light; and he that receiveth light, and continueth in God, receiveth more light; and that light groweth brighter and brighter until the perfect day,” [Doctrine and Covenants 50:24] the perfect day of our conversion. Jesus Christ is “the light and the Redeemer of the world; the Spirit of truth” [Doctrine and Covenants 93:9].

*Christian endurance to the end.* In all His days, the Savior never gave up doing His Father’s will but continued in righteousness, goodness, mercy, and truth to the end of His mortal life.

## UNIT OVERVIEW

# August: Marriage and Family

*“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” (“The Family: A Proclamation to the World,” Ensign or Liahona, Nov. 2010, 129).*

The outlines in this unit will help Aaronic Priesthood holders understand the importance of the family in their own lives and in Heavenly Father’s plan for His children. The truths they discover in this unit will help them defend marriage and family against the adversary’s attacks and deceptions. These truths will also help them fulfill their priesthood duty to strengthen their families now and prepare to raise righteous families as worthy husbands and fathers in Zion.

To make Duty to God part of the Sunday quorum meeting, you may consider teaching the Duty to God outline below during this unit.

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### Outlines to choose from this month:

*How can I strengthen my family? (Duty to God)*

*Why is chastity important?*

*Why is temple marriage important?*

*Why is family important?*

*What are the Church’s standards regarding dating?*

*How can I prepare now to become a righteous husband and father?*

*How do the roles of men and women complement each other in families?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning

activities in these outlines could also serve as effective Mutual activities. Work with quorum presidencies to select and plan appropriate activities that reinforce what the young men learn on Sunday.

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.



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## **Duty to God**

The following sections from the *Duty to God* book relate to the lessons in this unit:

“Serve Others,” pages 26–27, 50–51, 74–75

“Understand Doctrine,” pages 18–20, 42–44, 66–68

“Family and Friends,” pages 79–83



## DUTY TO GOD

# How can I strengthen my family?

“Happiness in family life is most likely to be achieved when founded upon the teachings of the Lord Jesus Christ. Successful . . . families are established and maintained on principles of faith, prayer, repentance, forgiveness, respect, love, compassion, work, and wholesome recreational activities” (“The Family: A Proclamation to the World,” *Ensign* or *Liahona*, Nov. 2010, 129). As we assist our parents in accomplishing these goals, we can help our families attain the happiness Heavenly Father wants for us.

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## Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What do you feel will help the young men strengthen their families?*

1 Nephi 8:12 (Lehi wanted his family to partake of the fruit of the tree of life)

1 Nephi 16:14–32 (Nephi strengthens his family)

2 Nephi 25:26 (We teach our children about Christ)

“The Family: A Proclamation to the World,” *Ensign* or *Liahona*, Nov. 2010, 129

M. Russell Ballard, “Fathers and Sons: A Remarkable Relationship,” *Ensign* or *Liahona*, Nov. 2009, 47–50; see also the video “Fathers and Sons”

Mary N. Cook, “Strengthen Home and Family,” *Ensign* or *Liahona*, Nov. 2007, 11–13

Videos: “Two Brothers Apart”; “Through Small Things”

*Fulfilling My Duty to God* (2010), 27, 51, 75, 82

What are some experiences you have had with your family that have brought you happiness? What blessings have you seen in your family as you have followed the Savior’s teachings?

What do you know about the family life of the young men you teach? How can you help the young men understand that families are happier when they strive to follow the teachings of the Savior?

See the appendix for other teaching and learning ideas.

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Before class, invite a member of the quorum presidency to select a hymn that relates to last week's lesson. Have him read verses from the hymn and share with quorum members how this hymn relates to last week's lesson.
- Ask a quorum member to show a picture of a family from the scriptures and share how the actions of various family members brought happiness or misery to the family (families to discuss could include those of Lehi, Jacob, Adam, or others).

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## Learn together

*The purpose of this lesson is to encourage each young man to fulfill his priesthood duty to strengthen his family. As part of this lesson, quorum members should make plans in their Duty to God books to serve family members or begin working on their "Family and Friends" project. Before quorum meeting, invite the young men to bring their Duty to God books with them to church. In future quorum meetings, invite them to share experiences they are having as they fulfill their plans.*

- Consider inviting several quorum members to teach part of this lesson. For example, they could share what their family does to bring happiness, or they could use one of the activities below. Some priests may have completed the "Family" activity in *Duty to God* (pages 80–82) and could share their experiences.

- Invite the young men to write down obstacles that prevent some families from being happier. Provide each young man with a copy of "The Family: A Proclamation to the World" (see *Duty to God*, 107). Give quorum members a few minutes to read paragraph seven and underline principles that lead to happiness in family life. Ask each young man to read 1 Nephi 16:14–32 and share ways Lehi's family applied these principles. Ask them

to share experiences they have had that have taught them the importance of these principles in family life.

- Invite quorum members to watch one of the videos suggested in this outline and look for what the family members did to improve their relationships. Invite the young men to share a time when they have strengthened their own family relations and how it made them feel.

- Give out sections of the talk "Strengthen Home and Family" to the young men and invite them to look for ways they can strengthen their homes now. Invite them to set some goals based on what they read (they could write them in their *Duty to God* books on page 82). Follow up over the next few weeks to see how following their plans has made a difference.

### Duty to God plans

Allow time at the end of the quorum meeting for the young men to make plans in their *Duty to God* books or in the online version of *Duty to God*. These plans are personal, but quorum members can help each other generate ideas for their plans.

- Invite the young men to read “Family” in *For the Strength of Youth* and identify and share what they can do to strengthen their families. Invite each young man to open his *Duty to God* book to the “serve others” section (deacon, 27; teacher, 51; priest, 75) and write what he could do to strengthen his family through serving them (see “My personal plan to give service”). Ask a few young men to share their plans with the quorum.

*Ask the young men to share what they learned today. Do they understand how they, as priesthood holders, can strengthen their families? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite the young men to write in their *Duty to God* books what they could do to strengthen their relationships with members of their family (if they have not already done so; see page 82).
- Invite quorum members to share how they have helped their families be happier.
- Bear his testimony about the important responsibility that each young man has to help his family be happier.

## Teaching in the Savior’s way

The Savior loved His disciples, prayed for them, and continually served them. He found opportunities to be with them and to express His love. He knew their interests, hopes, and desires and what was happening in their lives. Invite the young men to find ways to share their love and serve other members of their family.

# Selected Resources

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*Excerpt from Mary N. Cook, “Strengthen Home and Family,” Ensign or Liahona, Nov. 2007, 11–13*

*For the Strength of Youth* reminds us that “being part of a family is a great blessing. . . . Not all families are the same, but each is important in Heavenly Father’s plan” ([pamphlet, 2001], 10).

All families need strengthening, from the ideal to the most troubled. That strengthening can come from *you*. In fact, in some families you may be the only source of spiritual strength. The Lord is depending on you to bring the blessings of the gospel to your family.

It is important to establish patterns of righteousness in your own life, which will enable you to set a good example for your family, whatever form your family may take.

The example of your righteous life will strengthen your family. President Hinckley gave the young women “a simple four-point program” in the general Young Women meeting last spring that will not only “assure your happiness” but will bless your family as well. He counseled each of us to “(1) pray, (2) study, (3) pay your tithing, and (4) attend your meetings” (“Let Virtue Garnish Thy Thoughts Unceasingly,” *Liahona and Ensign*, May 2007, 115).

Seeking the help of the Lord daily through prayer will bring great blessings to your family. Ask yourself: “Who in my family could benefit from my personal prayers?” “What could I do to support and encourage family prayer?”

As you personally study the scriptures, you will come to know the Savior and His teachings. From

His example you will know how to love, serve, and forgive members of your family. Consider how you could share your understanding of the scriptures with your family.

On several occasions, President Hinckley has admonished us to “get all of the education you can” (*Liahona and Ensign*, May 2007, 116). Your education will benefit your family now and will surely bless your future family. What can you do now to plan and prepare for a good education?

President Hinckley taught us, “While tithing is paid with money, more importantly it is paid with faith” (*Liahona and Ensign*, May 2007, 117). Are you experiencing the blessings of paying tithing—with faith? As you obey this commandment, the Lord will “open . . . the windows of heaven” (Malachi 3:10) to bless you and your family.

How can attending your meetings—particularly sacrament meeting—bless you and your family? Regularly partaking of the sacrament will help you keep your baptismal covenant. As you live worthily and renew this covenant weekly, you will qualify for the guidance of the Spirit. The Holy Ghost will guide you and will teach you what you should do to bless your family.

As you commit to these patterns of righteousness, you will be blessed throughout your life and will develop the spiritual foundation from which you can strengthen your family by example. In 1 Timothy, Paul teaches us about example: “Let no man despise thy youth; but be thou an example of the believers, in word, in conversation, in charity, in spirit, in faith, in purity” (1 Timothy 4:12).



## Why is chastity important?

Chastity is sexual purity and involves being morally clean in thoughts, words, and actions. Sexual intimacy is ordained of God for the creation of children and for the expression of love between husband and wife. God has commanded that sexual intimacy be reserved for marriage. When we are sexually pure, we qualify for the Holy Ghost, are protected from the emotional and spiritual damage of sexual sin, and are worthy to bear the priesthood of God.

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### Prepare yourself spiritually

*Prayerfully study these resources. How can you help the young men understand and feel the importance of chastity?*

Genesis 39:7–21 (Joseph fled from sexual sin)

1 Nephi 10:21 (We must be pure to dwell with God)

Alma 39:1–13 (Sexual sin is an abomination)

Moroni 9:9 (Chastity is dear and precious)

D&C 46:33 (Practice virtue and holiness before the Lord)

David A. Bednar, “We Believe in Being Chaste,” *Ensign* or *Liahona*, May 2013, 41–44

Jeffrey R. Holland, “Personal Purity,” *Ensign*, Nov. 1998, 75–78; *Liahona*, Oct. 2000, 40–43

Jeffrey R. Holland, “Helping Those Who Struggle with Same-Gender Attraction,” *Ensign*, Oct. 2007, 42–45

“Dress and Appearance,” “Sexual Purity,” *For the Strength of Youth* (2011), 6–8, 35–37

“Chastity,” *True to the Faith* (2004), 29–33

Videos: “I Choose to Be Pure”; “True Confidence”; “Chastity: What Are the Limits?”

How has living the law of chastity blessed you?

What doctrines will best help the young men feel the importance of chastity? What false teachings are they exposed to that diminish the importance of chastity?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Sometime before class, ask a quorum member to prepare a two-minute summary of what he learned in the last quorum meeting. Allow the young man to share it at the beginning of the lesson.
- Invite a young man to hold up a picture of Joseph resisting Potiphar's wife (see the *Gospel Art Book*, 11) and summarize the story in his own words. What eventually happened as a result of Joseph's faithfulness? What could have happened if he had broken the law of chastity? Why is it important to remain chaste?
- Invite a young man to hold up a picture of Joseph resisting Potiphar's

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## Learn together

*Each of the activities below can help the quorum members understand the law of chastity. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about the law of chastity (see "Understand Doctrine," page 18, 42, or 66).
- Invite some of the young men to read scriptures about chastity (such as those suggested in this outline); invite others to read "Sexual Purity" in *For the Strength of Youth*; and invite the rest to read "Chastity" in *True to the Faith*. Ask them to look for answers to the question "Why is chastity important to the Lord?" and share what they find. How are the principles in these scriptures and resources different from what the world teaches about chastity? What do the young men learn from these resources that can help them detect the falsehood in the world's view?
- Show the video "Chastity: What Are the Limits?" After the video ask the young men to explain what the analogies (such as the waterfall, airplane, or alligator) teach them about the law of chastity. What else do they learn from this video? Invite them to think of and share other analogies that teach the importance of chastity.
- Divide the young men into three groups. Give each group one of the sections of Elder Jeffrey R. Holland's article "Personal Purity" or Elder David A. Bednar's talk "We Believe in Being Chaste." Ask each group to study their section and answer the question "Why is it important to be sexually pure?" Invite them to share statements or truths that they found meaningful or important. How can they use what they learn to help their friends understand why chastity is important to them?

### Teaching tip

"Questions written on the chalkboard before class will help learners begin to think about topics even before the lesson begins" (*Teaching, No Greater Call* [1999], 93).

- Ask the young men to use the “Dress and Appearance” section in *For the Strength of Youth* to answer questions such as “What are the Lord’s standards concerning modesty?” “Why is it important for you to follow these standards?” and “How does modesty reflect or influence our attitude toward the law of chastity?” Ask them to share their answers and ponder what they can do to live these standards more fully.

*Ask the young men to share what they learned today. Do they understand the law of chastity better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about the importance of chastity and what he will do to remain morally clean.
- Challenge other quorum members to be chaste in their thoughts, communications, and actions.

- Ask the young men how they would help a friend who is struggling with same-gender attraction. Invite them to look for ideas in Elder Jeffrey R. Holland’s article “Helping Those Who Struggle with Same-Gender Attraction.” Encourage them to write a letter that could help their friend. What else do they learn from Elder Holland’s article?

## **Teaching in the Savior’s way**

In every setting, the Savior was an example and mentor. He taught His disciples to pray by praying with them. He taught them to love and serve by the way He loved and served them. He taught them how to teach His gospel by the way He taught it. How will you be an example of chastity and virtue to your young men?



# Selected Resources

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*Excerpt from Jeffrey R. Holland, "Personal Purity,"  
Liahona, Oct. 2000, 40–43*

May I offer three reasons why [personal purity] is an issue of such magnitude and consequence in the gospel of Jesus Christ.

The soul is at stake

First is the revealed, restored doctrine of the human soul.

One of the "plain and precious" truths restored in this dispensation is that "the spirit and the body are the soul of man" (D&C 88:15) and that when the spirit and body are separated, men and women "cannot receive a fulness of joy" (D&C 93:34). That is why obtaining a body is so important in the first place, why sin of any kind is such a serious matter (namely because it is sin that ultimately brings both physical and spiritual death), and why the resurrection of the body is so central to the great triumph of Christ's Atonement. . . .

Please, never say: "Who does it hurt? Why not a little freedom? I can transgress now and repent later." Please don't be so foolish and so cruel. Why? Well, for one reason because of the incalculable suffering in both body and spirit endured by the Savior of the world so that we *could* flee (see D&C 19:15–20). We owe Him something for that. Indeed, we owe Him everything for that. In sexual transgression the soul is at stake—the body and the spirit.

The ultimate symbol

Secondly, human intimacy is reserved for a married couple because it is the ultimate symbol of total union, a totality and a union ordained and defined

by God. From the Garden of Eden onward, marriage was intended to mean the complete merger of a man and a woman—their hearts, hopes, lives, love, family, future, everything. . . .

*In matters of human intimacy, you must wait!* You must wait until you can give everything, and you cannot give everything until you are legally and lawfully married. If you persist in pursuing physical satisfaction without the sanction of heaven, you run the terrible risk of such spiritual, psychic damage that you may undermine both your longing for physical intimacy and your ability to give wholehearted devotion to a later, truer love. You may discover to your horror that what you should have saved you have spent, and that only God's grace can recover the virtue you so casually gave away. On your wedding day the very best gift you can give your eternal companion is your very best self—clean and pure and worthy of such purity in return.

A godly gift

Thirdly, may I say that physical intimacy is not only a symbolic union between a husband and a wife—the very uniting of their souls—but it is also symbolic of a shared relationship between them and their Father in Heaven. He is immortal and perfect. We are mortal and imperfect. Nevertheless we seek ways even in mortality whereby we can unite with Him spiritually. Those special moments include kneeling at a marriage altar in the house of the Lord, blessing a newborn baby, baptizing and confirming a new member of the Church, partaking of the emblems of the Lord's Supper, and so forth.

These are moments when we quite literally unite our will with God's will, our spirit with His spir-

# Selected Resources

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it. At such moments we not only acknowledge His divinity but we quite literally take something of that divinity to ourselves. . . .

Of all the titles God has chosen for Himself, *Father* is the one He favors most, and creation is His watchword—especially human *creation*, creation in His image. You and I have been given something of that godliness, *but under the most serious and sacred of restrictions. The only control placed on us is self-control—self-control born of respect for the divine power this gift represents.*



## Why is temple marriage important?

In our Heavenly Father's plan of happiness, a man and a woman can be sealed to one another for time and all eternity. Those who are sealed in the temple have the assurance that their marriage will continue forever if they are true to their covenants. They know that nothing, not even death, can permanently separate them.

Why is temple marriage important to you? What blessings does this ordinance provide for you and your family?

What righteous examples of temple marriage do the young men have? How can you help instill in them a greater desire to marry in the temple?

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### Prepare yourself spiritually

*As you study these scriptures and other resources about temple marriage, look for things that would help the young men feel how important it is to marry in the Lord's temple.*

D&C 49:16–17 (Marriage helps fulfill the purpose of the Creation)

D&C 131:1–4; 132:15–21 (Celestial marriage is required for exaltation)

"The Family: A Proclamation to the World," *Ensign* or *Liahona*, Nov. 2010, 129

Russell M. Nelson, "Doors of Death," *Ensign*, May 1992, 72–74

David A. Bednar, "Marriage Is Essential to His Eternal Plan," *Ensign*, June 2006, 82–87

Richard G. Scott, "The Eternal Blessings of Marriage," *Ensign* or *Liahona*, May 2011, 94–97

"Marriage," *True to the Faith* (2004), 97–101

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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### Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

See the appendix for other teaching and learning ideas.

- Ask each young man to think of a question that last week’s lesson answered, and then invite each young man to ask his question to the other members of the quorum. Take a few minutes to answer the questions.
- Have the young men make a list of important life decisions. Have them

identify the decisions they think will likely have the greatest impact on their eternal destiny and explain why they made their selections. If possible, show a picture of you and your wife on the day you were sealed in the temple. Share your feelings about your wife and the eternal importance of your temple sealing.

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## Learn together

*Each of the activities below can help the quorum members understand the importance of temple marriage. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite a quorum member to teach a portion of this lesson. He could do this as part of his Duty to God plan to learn and teach about eternal families (see “Understand Doctrine,” page 18, 42, or 66).
- Ask the young men to imagine that they found out they were going to die that day. What would they feel or think about? What would they consider to be their most important accomplishment? Invite a young man to read Elder Russell M. Nelson’s story about his near-death experience on an airplane (from his talk “Doors of Death,” *Ensign*, May 1992, 72–74). Why was he not afraid to die? What did he consider his most important accomplishment? Why? What does Elder Nelson’s experience teach the young men about the importance of temple marriage?
- Elder David A. Bednar’s talk “Marriage Is Essential to His Eternal Plan” describes two reasons why marriage is essential and three guiding principles about the doctrine of eternal marriage. Assign each quorum

member to read one of the reasons or principles and then teach someone else in the quorum what he learned about marriage from what he read. What experiences can they share that illustrate the importance of what Elder Bednar teaches?

- As a quorum, read D&C 131:1–4 and “The New and Everlasting Covenant of Marriage” in *True to the Faith* (page 98), looking for answers to the question “Why is temple marriage important?” If necessary, help the young men define any unfamiliar words or phrases. Ask quorum members to list some things that might keep young men from marrying in the temple. What can they do now to make sure they marry in the temple?
- Give each young man a copy of Elder Richard G. Scott’s talk “The Eternal Blessings of Marriage.” How did Elder Scott feel about his eternal companion? What impresses the young men about his relationship with his wife? Ask them to ponder what it would take to achieve a relationship like Elder and Sister Scott’s.

## Teaching tip

“Stories can awaken learners’ interest. We can often teach a principle more effectively when we first share a story to illustrate it. This helps learners understand the principle in terms of everyday experiences” (*Teaching, No Greater Call* [1999], 93).

## Teaching in the Savior's way

During His earthly ministry, the Savior asked questions that caused His disciples to think and feel deeply. He was sincerely interested in their answers and rejoiced in their expressions of faith. Try to think of some questions that will cause the young men to think and feel deeply about the ordinances of the temple and particularly temple marriage. Listen carefully to their answers and respond with kindness as prompted by the Spirit.

*Ask the young men to share what they learned today. Do they understand the importance of temple marriage? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Bear his testimony about the importance of temple marriage and his desire to marry in the temple.
- Challenge members of the quorum to commit to marrying in the temple someday.

# Selected Resources

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*Excerpt from Richard G. Scott, "The Eternal Blessings of Marriage," Ensign or Liahona, May 2011, 94–97*

On July 16, 1953, my beloved Jeanene and I knelt as a young couple at an altar in the Manti Utah Temple. President Lewis R. Anderson exercised the sealing authority and pronounced us husband and wife, wedded for time and for all eternity. I have no power to describe the peace and serenity that come from the assurance that as I continue to live worthily, I will be able to be with my beloved Jeanene and our children forever because of that sacred ordinance performed with the proper priesthood authority in the house of the Lord.

Our seven children are bound to us by the sacred ordinances of the temple. My precious wife, Jeanene, and two of our children are beyond the veil. They provide a powerful motivation for each remaining member of our family to live so that together we will receive all of the eternal blessings promised in the temple.

Two of the vital pillars that sustain Father in Heaven's plan of happiness are marriage and the family. Their lofty significance is underscored by

Satan's relentless efforts to splinter the family and to undermine the significance of temple ordinances, which bind the family together for eternity. The temple sealing has greater meaning as life unfolds. It will help you draw ever closer together and find greater joy and fulfillment in mortality. . . .

Please pardon me for speaking of my precious wife, Jeanene, but we are an eternal family. She was always joyously happy, and much of it came from service to others. Even while very ill, in her morning prayer she would ask her Father in Heaven to lead her to someone she could help. That sincere supplication was answered time and again. The burdens of many were eased; their lives were brightened. She was blessed continually for being an instrument directed by the Lord.

I know what it is to love a daughter of Father in Heaven who with grace and devotion lived the full feminine splendor of her righteous womanhood. I am confident that when, in our future, I see her again beyond the veil, we will recognize that we have become even more deeply in love. We will appreciate each other even more, having spent this time separated by the veil.



## Why is family important?

The family is ordained of God and is central to His plan for the eternal destiny of His children. This divine plan makes it possible for individuals to return to His presence and for families to be united eternally.

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources, selecting those that will help the young men understand why the family is important.*

Why do you think families are central to Heavenly Father's plan of salvation? How have you come to know the importance of the family?

What messages are the young men receiving from the world that contradict what the prophets have said about the importance of the family? How can you help the young men understand the eternal significance of the family?

Romans 8:16–17; Hebrews 12:9 (We are children of Heavenly Father)

Genesis 2:18–24; D&C 131:1–4; 138:48 (Gospel truths about the family)

Mosiah 4:14–15; D&C 68:25, 27–29; 93:40, 43, 48–50 (Children learn the gospel from their parents)

"The Family: A Proclamation to the World," *Ensign* or *Liahona*, Nov. 2010, 129 (see also *True to the Faith* [2004], 59)

L. Tom Perry, "Becoming Goodly Parents," *Ensign* or *Liahona*, Nov. 2012, 26–28

Neil L. Andersen, "Children," *Ensign* or *Liahona*, Nov. 2011, 28–31

Julie B. Beck, "Teaching the Doctrine of the Family," *Ensign*, Mar. 2011, 12–17

Videos: "Families Can Be Together Forever"; "The Home Is a Divine Institution"; "Having Children in Faith"

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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### Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

See the appendix for other teaching and learning ideas.

- Invite the young men to share in pairs what they learned from last

week's lesson and how they could apply it in their lives.

- Before quorum meeting, invite the young men to bring an object that represents one of their favorite memories with their families (such as family traditions, vacations, or other activities). Invite each young man to share his object and tell why his family is important to him.

## Learn together

*Each of the activities below can help the quorum members understand the importance of the family. Following the guidance of the Spirit, select one or more that will work best for your quorum:*

- Invite the young men to read the last eight paragraphs of Elder L. Tom Perry's talk "Becoming Goodly Parents," looking for answers to the question "Why are families important?" Invite the quorum members to share what they find. What can the young men do to show that they understand how important families are? How will their understanding of the importance of families affect the way they treat their family members?
- As a quorum, read the story about Elder Mason visiting with Elder Spencer W. Kimball (in Elder Neil L. Andersen's talk "Children") or show the video "Having Children in Faith." What does the world teach about families? What does the Lord teach? What priorities do some people place above raising a family? What blessings will the young men receive for making family a high priority in their lives?
- Divide the quorum in half. Give one half a copy of the section titled "Threats to the Family" from Julie B. Beck's talk "Teaching the Doctrine of the Family." Give the other half a copy of the section titled "This I Know," also from Sister Beck's talk. Ask each group to teach the other what they learn from their section. What specific things can the young men do to defend the family?
- Show one of the videos suggested in this outline, and ask the young men to listen for reasons Heavenly Father has given us families. Ask the young men how they would respond to someone who says something like, "I don't see why I should get married" or "I don't think I want to have children when I get older." What would they say to a friend whose family situation is not ideal right now? (See "Family," *For the Strength of Youth*, 14-15.)
- Assign each young man one of the scriptures in this outline. Ask the quorum members to search "The Family: A Proclamation to the World" and look for a passage that relates to their scripture. Invite each young man to share his scripture and the part of the proclamation it relates to. Ask the young men to share any experiences they have had that illustrate the importance of families.

*Ask the young men to share what they learned today. Do they understand why families are important? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

## Teaching tip

"If several people have comments about a subject, you may want to say something like, 'We'll hear your comments first and then yours.' Then those you teach will remain orderly because they know that they will have an opportunity to speak" (*Teaching, No Greater Call* [1999], 69).



## Teaching in the Savior's way

The Savior invited His disciples to testify, and as they did, the Spirit touched their hearts. As you teach the young men about why the family is important, invite them to share their testimonies of the importance of the family in God's plan of salvation.

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Bear his testimony of the importance of the family in God's plan.
- Invite quorum members to share "The Family: A Proclamation to the World" with a family member or friend.

# Selected Resources

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*Excerpt from L. Tom Perry, "Becoming Goodly Parents," Ensign or Liahona, Nov. 2012, 26–28*

Our strengthened family cultures will be a protection for our children from “the fiery darts of the adversary” (1 Nephi 15:24) embedded in their peer culture, the entertainment and celebrity cultures, the credit and entitlement cultures, and the Internet and media cultures to which they are constantly exposed. Strong family cultures will help our children live in the world and not become “of the world” (John 15:19).

President Joseph Fielding Smith taught: “It is the duty of parents to teach their children these saving principles of the gospel of Jesus Christ, so that they will know why they are to be baptized and that they may be impressed in their hearts with a desire to continue to keep the commandments of God after they are baptized, that they may come back into his presence. Do you, my good brethren and sisters, want your families, your children; do you want to be sealed to your fathers and your mothers before you . . . ? If so, then you must begin by teaching at the cradle-side. You are to teach by example as well as precept” [Joseph Fielding Smith, in Conference Report, Oct. 1948, 153].

The proclamation on the family says:

“Husband and wife have a solemn responsibility to love and care for each other and for their children. ‘Children are an heritage of the Lord’ (Psalm 127:3). Parents have a sacred duty to rear their children in love and righteousness, to provide for their physical and spiritual needs, and to teach them to

love and serve one another, observe the commandments of God, and be law-abiding citizens wherever they live. . . .

“. . . 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. Mothers are primarily responsible for the nurture of their children. In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners” [“The Family: A Proclamation to the World,” *Liahona* and *Ensign*, Nov. 2010, 129].

I believe it is by divine design that the role of motherhood emphasizes the nurturing and teaching of the next generation. But it is wonderful to see husbands and wives who have worked out real partnerships where they blend together their influence and communicate effectively both about their children and to their children.

The onslaught of wickedness against our children is more subtle and brazen than it has ever been. Building a strong family culture adds another layer of protection for our children, insulating them from worldly influences.

God bless you goodly mothers and fathers in Zion. He has entrusted to your care His eternal children. As parents we partner, even join, with God in bringing to pass His work and glory among His children. It is our sacred duty to do our very best. Of this I testify in the name of Jesus Christ, amen.



# What are the Church's standards regarding dating?

Latter-day prophets have given us standards about dating to protect us from spiritual danger and help us prepare to one day find a worthy eternal companion. These standards include not dating before age 16, avoiding frequent dates with the same person, and dating only those who have high moral standards.

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## Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel applies best to the young men as they begin interacting with young women?*

Deuteronomy 7:3–4 (Do not marry outside of the covenant)

Doctrine and Covenants 46:33 (Practice virtue and holiness before the Lord)

"Dating," *For the Strength of Youth* (2011), 4–5

Gordon B. Hinckley, "Living Worthy of the Girl You Will Someday Marry," *Ensign*, May 1998, 49–51

Video: "A Brand New Year 2010: Dating"

What examples have you seen that have taught you the importance of obeying the Lord's standards regarding dating?

What experiences and ideas are shaping the young men's perception of dating? What pressures are they feeling? What do they need to know in order to remain true to the Lord's standards?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Invite each young man to say one word to describe last week's lesson. Ask the young men if they would like to share an experience they had during the past week related to the lesson.

See the appendix for other teaching and learning ideas.

- Ask the young men to list on the board what they know about the Lord's standards regarding dating.

Add to their list as they learn more about these standards during the lesson.

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## Learn together

*Each of the activities below can help the quorum members understand the Church's standards regarding dating. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Ask the young men to use the "Dating" section in *For the Strength of Youth* to answer questions such as "What are the Lord's standards concerning dating?" "Why is it important for you to follow these standards?" and "How should Aaronic Priesthood holders treat young women, including those they date?" Ask the young men how they would explain to others why they follow these standards.

- Invite the young men to listen for and discuss their favorite advice as they read or listen to President Gordon B. Hinckley's talk "Living Worthy of the Girl You Will Someday Marry." What does President Hinckley teach about the choices young men make when they are dating? Ask them to write down some qualities they would like their future wife to have and select at least one quality from the list they can improve on to become the kind of companion they are hoping for. How could their dating

experiences now influence the type of person they will eventually marry?

- Show portions of "Brand New Year 2010: Dating," and pause the video to identify standards of dating mentioned by people in the video. Ask the young men to review "Dating" in *For the Strength of Youth* and look for additional standards that were not identified in the video. Invite them to share what they will do to keep the Lord's standards regarding dating.

- Invite the quorum members to review the "Dating" section in *For the Strength of Youth* and write down any questions they have about dating. Invite a panel of older young men and young women to answer their questions and discuss the standards of dating. Encourage the panel members to include examples of how they have lived the standards as they have dated, such as dressing modestly, choosing appropriate activities, and dating those with high standards.

*Ask the young men to share what they learned today. Do they understand the Church's standards regarding dating? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

## Teaching tip

"Ask those you teach what they might say if someone wants to know what they have learned from the lesson" (*Teaching, No Greater Call* [1999], 94).

## Teaching in the Savior's way

The Savior knew those He taught and who they could become. He found unique ways to help them learn and grow—ways meant just for them. When they struggled, He did not give up on them but continued to love them and minister to them. Pray to know and love the young men you teach so you can know what they need as you teach them about preparing for and finding an eternal companion.

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Encourage quorum members to set a goal to obey the Lord's standards regarding dating.
- Bear his testimony of the blessings that come from obeying the Lord's standards regarding dating.



# How can I prepare now to become a righteous husband and father?

“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” (“The Family: A Proclamation to the World,” *Ensign or Liahona*, Nov. 2010, 129). We can prepare for these responsibilities by faithfully fulfilling our priesthood duties, learning how to receive personal revelation, loving and serving our families now, gaining an education, and learning how to work.

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## Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What do you feel will be relevant to the young men you teach?*

Abraham 1:1–4, 18–19 (Abraham sees the blessings that he and his posterity can obtain by having the priesthood in his life)

1 Nephi 2:1–3 (Lehi receives revelation from the Lord for the safety of his family)

1 Nephi 16:14–32 (Nephi helps and shows respect for his family when they are starving in the wilderness)

D&C 42:22 (A husband should be faithful to his wife)

D&C 58:26–28; 107:99–100 (Scriptures describing the importance of work)

L. Whitney Clayton, “Marriage: Watch and Learn,” *Ensign or Liahona*, May 2013, 83–85

Robert D. Hales, “Becoming Provident Providers Temporally and Spiritually,” *Ensign or Liahona*, May 2009, 7–10

D. Todd Christofferson, “Brethren, We Have Work to Do,” *Ensign or Liahona*, Nov. 2012, 47–50

“The Family: A Proclamation to the World,” *Ensign or Liahona*, Nov. 2010, 129

Videos: “A Work in Progress”; “Fathers Can Use the Priesthood to Bless Their Families”; “Earthly Father, Heavenly Father”

How did your priesthood service as a young man prepare you to be a righteous husband and father? What else have you done to prepare? What more do you wish you had done?

What experiences could the young men have now that would help them prepare to be righteous husbands and fathers? How will their preparation bless their future families?

See the appendix for other teaching and learning ideas.

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Ask the quorum members to share in pairs something they remember from last week's lesson.
  - Invite quorum members to read Abraham 1:1–2 or watch the video "Earthly Father, Heavenly Father."
- Ask them to write down a description of the kind of husbands and fathers they want to be. Invite them to share what they wrote if they would like to. Encourage them to add to their descriptions throughout the lesson.
- 

## Learn together

*Each of the activities below can help the quorum members understand how to become righteous husbands and fathers. Following the guidance of the Spirit, select one or more that will work best for your quorum:*

- Invite the young men to read the seventh paragraph of "The Family: A Proclamation to the World" (or watch the video "Fathers Can Use the Priesthood to Bless Their Families") and look for what their responsibilities will be when they become husbands and fathers. Divide the quorum into small groups, and ask each group to think of ways they can prepare now for one of these responsibilities. Ask one member of each group to share with the quorum what his group discussed.
- As a quorum, read 1 Nephi 2:1–3, in which Lehi receives a revelation to flee the wickedness in Jerusalem. What do the young men learn from Lehi's example about being a righteous father? What can they do now to develop the qualities Lehi had? Ask the young men to read 1 Nephi 16:14–32 and look for how Nephi treated his family. How could this have helped prepare Nephi for his roles as a husband and father? Ask the young men what they are doing in their families now to prepare to be husbands and fathers.
- Invite the young men to read the first eight paragraphs of Elder

### Teaching tip

"Ask questions that require learners to find answers in the scriptures and the teachings of latter-day prophets" (*Teaching, No Greater Call* [1999], 62).

D. Todd Christofferson's talk "Brethren, We Have Work to Do." What examples do the young men see of the world's changing views of men? How does fulfilling our Aaronic Priesthood duties help us resist these influences? What can we do to become the kinds of men our future families can trust?

- Assign each young man to read a paragraph from "Work and Self-Reliance" or "Education" in *For the Strength of Youth*, or show the video "A Work in Progress." What do the young men learn from these resources

*Ask the young men to share what they learned today. Do they understand how to prepare for their future roles as husbands and fathers? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite the quorum members to do something to strengthen their families.
- Share the goals he has set to prepare to be a righteous husband and father.

that can help them become successful husbands and fathers?

- Assign each quorum member to read one of the five principles of strong marriages that Elder L. Whitney Clayton describes in his talk "Marriage: Watch and Learn." What examples of these principles have the young men seen? What else have they observed in strong couples that they would like to emulate? What do the young men feel they can do to live these principles now?

## Teaching in the Savior's way

The Savior loved, prayed for, and continually served His disciples. He knew their interests, hopes, desires, and what was happening in their lives. What do you know about the young men you are serving? What can you do to help them become righteous husbands and fathers in the future?



# Selected Resources

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*Excerpt from D. Todd Christofferson, “Brethren, We Have Work to Do,” Ensign or Liahona, Nov. 2012, 47–50*

Brethren, much has been said and written in recent years about the challenges of men and boys. A sampling of book titles, for example, includes *Why There Are No Good Men Left*, *The Demise of Guys*, *The End of Men*, *Why Boys Fail*, and *Manning Up*. Interestingly, most of these seem to have been written by women. In any case, a common thread running through these analyses is that in many societies today men and boys get conflicting and demeaning signals about their roles and value in society. . . .

In their zeal to promote opportunity for women, something we applaud, there are those who denigrate men and their contributions. They seem to think of life as a competition between male and female—that one must dominate the other, and now it’s the women’s turn. Some argue that a career is everything and marriage and children should be entirely optional—therefore, why do we need men? In too many Hollywood films, TV and cable shows, and even commercials, men are portrayed as incompetent, immature, or self-absorbed. This cultural emasculation of males is having a damaging effect. . . .

Some men and young men have taken the negative signals as an excuse to avoid responsibility and never really grow up. . . .

Brethren, it cannot be this way with us. As men of the priesthood, we have an essential role to play in

society, at home, and in the Church. But we must be men that women can trust, that children can trust, and that God can trust. In the Church and kingdom of God in these latter days, we cannot afford to have boys and men who are drifting. We cannot afford young men who lack self-discipline and live only to be entertained. We cannot afford young adult men who are going nowhere in life, who are not serious about forming families and making a real contribution in this world. We cannot afford husbands and fathers who fail to provide spiritual leadership in the home. We cannot afford to have those who exercise the Holy Priesthood, after the Order of the Son of God, waste their strength in pornography or spend their lives in cyberspace (ironically being *of* the world, while not being *in* the world).

Brethren, we have work to do.

Young men, you need to do well in school and then continue your education beyond high school. Some of you will want to pursue university studies and careers in business, agriculture, government, or other professions. Some will excel in the arts, music, or teaching. Others will choose a military career or learn a trade. Over the years, I have had a number of craftsmen work on projects and repairs at my home, and I have admired the hard work and skill of these men. In whatever you choose, it is essential that you become proficient so that you can support a family and make a contribution for good in your community and your country.



# How do the roles of men and women complement each other in families?

By divine design, Heavenly Father gave men and women different responsibilities to help them fulfill complementary roles of husband and wife. “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. Mothers are primarily responsible for the nurture of their children. In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners” (“The Family: A Proclamation to the World,” *Ensign* or *Liahona*, Nov. 2010, 129).

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## Prepare yourself spiritually

*Prayerfully study these scriptures and other resources. What are you inspired to share with the young men?*

D&C 121:41–43 (Principles upon which the priesthood is exercised righteously)

Moses 3:21–24; 5:1–4 (Adam and Eve worked together as equal partners)

M. Russell Ballard, “The Sacred Responsibility of Parenthood,” *Ensign* or *Liahona*, Mar. 2006, 26–33

D. Todd Christofferson, “The Moral Force of Women,” *Ensign* or *Liahona*, Nov. 2013, 29–32

“The Family: A Proclamation to the World,” *Ensign* or *Liahona*, Nov. 2010, 129

Videos: “Let Us Be Men”; “The Women in Our Lives”

What examples have you seen of mothers and fathers who have complemented each other in their roles? How has a knowledge of these eternal roles affected your family?

How can you help the young men understand their divine role as future fathers? What can they do now to prepare for this role?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Show the quorum members an object or picture and ask them to explain how it relates to last week's lesson.
- Bring two objects that are used together to accomplish a common goal (like a pencil and paper or hammer and nail). Invite the young men to explain the differences between the objects and how they are used together. Explain that men and women are given different responsibilities that complement (or "complete") each other to bring about God's purposes. Invite the young men to describe some of the ways men and women complement each other.

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## Learn together

*Each of the activities below can help the quorum members understand the complementary roles of men and women in families. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Write the following headings on the board: *Father's Responsibilities* and *Mother's Responsibilities*. Ask the young men to search the seventh paragraph of "The Family: A Proclamation to the World" (see *Duty to God*, 107) and make a list of the responsibilities the Lord expects fathers and mothers to fulfill. If necessary, help the young men define any unfamiliar words. (For a more in-depth discussion of these roles, the young men could search the section titled "Ensuring Happy and Secure Families" in Elder M. Russell Ballard's article "The Sacred Responsibilities of Parenthood.") How do the roles of mother and father complement each other? What attributes can men seek to develop to help them fulfill their responsibilities? Invite the young men to share examples of times when they have witnessed parents fulfilling their complementary roles.
- Invite the young men to search Moses 5:1–12 and list on the board all of the things that Adam and Eve did together as a couple (for an illustration, see *Gospel Art Book*, 5). Invite the young men to add additional items to the list about how husbands and wives should work together as equal partners.
- Show the video "The Women in Our Lives" or "Let Us Be Men." What do the young men learn from the video about how husbands bless their wives? Ask the young men to think about the kind of husband they want to be someday. What can they do now to become that kind of person?
- With the permission of the bishop, invite a married couple to visit the quorum meeting. Read together the

### Teaching tip

"The Holy Ghost may prompt one or more of those you teach to contribute insights that others need to hear. Be open to promptings you receive to call on specific people. You may even feel impressed to ask a person who has not volunteered to express his . . . views" (*Teaching, No Greater Call* [1999], 63).

seventh paragraph of “The Family: A Proclamation to the World,” and ask the young men to identify responsibilities of men and women in families. Ask the visiting couple to speak about how they have helped each other fulfill their roles. Have the young men identify ways the couple follows the teachings in the proclamation on the family. Consider sharing how marriage has helped you or members of your family become better.

- Invite the young men to list attributes that help women to be good

*Ask the young men to share what they learned today. Do they understand the complementary roles of men and women in families? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Ask the quorum members to thank their mothers and fathers for specific ways they have been blessed because their parents fulfilled their divine roles.
- Invite the young men to find ways to help fulfill their future roles to preside over, provide for, and protect their families.

mothers or nurturers. How does Satan try to weaken the influence of women? What can the young men do to support and encourage the influence of righteous women on the world? How can the influence of righteous women guide young men as they prepare to be husbands and fathers? As part of this discussion, the young men could read selected portions from Elder D. Todd Christofferson’s talk “The Moral Force of Women.” See, for example, the first two paragraphs and the three trends that weaken the moral force of women.

## Teaching in the Savior’s way

The Savior loved, prayed for, and continually served His disciples. He knew their interests, hopes, desires, and what was happening in their lives. What do you know about the young men you are serving? What can you do today to help them be ready to preside over, provide for, and protect their future families?

# Selected Resources

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*Excerpt from D. Todd Christofferson, "The Moral Force of Women," Ensign or Liahona, Nov. 2013, 29–32*

From age immemorial, societies have relied on the moral force of women. While certainly not the only positive influence at work in society, the moral foundation provided by women has proved uniquely beneficial to the common good. Perhaps, because it is pervasive, this contribution of women is often underappreciated. I wish to express gratitude for the influence of good women, identify some of the

philosophies and trends that threaten women's strength and standing, and voice a plea to women to cultivate the innate moral power within them.

Women bring with them into the world a certain virtue, a divine gift that makes them adept at instilling such qualities as faith, courage, empathy, and refinement in relationships and in cultures. When praising the "unfeigned faith" he found in Timothy, Paul noted that this faith "dwelt first in thy grandmother Lois, and thy mother Eunice" [2 Timothy 1:5].

## UNIT OVERVIEW

# September: Commandments

*“Consider on the blessed and happy state of those that keep the commandments of God”  
(Mosiah 2:41).*

The outlines in this unit will help each young man learn about the blessings that come from obeying Heavenly Father’s commandments. As the young men keep the commandments and continually repent, they will manifest their love for the Lord and keep themselves free from worldly influences.

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### Outlines to choose from this month:

*How can I be in the world but not of the world? (Duty to God)*

*How do the things I say affect me and those around me?*

*How can I resist pornography?*

*Why do we fast?*

*Why are we commanded to keep the Sabbath day holy?*

*Why do we pay tithing?*

*Why is it important to be honest?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with quorum presidencies to select and plan appropriate activities that reinforce what the young men learn on Sunday.

### Duty to God

The following sections from the *Duty to God* book relate to the lessons in this unit:

“Live Worthily,” pages 16–17, 40–41, 64–65

“Understand Doctrine,” pages 18–20, 42–44, 66–68





## DUTY TO GOD

# How can I be in the world but not of the world?

“Where once the standards of the Church and the standards of society were mostly compatible, now there is wide chasm between us, and it’s growing ever wider” (Thomas S. Monson, “Priesthood Power,” *Ensign* or *Liahona*, May 2011, 66). The Lord wants us to remain true to His standards and not partake of the evils of the world. At the same time, He expects us to be a good influence on those around us.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What do you feel will be most helpful to the young men you teach?*

“Live Worthily,” *Fulfilling My Duty to God* (2010), deacons, 16–17; teachers, 40–41; priests, 64–65

Genesis 39:1–20 (Joseph of Egypt resists advances from Potiphar’s wife)

2 Kings 6:14–17 (Elisha’s servant realizes that he is not alone)

Matthew 26:41; D&C 10:5 (Watch and pray that you enter not into temptation)

John 15:19; 1 Nephi 8:24–28 (Those who follow Christ are often mocked and hated by the world)

1 Corinthians 10:13 (We will not be tempted above what we can bear)

D&C 3:6–8 (If we trust God more than men, He will support us against the adversary)

D&C 62:1 (The Lord knows our weakness and how to succor us during temptation)

D&C 87:8 (Stand in holy places)

Dallin H. Oaks, “No Other Gods,” *Ensign* or *Liahona*, Nov. 2013, 72–75

Robert D. Hales, “Stand Strong in Holy Places,” *Ensign* or *Liahona*, May 2013, 48–51

Thomas S. Monson, “Dare to Stand Alone,” *Ensign* or *Liahona*, Nov. 2011, 60–67; see also the video “Dare to Stand Alone”

Video: “Bloom Where You’re Planted”

What are some standards in the world that are not compatible with the standards of the Church? What blessings have come to you from living the Lord’s standards? How can maintaining your standards influence those around you?

How does the world attempt to influence the way the young men view the Lord’s standards? How can the young men continue to uphold the Lord’s standards when society’s standards continue to deteriorate? How can the young men be a good influence on those around them?

See the appendix for other teaching and learning ideas.



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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Invite each of the young men to write on a piece of paper one sentence that summarizes what he learned from last week's lesson. Have several young men read their summaries aloud.
- Show quorum members an orange (or another citrus fruit). Invite them to name some of the standards in *For the Strength of Youth*. As they name them, write them on the orange. Place the orange in a container of water (it will float). Take the orange out of the water and peel it. Place it back in the water, and it will sink. Invite the young men to share what this teaches them about keeping the Lord's standards. Share a specific example of how keeping a standard has blessed your life.

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## Learn together

*The purpose of this lesson is to help each young man understand how he can be in the world but not of the world and how this helps him live worthy to exercise the priesthood. As part of this lesson, quorum members should make plans in their Duty to God books to study and live the standards in For the Strength of Youth. Before quorum meeting, invite the young men to bring their Duty to God books with them to church, along with a copy of For the Strength of Youth. In future quorum meetings, invite them to share experiences they are having as they fulfill their plans.*

- Invite the young men to read the scriptures listed in this outline (individually or as a quorum) and discuss what they learn about overcoming temptations. How do they live the Lord's standards when the world tempts them to do otherwise or makes fun of them for having high standards? How have they felt when they have lived the Lord's standards and resisted temptations? What experiences can they share?
- Ask the young men if they have ever heard the phrase "We should be in the world but not of the world." What does this mean to them? What experiences can they share related to this princi-

### Duty to God plans

Allow time at the end of the quorum meeting for the young men to make plans in their *Duty to God* books or in the online version of *Duty to God*. These plans are personal, but quorum members can help each other generate ideas for their plans.

ple? Invite them to share ways the Savior was in the world but not of the world (for some examples, see Elder Robert D. Hales's talk "Stand Strong in Holy Places." What do the young men learn from these examples?

- Invite the young men to search the table of contents of *For the Strength of Youth* and choose one or more standards they would like to discuss. Invite each young man to take a few minutes to study the standard he chose and prepare to share what he learned. Ask each young man to open his *Duty to God* book and write in the "Act" section his plan to live this standard (page 17, 41, or 65). Encourage the young men to share their plans with each other if appropriate. Invite the young men to come prepared in the next few weeks to share how following their plans has helped them be "in the world but not of the world" (see John 15:19).
- Invite the young men to read Exodus 20:3–6, and ask them how these scriptures apply to us in our day. Read section I of Elder Dallin H. Oaks's talk "No Other Gods" as a quorum. Consider bringing to class several objects that represent the six priorities that

*Ask the young men to share what they learned today. Do they understand why they, as priesthood holders, must be in the world but not of the world? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his testimony of the importance of living the Lord's standards.
- Commit the young men to fulfill the plans they have made in the "Live Worthily" section of their *Duty to God* books.

Elder Oaks mentions, and ask the quorum members to match the objects with the priorities. As they make a match, discuss ways someone could overcome putting this priority above serving our Heavenly Father. How can putting God first impact how we pursue our other priorities in life?

- Ask the quorum to make a list of commandments that might be difficult for young men their age to keep. Invite each young man to choose one item from the list and use the scriptures, *For the Strength of Youth*, and his own experiences to give advice on how to overcome temptation to disobey this commandment.
- As a quorum, read Doctrine and Covenants 87:8, and ask the young men what they think it means to stand in holy places. Invite them to ponder this question as they watch the video "Bloom Where You're Planted." What additional insights do they gain about standing in holy places from this video? Ask the young men how they feel they can make their family, their school, or their community a more holy place.

## Teaching in the Savior's way

The Savior prepared Himself to teach by spending time alone in prayer and fasting. In private moments, He sought His Heavenly Father's guidance. As you prepare to teach the young men, spend time in prayer and seek Heavenly Father's guidance to know how to help the young men understand the blessings that come from living the Lord's standards.

# Selected Resources

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*Excerpt from Dallin H. Oaks, “No Other Gods,” Ensign or Liahona, Nov. 2013, 72–75*

What other priorities are being “served” ahead of God by persons—even religious persons—in our day? Consider these possibilities, all common in our world:

- Cultural and family traditions
- Political correctness
- Career aspirations
- Material possessions
- Recreational pursuits
- Power, prominence, and prestige

If none of these examples seems to apply to any one of us, we can probably suggest others that do. The principle is more important than individual examples. The principle is not whether we have other priorities. The question posed by the second commandment is “What is our ultimate priority?” Are we serving priorities or gods ahead of the God we profess to worship? Have we forgotten to follow the Savior who taught that if we love Him, we will keep His commandments? (see John 14:15). If so, our priorities have been turned upside down by the spiritual apathy and undisciplined appetites so common in our day.



# How do the things I say affect me and those around me?

How we communicate reflects our understanding of who we are as children of God. Our language can either uplift and encourage others, or it can hurt and offend them. When we use uplifting language, we invite the Holy Ghost to be with us.

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## Prepare yourself spiritually

*What scriptures and talks will help the young men feel the significance of the words they use to communicate with others?*

Proverbs 15:1–4; 16:24; 1 Timothy 4:12; James 3:2–10; Alma 31:5; D&C 108:7 (Our words can have a powerful effect on others)

Matthew 12:36; 15:11; Ephesians 4:29–32; Mosiah 4:30 (We should be careful about the words we use)

Jeffrey R. Holland, “The Tongue of Angels,” *Ensign* or *Liahona*, May 2007, 16–18

W. Craig Zwick, “What Are You Thinking?” *Ensign* or *Liahona*, May 2014, 41–43

“Language,” *For the Strength of Youth* (2011), 20–21

“Profanity,” *True to the Faith* (2004), 128–29

Videos: “No Cussing Club”; “Bullying—Stop It”

How does the language you use reflect your understanding of who you are? How have you used words to inspire, teach, comfort, and communicate? How have the world’s standards of appropriate language changed during your lifetime?

Does the language the young men use uplift and encourage, or does it hurt and offend others? How can the young men encourage others around them to use language that invites the Spirit?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Invite several young men to share what impressed them about the lesson last week.
- Write the following phrases on the board: *Words we read. Words we hear. Words we write. Words we speak.* Ask the young men to read Ephesians 4:29–32 and explain how this passage relates to the four phrases on the board. Invite the young men to ponder these questions: How do you feel about the kind of language that you read, hear, and use? How do words invite or discourage guidance from the Holy Ghost?

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## Learn together

*Each of the activities below will help the young men understand the importance of using good language. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Write on the board “If a man can control his tongue, he can control \_\_\_\_\_.” Invite the young men to search James 3:2–10 and fill in the blank. Assign each young man to read one of the analogies used by James (horse bit, verses 2–3; ship, verse 4; forest fire, verses 5–6; poison, verses 7–8; pure fountain, verses 10–11). Invite the young men to prepare to teach the rest of the quorum what their analogy teaches about controlling their speech. Invite them to share what they can do to control their speech.
- A few days in advance, invite the young men to bring to quorum meeting their favorite inspirational quotation. Ask each young man to share his quotation and explain the influence it has had on his life. Invite the quorum to find examples in the scriptures that illustrate the powerful positive influence our words can have on others (for example, Captain Moroni and the title of liberty [see Alma 46:11–22], the Savior and the woman taken in adultery [see John 8:1–11], or Abinadi and Alma [see Alma 5:9–12]). What do these examples teach the young men about the power their words can have on others?
- Assign each young man a different scripture passage from the first set of scriptures in this outline. Invite him to draw a simple picture or diagram that represents the message from the passage. Have him show his picture, and invite the other quorum members to guess what it teaches about communication with others. Ask the young men to share experiences related to the message of the scripture passages.
- Give each young man a section of Elder Jeffrey R. Holland’s talk “The Tongue of Angels,” and invite him to highlight the main message from that

### Teaching tip

“As you prayerfully prepare to teach, you may be led to emphasize certain principles. You may gain an understanding of how best to present certain ideas. You may discover examples, object lessons, and inspiring stories in the simple activities of life. You may feel impressed to invite a particular person to assist with the lesson. You may be reminded of a personal experience that you can share” (*Teaching, No Greater Call* [1999], 48).

section (do not give the young men the title of the talk). Have each young man list on the board what he highlighted and explain why. Ask the quorum members to suggest possible titles for the talk based on the main messages they identified. Invite a few young men to share a time when they said something that uplifted another individual or when someone uplifted them.

- Show the video “No Cussing Club” or the video “Bullying—Stop It,” and ask the young men to share what they learn from the video. Invite them to ponder what they can do to influence others to communicate in ways that invite the Spirit of the Lord. For example, how might they help a friend who has a habit of using bad

language? Or how can they use electronic communication to uplift and encourage others? Invite them to look for answers as they read “Language” in *For the Strength of Youth*. Ask them to share their ideas.

- Invite the young men to read 1 Nephi 5:1–7 and share what they learn from the examples of Sariah and Lehi about how our words affect ourselves and others. Ask them to read Elder W. Craig Zwick’s comments about this account in his talk “What Are You Thinking?” What further insights do the young men gain from this talk? Encourage them to share ways they can follow Lehi’s example in their interactions with family members and others.

*Ask the young men to share what they learned today. Do they understand the importance of using clean, uplifting language? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his testimony about how using appropriate language can uplift and encourage others and invite the companionship of the Holy Ghost.

- Commit the young men to use language that reflects their sacred calling as Aaronic Priesthood holders.

## Teaching in the Savior’s way

In every setting, the Savior was our example and mentor. He taught His followers to pray by praying with them. He taught them to love and serve by the way He loved and served them. He taught them how to teach His gospel by the way He taught. As you prepare to teach, think of how the Lord communicated and how we can communicate in a way that uplifts and encourages others and invites the companionship of the Holy Ghost.

# Selected Resources

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*“Language,” For the Strength of Youth (2011), 20–21*

How you communicate should reflect who you are as a son or daughter of God. Clean and intelligent language is evidence of a bright and wholesome mind. Good language that uplifts, encourages, and compliments others invites the Spirit to be with you. Our words, like our deeds, should be filled with faith, hope, and charity.

Choose friends who use good language. Help others improve their language by your example. Be willing to politely walk away or change the subject when those around you use inappropriate language.

Speak kindly and positively about others. Choose not to insult others or put them down, even in joking. Avoid gossip of any kind, and avoid speaking in anger. When you are tempted to say harsh or hurtful things, leave them unsaid.

Always use the names of God and Jesus Christ with reverence and respect. Misusing the names of Deity is a sin. When you pray, address your Father in Heaven in reverent and respectful language. The Savior used such respectful language in the Lord’s Prayer (see Matthew 6:9–12).

Do not use profane, vulgar, or crude language or gestures, and do not tell jokes or stories about immoral actions. These are offensive to God and to others.

Remember that these standards for your use of language apply to all forms of communication, including texting on a cell phone or communicating on the Internet.

If you have developed the habit of using language that is not in keeping with these standards—such as swearing, mocking, gossiping, or speaking in anger to others—you can change. Pray for help. Ask your family and friends to support you in your desire to use good language.



## How can I resist pornography?

“Pornography, with its sleazy filth, sweeps over the earth like a horrible, engulfing tide. It is poison. Do not watch it or read it. It will destroy you if you do. It will take from you your self-respect. It will rob you of a sense of the beauties of life. It will tear you down and pull you into a slough of evil thoughts and possibly of evil actions. Stay away from it. Shun it as you would a foul disease, for it is just as deadly” (Gordon B. Hinckley, “Some Thoughts on Temples, Retention of Converts, and Missionary Service,” *Ensign*, Nov. 1997, 51). As we “put on the whole armour of God” (see Ephesians 6:11–17) and rely on the strength of the Lord, we can protect ourselves against the adversary’s attacks on virtue and keep our thoughts and actions pure.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. How can you encourage the young men to resist pornography?*

Genesis 39:7–21; Romans 12:21; 2 Timothy 2:22; Alma 39:9; Moroni 10:30; D&C 27:15–18; 121:45–46 (We must immediately turn away from the temptation to lust and instead fill our minds with clean thoughts)

Isaiah 1:18; Helaman 12:23; D&C 58:42–43 (We can be forgiven if we repent)

Matthew 5:27–28; Romans 6:12; Alma 39:9; D&C 42:23 (Lusting after a woman is a sin with serious consequences)

1 Nephi 17:3; Mosiah 24:14; Alma 26:12 (God will strengthen us in our efforts to keep the commandments)

Jeffrey R. Holland, “Place No More for the Enemy of My Soul,” *Ensign* or *Liahona*, May 2010, 44–46; see also the video “Watch Your Step”

Quentin L. Cook, “Can Ye Feel So Now?” *Ensign* or *Liahona*, Nov. 2012, 6–9

Linda S. Reeves, “Protection from Pornography—a Christ-Focused Home,” *Ensign* or *Liahona*, May 2014, 15–17

*Let Virtue Garnish Thy Thoughts* (2006)

“Pornography,” *True to the Faith* (2004), 117–18

Video: “To Look Upon”

What wholesome and uplifting things have you filled your life with to help resist pornography? How has resisting pornography blessed you as a priesthood holder? as a husband? as a father?

In what ways are your young men exposed to pornography? How can it affect their priesthood power? What wholesome and uplifting influences could you suggest to help them resist pornography?

See the appendix for other teaching and learning ideas.

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together*



*about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Write a phrase from last week's lesson on the board, and ask a young man to explain what it means to him.
  - Display a white cloth (like a handkerchief or glove) and a small container of mud. Discuss with the young men what would happen if they dip the white cloth in the mud. Which would be affected, the mud or the white cloth? What effect does pornography have on our mind and spirit? Discuss President Hinckley's quote found at the beginning of this lesson.
- 

## Learn together

*Each of the activities below will help the young men learn how to resist pornography. Following the inspiration of the Spirit, select one or more of the activities that will work best for your quorum:*

- Show the video "To Look Upon," and have the young men tell you to pause the video each time David could have made a different choice. What happened to King David after this experience (see 2 Samuel 11–12)? How did it affect his family? Why is looking at pornography so dangerous? Have the young men read Genesis 39:7–21 and look for how Joseph responded in a similar situation. Briefly compare the results of King David's actions and Joseph's. Why is viewing pornography a sin against God? What safeguards have the young men used or heard of others using to help avoid pornography? What wholesome activities or thoughts could they use to replace inappropriate thoughts?
- Ask the young men why they think pornography is harmful to the soul. As a quorum, read the section about pornography in *True to the Faith*. At the end of each paragraph, take time to discuss the importance of what has been read. (For example, you could discuss with the young men the different places or situations in which they might encounter pornography. What could they do to safeguard against pornography? Invite them to plan what they will do when they find it accidentally.) After the third paragraph, discuss the power of the Atonement and how the bishop or branch president participates in the repentance process. Invite the young men to see the bishop if they have become involved in viewing pornography.

### Teaching tip

"Your main concern should be helping others learn the gospel, not making an impressive presentation. This includes opportunities for learners to teach one another" (*Teaching, No Greater Call* [1999], 64).

- Invite the young men to imagine they are having a talk with their future 12-year-old son about why pornography is so destructive and how to avoid it. Assign half of the quorum to search Elder Jeffrey R. Holland’s talk “Place No More for the Enemy of My Soul” and the other half to search Sister Linda S. Reeves’s talk “Protection from Pornography—a Christ-Focused Home,” looking for information or statements that could help them with this discussion. (They could also watch the video “Watch Your Step.”) Invite them to share what they find. How do their choices regarding pornography now affect their future happiness when they become husbands and fathers?

- Invite the young men to imagine they had the opportunity to tell a member of the Quorum of the Twelve Apostles about the challenges youth today face regarding pornography. What might they say to him? Give each young man a copy of the six

*Ask the young men to share what they learned today. Do they understand how to resist pornography? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

paragraphs from Elder Quentin L. Cook’s talk “Can Ye Feel So Now?” beginning with the phrase “Sexual immorality and impure thoughts.” Ask half of the quorum to look for and share what Elder Cook learned from a 15-year-old young man, and ask the other half to look for and share the counsel Elder Cook gives. What can the young men do to help make their homes “places of refuge” from pornography?

- Invite the young men to imagine that they have a friend who is struggling with pornography. What would they say to help him? Ask each young man to read parts of the section titled “Finding Strength to Abandon Sin” from the booklet *Let Virtue Garnish Thy Thoughts*. What would the young men share from this section with their friend? What other scriptures could help someone struggling with pornography? (See, for example, the scriptures suggested in this outline.)

## Teaching in the Savior’s way

The Savior invited His followers to act in faith and live the truths He taught. In all His teaching He focused on helping His followers live the gospel with all their hearts. How can you help the young men understand their covenants and live them with all their hearts?

**NOTE TO ADVISER:** Many young men are being affected by pornography either personally or through a family member or a friend. Do not discuss experiences with or confessions about pornography in the quorum meeting. You may consider notifying parents that you will be teaching this lesson and inviting them to continue the discussion in their homes. If a young man needs help, invite him to talk to his parents or the bishop or branch president.

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share what he is doing to avoid looking at inappropriate things.
- Encourage other quorum members to create a personal plan to avoid and escape from pornography.
- Invite quorum members to see the bishop or branch president if they are struggling with pornography.

# Selected Resources

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*Excerpt from Quentin L. Cook, "Can Ye Feel So Now?"  
Ensign or Liahona, Nov. 2012, 6–9*

Sexual immorality and impure thoughts violate the standard established by the Savior [see Alma 39]. We were warned at the beginning of this dispensation that sexual immorality would be perhaps the greatest challenge [see Ezra Taft Benson, "Cleansing the Inner Vessel," *Ensign*, May 1986, 4]. Such conduct will, without repentance, cause a spiritual drought and loss of commitment. Movies, TV, and the Internet often convey degrading messages and images. President Dieter F. Uchtdorf and I were recently in an Amazon jungle village and observed satellite dishes even on some of the small, simply built huts. We rejoiced at the wonderful information available in this remote area. We also recognized there is virtually no place on earth that cannot be impacted by salacious, immoral, and titillating images. This is one reason why pornography has become such a plague in our day.

I recently had an insightful conversation with a 15-year-old Aaronic Priesthood holder. He helped me understand how easy it is in this Internet age for young people to almost inadvertently be exposed to impure and even pornographic images. He pointed out that for most principles the Church teaches, there is at least some recognition in society at large that violating these principles can have devastating effects on health and well-being. He mentioned cigarette smoking, drug use, and alcohol consumption by young people. But he noted that there is no corresponding outcry or even a significant warning from society at large about pornography or immorality.

My dear brothers and sisters, this young man's analysis is correct. What is the answer? For years, prophets and apostles have taught the importance of religious observance in the home.

Parents, the days are long past when regular, active participation in Church meetings and programs, though essential, can fulfill your sacred responsibility to teach your children to live moral, righteous lives and walk uprightly before the Lord. With President Monson's announcement this morning, it is essential that this be faithfully accomplished in homes which are places of refuge where kindness, forgiveness, truth, and righteousness prevail. Parents must have the courage to filter or monitor Internet access, television, movies, and music. Parents must have the courage to say no, defend truth, and bear powerful testimony. Your children need to know that you have faith in the Savior, love your Heavenly Father, and sustain the leaders of the Church. Spiritual maturity must flourish in our homes. My hope is that no one will leave this conference without understanding that the moral issues of our day must be addressed in the family. Bishops and priesthood and auxiliary leaders need to support families and make sure that spiritual principles are taught. Home and visiting teachers can assist, especially with children of single parents.

The young man I mentioned earnestly asked if the Apostles knew how early in life teaching and protecting against pornography and impure thoughts should start. With emphasis, he stated that in some areas even before youth graduate from Primary is not too early.

Youth who have been exposed to immoral images at a very early age are terrified that they may have already disqualified themselves for missionary service and sacred covenants. As a result, their faith can be severely impaired. I want to assure you young people, as Alma taught, that through repentance you can qualify for all the blessings of heaven [see Alma 13:27–30; 41:11–15]. That is what the Savior's Atonement is all about. Please talk with your parents or a trusted adviser, and counsel with your bishop.



## Why do we fast?

To fast is to go without food and drink voluntarily for a certain period of time. Fasting combined with sincere prayer can help you prepare yourself and others to receive God's blessings. Fasting also includes giving a generous fast offering to help those in need. Aaronic Priesthood holders may be asked to assist the bishop in the collection of fast offerings.

What are some of the reasons you have fasted, and what were the results of your fast? What do you do to make fasting meaningful?

Why is it important for the young men to understand the principle of fasting? What is the biggest obstacle the young men face to enjoy the full blessings of fasting?

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### Prepare yourself spiritually

*What scriptures and other resources will help the young men understand fasting and its resulting blessings?*

Esther 4:10–17; Matthew 4:1–11; D&C 59:12–14 (Fasting is a source of spiritual strength)

Isaiah 58:3–12; Matthew 6:16–18 (The Lord describes a proper fast, which includes fast offerings)

Matthew 17:14–21 (Jesus tells His disciples that fasting and prayer give more power to heal)

Mosiah 27:18–24; Alma 6:6 (Fasting can help bless others)

Alma 5:45–46; 17:1–3, 9; Helaman 3:35 (Fasting helps strengthen testimony)

L. Tom Perry, "What Seek Ye?" *Ensign* or *Liahona*, May 2005, 84–87

Carl B. Pratt, "The Blessings of a Proper Fast," *Ensign* or *Liahona*, Nov. 2004, 47–49

"Fasting and Fast Offerings," *True to the Faith* (2004), 66–69

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Invite the young men to share a scripture that they remember from last week's quorum meeting.
- Invite the young men to imagine that a friend of another faith wants to know what it means to fast and why they do it. How would they explain the principle of fasting to their friend? Discuss the difference between fasting and just going hungry.

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## Learn together

*Each of the activities below will help the young men understand what it means to fast. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Give the young men copies of "The Blessings of a Proper Fast," and have them number the paragraphs from 1 to 25. Divide the quorum into small groups. Assign the young men to read in their groups one of the following sets of paragraphs and answer the corresponding questions (you may want to write them on the board): 1 to 6, What does it mean to fast? How do you feel about fasting? 7 to 8, What is the purpose of fasting? How does knowing this purpose help you? 9 to 13, What is the relationship between prayer and fasting? 14 to 25, What are the blessings of fasting? When have you experienced these blessings? Ask a young man from each group to share with the quorum his group's questions and their answers.
- As a quorum, make a list of common challenges that young men may face. Invite the young men to read scriptures that describe the blessings of fasting, such as those listed in this outline. Ask them to list on the board the blessings from a proper fast. How can these blessings help the young men overcome life's challenges? How can they help them in their roles as priesthood holders? Bear testimony of the blessings of fasting, and invite the young men to do the same.
- Ask the young men to make a three-column chart on a piece of paper and label the columns, "What Should We Do?" "What Should We Avoid Doing?" and "What Blessings Does God Promise?" Invite them to write answers they find regarding fasting in Isaiah 58:3–12. (If necessary, explain that fast offerings are one way we "deal [our] bread to the hungry," and that young men are welcome to pay fast offerings.) Encourage them to share their answers and the blessings they have received for fasting in the Lord's way.
- If the young men in your ward assist the bishop in collecting fast offerings (see *Duty to God*, 23), consider

### Teaching tip

"There may . . . be times when you do not know the answer to a question. If this happens, simply say that you do not know. You may want to say that you will try to find the answer. Or you may want to invite learners to find the answer, giving them time in another lesson to report on what they have learned" (*Teaching, No Greater Call* [1999], 64).

having the quorum president lead a discussion about how they can fulfill this duty in a way that would be pleasing to the Lord. For example, the quorum president could discuss what fast offerings are for, what quorum members' attitudes should be while performing this duty, and what the

blessings are for serving others. Invite a member of the bishopric to explain to the quorum how fast offerings are used to help the poor and needy. Consider arranging for the quorum members to teach a Primary class about their priesthood duty to collect fast offerings.

*Ask the young men to share what they learned today. Do they understand the what it means to fast? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share experiences he has had as he has fasted.
- Invite the young men to pay fast offerings.
- Invite quorum members to apply what they learned today the next time they fast.

## Teaching in the Savior's way

The Savior prepared Himself to teach by spending time alone in prayer and fasting. What can you do to prepare yourself to teach the young men about fasting?

NOTE TO THE TEACHER: Some young men may have a medical condition that prevents them from fasting. Suggest that there may be other ways to receive the blessings of fasting (for example, they can still contribute a generous fast offering).



# Why are we commanded to keep the Sabbath day holy?

The Lord has given the Sabbath day for our benefit and has commanded us to keep it holy. Observing the Sabbath day will bring us closer to the Lord and to our families. It will give us an eternal perspective and spiritual strength. The Sabbath also allows us to rest from our physical labors and worship the Lord.

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## Prepare yourself spiritually

*Prayerfully study the following scriptures and resources, selecting those that best apply to the young men to teach them about the Sabbath day.*

Genesis 2:2 (Origin of the Sabbath day) Kevin S. Hamilton, “Continually Holding Fast,” *Ensign* or *Liahona*, Nov. 2013, 99–101

Exodus 20:8–11 (Keep the Sabbath day holy)

Marcos A. Aidukaitis, “The Joy of Sabbath Day Observance,” *Liahona*, June 2012, 13–15

Mark 2:27 (The Sabbath is made for man)

D&C 59:9–13 (Observing the Sabbath helps us stay unspotted from the world)

“Sabbath,” *True to the Faith* (2004), 145–47

Thomas S. Monson, “The Three Rs of Choice,” *Ensign* or *Liahona*, Nov. 2010, 67–70

“Sabbath Day Observance,” *For the Strength of Youth* (2011), 30–31

Video: “He Learned Compassion in His Youth”

What blessings do you enjoy because you keep the Sabbath day holy? How do you know what is and what is not appropriate on the Sabbath?

Why is it important that the young men understand why we have a Sabbath day? How can you help instill in them a desire to honor the Sabbath? How can you help the young men determine for themselves which activities are appropriate for the Sabbath day?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Show the young men a picture or object from last week's lesson, and invite them to explain how it relates to what they learned last week.
- Ask the young men if a friend has ever invited them to do something on Sunday that was not appropriate for

the Sabbath. How did they explain to their friend why we keep the Sabbath day holy? Share with the quorum the paragraph at the beginning of this outline for other suggestions on how to explain the importance of the Sabbath to others.

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## Learn together

*Each of the activities below will help the young men understand the purpose of the Sabbath day. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Divide the young men into pairs. Invite one young man from each pair to read D&C 59:9–15 and list what we are asked to do on the Sabbath. Ask the other young man to search verses 16–19 for the blessings promised when we keep the Sabbath day holy. Ask them to share their findings with each other and talk about why it is important to honor the Sabbath day. Invite the quorum to discuss why the Lord gave us the Sabbath day. Ask each young man to think of something he can do to ensure that the Lord's purposes for the Sabbath day are accomplished in his own life.
- Ask the young men how they determine if an activity is appropriate for the Sabbath. Invite them to look in Doctrine and Covenants 59:9–13 and in *For the Strength of Youth* (pages 30–31) for principles that might help them, and ask them to write what

they find on the board. Invite each young man to think about his own Sunday activities and determine for himself whether they align with these principles. Encourage the young men to make a specific goal to make any changes they feel are necessary in the things they do on the Sabbath.

- Show or relate the story about Elder Kevin S. Hamilton's father in the first two paragraphs of his talk "Continually Holding Fast." What do the young men learn about the importance of observing the Sabbath from this story? Give the young men copies of the paragraph from Elder Hamilton's talk that begins with the phrase "We each have many choices to make." Ask them to read the paragraph and work together in pairs to make a list of "good," "better," and "best" Sabbath activities. Invite them to share their lists with the class.

### Teaching tip

"When you teach from the scriptures, it is often helpful to have learners look or listen for something specific" (*Teaching, No Greater Call* [1999], 55).



## Teaching in the Savior's way

The Savior invited His followers to act in faith and live the truths He taught. He focused on helping His followers live the gospel with all their hearts. Testify of the blessings of keeping the Sabbath day holy, and invite the young men to learn for themselves by exercising faith to honor the Sabbath day.

- Write the words *holiday* and *holy day* on the board. What are some ways the world is attempting to turn the Sabbath from a holy day into a “holiday”? Give the young men copies of Elder Marcos A. Aidukaitis’s account of his Sabbath-day tradition at the beach or show the video “He Learned Compassion in His Youth.” Ask the young men to look for the blessings that came because the people in these stories resolved to keep the Sabbath day holy. Invite them to share similar examples from their own lives. Invite the young men to share their testimonies of keeping the Sabbath day holy.
- As you read “Sabbath” in *True to the Faith*, ask the young men to listen for examples of appropriate Sunday activities. How does the world’s idea of Sunday activities differ from what the Lord wants us to do? Ask them to think about how some activities might contribute to or detract from the spirit of the Sabbath. How do they know if what they are doing is keeping the Sabbath day holy or not? When have they felt that what they were doing was in harmony with the Sabbath day?

*Ask the young men to share what they learned today. Do they understand the purposes of the Sabbath day? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his testimony of the importance of keeping the Sabbath day holy and explain how his life is better as he does.
- Invite quorum members to strengthen their families and those around them by setting a good example of keeping the Sabbath day holy.

# Selected Resources

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*Excerpt from Thomas S. Monson, "The Three Rs of Choice," Ensign or Liahona, Nov. 2010, 67–70*

May I share with you an example of one who determined early in life what his goals would be. I speak of Brother Clayton M. Christensen, a member of the Church who is a professor of business administration in the business school at Harvard University.

When he was 16 years old, Brother Christensen decided, among other things, that he would not play sports on Sunday. Years later, when he attended Oxford University in England, he played center on the basketball team. That year they had an undefeated season and went through to the British equivalent of what in the United States would be the NCAA basketball tournament.

They won their games fairly easily in the tournament, making it to the final four. It was then that Brother Christensen looked at the schedule and, to his absolute horror, saw that the final basketball game was scheduled to be played on a Sunday. He and the team had worked so hard to get where they were, and he was the starting center. He went to his coach with his dilemma. His coach was unsympathetic and told Brother Christensen he expected him to play in the game.

Prior to the final game, however, there was a semifinals game. Unfortunately, the backup center dislocated his shoulder, which increased the pressure on Brother Christensen to play in the final game. He went to his hotel room. He knelt down. He asked his Heavenly Father if it would be all right, just this once, if he played that game on Sunday. He said that before he had finished praying, he received the answer: "Clayton, what are you even asking me for? You know the answer."

He went to his coach, telling him how sorry he was that he wouldn't be playing in the final game. Then

he went to the Sunday meetings in the local ward while his team played without him. He prayed mightily for their success. They did win.

That fateful, difficult decision was made more than 30 years ago. Brother Christensen has said that as time has passed, he considers it one of the most important decisions he ever made. It would have been very easy to have said, "You know, in general, keeping the Sabbath day holy is the right commandment, but in my particular extenuating circumstance, it's okay, just this once, if I don't do it." However, he says his entire life has turned out to be an unending stream of extenuating circumstances, and had he crossed the line just that once, then the next time something came up that was so demanding and critical, it would have been so much easier to cross the line again. The lesson he learned is that it is easier to keep the commandments 100 percent of the time than it is 98 percent of the time [see Clayton M. Christensen, "Decisions for Which I've Been Grateful" (Brigham Young University–Idaho devotional, June 8, 2004), [www.byui.edu/presentations](http://www.byui.edu/presentations)].

*Excerpt from Kevin S. Hamilton, "Continually Holding Fast," Ensign or Liahona, Nov. 2013, 99–101*

My father could remember the very day, even the very hour, that his family—father, mother, and four children—left the Church, many never to return again in this life. He was 13 years old, a deacon, and in those days families attended Sunday School in the morning and then sacrament meeting in the afternoon. On a beautiful spring day, after returning home from Sunday morning worship services and having a midday family meal together, his mother turned to his father and asked simply, "Well, dear, do you think we should go to sacrament meeting this afternoon, or should we take the family for a ride in the country?"

# Selected Resources

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The idea that there was an option to sacrament meeting had never occurred to my father, but he and his three teenage siblings all sat up and paid careful attention. That Sunday afternoon ride in the country was probably an enjoyable family activity, but that small decision became the start of a new direction which ultimately led his family away from the Church with its safety, security, and blessings and onto a different path. . . .

We each have many choices to make as to how we observe the Sabbath day. There will always be some “good” activity that can and should be sacrificed for the better choice of Church meeting attendance. This is in fact one of the ways that the adversary “cheateth [our] souls, and leadeth [us carefully] away” [2 Nephi 28:21]. He uses “good” activities as substitutes for “better” or even “best” activities [see Dallin H. Oaks, “Good, Better, Best,” *Ensign* or *Liahona*, Nov. 2007, 104–8].



## Why do we pay tithing?

Paying tithing is a sacred privilege. When we pay tithing we show gratitude for all that God has given us and return to Him a portion of what we have received. Tithing is used to build temples and meetinghouses, translate and publish the scriptures, do missionary and family history work, and build God's kingdom on earth in other ways.

Think about the spiritual and temporal blessings you have received from paying your tithes. What experiences have you had that you could share with the young men?

Why would it be important for young men to pay tithing? How can you teach them the importance of living the law of tithing?

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### Prepare yourself spiritually

*What scriptures and other resources will help the young men understand why we pay tithing?*

Malachi 3:8–10; 3 Nephi 24:8–10; D&C 64:23 (Promised blessings of tithing)

D&C 119 (The law of tithing revealed)

David A. Bednar, "The Windows of Heaven," *Ensign or Liahona*, Nov. 2013, 17–20

Henry B. Eyring, "The Blessings of Tithing," *Liahona*, June 2011, 4–5

Carl B. Pratt, "The Lord's Richest Blessings," *Ensign or Liahona*, May 2011, 101–3

"Tithing," *True to the Faith* (2004), 180–82

"Tithes and Offerings," *For the Strength of Youth* (2011), 38–39

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Write the question from last week's lesson title on the board, and ask if one of the young men can answer the question using what he learned last week.
- Write on the board, "Why do you pay tithing?" Invite the young men to imagine that a friend of another faith asks them this question. How would they respond? Encourage them to share experiences they or their family has had related to tithing.

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## Learn together

*Each of the activities below will help the young men understand the law of tithing. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Ask the young men to search Malachi 3:8–10 and D&C 64:23 and share the promises made to tithe payers. Ask the young men to find out what the Lord expects us to pay in tithes by reading D&C 119 (explain that "interest" is our annual "income"). Hand out tithing receipts and let the young men explain to each other how to use them. Share how you have been blessed for paying tithing.
- Draw three columns on the chalkboard with the following headings: *Blessings, How Funds Are Used, and Attitude*. Divide the quorum into small groups, and assign each group one of the topics to research in *For the Strength of Youth: "Tithes and Offerings."* Ask them to write what they find in the appropriate column on the board. Invite a few of them to share their testimonies of the law of tithing.
- Read, show, or tell the story about Elder Pratt's grandfather from "The Lord's Richest Blessings." Hand out copies of the talk to the young men, and ask them to find one of the lessons Elder Pratt learned from his grandfather and share it with the quorum. Invite the young men to tell of a time when the payment of tithing has blessed them or their family (or share an experience of your own).
- Divide the quorum into two groups. Ask one group to read President Henry B. Eyring's article "The Blessings of Tithing," and ask the other group to read paragraphs 2–13 of Elder David A. Bednar's talk "The Windows of Heaven." Ask each group to make a list of the blessings we receive when we pay tithing, and then write the blessings on the board. Invite the young men to share blessings that have come to them and their families from paying tithing. Ask them how living the law of tithing will help their future marriages and families.

### Teaching tip

"Respond to incorrect answers with respect and courtesy. Ensure that the individual still feels comfortable participating" (*Teaching, No Greater Call* [1999], 69).

*Ask the young men to share what they learned today. Do they understand why we pay tithing? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Share why paying tithing is an important part of his life.
- Challenge quorum members to always pay tithing.

## **Teaching in the Savior's way**

The Savior trusted His disciples, prepared them, and gave them important responsibilities to teach, bless, and serve others. How can you show your trust in the young men and give them opportunities to teach others?

# Selected Resources

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*Excerpt from David A. Bednar, “The Windows of Heaven,” Ensign or Liahona, Nov. 2013*

Sister Bednar’s mother is a faithful woman and an inspired homemaker. From the earliest days of her marriage, she carefully has kept the household financial records. For decades she has accounted conscientiously for the family income and expenditures using very simple ledgers. The information she has collected over the years is comprehensive and informative.

When Sister Bednar was a young woman, her mother used the data in the ledgers to emphasize basic principles of provident living and prudent home management. One day as they reviewed together various categories of expenses, her mother noted an interesting pattern. The costs for doctor visits and medicines for their family were far lower than might have been expected. She then related this finding to the gospel of Jesus Christ and explained to her daughter a powerful truth: as we live the law of tithing, we often receive significant but subtle blessings that are not always what we expect and easily can be overlooked. The family had not received any sudden or obvious additions to the household income. Instead, a loving Heavenly Father had bestowed simple blessings in seemingly ordinary ways. Sister Bednar always has remembered this important lesson from her mother about the help that comes to us through the windows of heaven, as promised by Malachi in the Old Testament (see Malachi 3:10).

Often as we teach and testify about the law of tithing, we emphasize the immediate, dramatic, and readily recognizable temporal blessings that we receive. And surely such blessings do occur. Yet some of the diverse blessings we obtain as we are obedient to this commandment are significant but subtle. Such blessings can be discerned only if we are both spiritually attentive and observant (see 1 Corinthians 2:14).

The imagery of the “windows” of heaven used by Malachi is most instructive. Windows allow natural light to enter into a building. In like manner, spiritual illumination and perspective are poured out through the windows of heaven and into our lives as we honor the law of tithing.

For example, a subtle but significant blessing we receive is the spiritual gift of gratitude that enables our appreciation for what we have to constrain desires for what we want. A grateful person is rich in contentment. An ungrateful person suffers in the poverty of endless discontentment (see Luke 12:15).

We may need and pray for help to find suitable employment. Eyes and ears of faith (see Ether 12:19) are needed, however, to recognize the spiritual gift of enhanced discernment that can empower us to identify job opportunities that many other people might overlook—or the blessing of greater personal determination to search harder and longer for a position than other people may be able or willing to do. We might want and expect a job offer, but the blessing that comes to us through heavenly windows may be greater capacity to act and change our own circumstances rather than expecting our circumstances to be changed by someone or something else.

We may appropriately desire and work to receive a pay raise in our employment to better provide the necessities of life. Eyes and ears of faith are required, however, to notice in us an increased spiritual and temporal capacity (see Luke 2:52) to do more with less, a keener ability to prioritize and simplify, and an enhanced ability to take proper care of the material possessions we already have acquired. We might want and expect a larger paycheck, but the blessing that comes to us through heavenly windows may be greater capacity to change our own circumstances rather than expecting our circumstances to be changed by someone or something else.



## Why is it important to be honest?

Being honest means choosing not to lie, steal, cheat, or deceive in any way. When we are honest, we build strength of character that will allow us to be of great service to God and to others. We are blessed with peace of mind and self-respect and will be trusted by the Lord and others.

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and other resources, selecting ones that best apply to the young men to teach them about honesty.*

Psalm 101:7; Proverbs 12:22; 2 Corinthians 4:2; Ephesians 4:29; Alma 27:27; Articles of Faith 1:13 (Be honest and upright in all things)

Acts 5:1–10 (We cannot lie to the Lord)

2 Nephi 9:34; Alma 12:1–6 (Dishonesty is a sin with serious consequences)

Joseph Smith—History 1:21–25 (Joseph’s experience of being honest in the face of persecution)

Thomas S. Monson, “Preparation Bring Blessings,” *Ensign* or *Liahona*, May 2010, 64–67

Robert C. Gay, “What Shall a Man Give in Exchange for His Soul?” *Ensign* or *Liahona*, Nov. 2012, 34–36

Richard C. Edgley, “Three Towels and a 25-Cent Newspaper,” *Ensign* or *Liahona*, Nov. 2006, 72–74

“Honesty and Integrity,” *For the Strength of Youth* (2011), 19

“Honesty,” *True to the Faith* (2004), 84

Video: “Honesty: You Better Believe It”

What do you think it means to be honest in all things? Why do you feel it is important to be honest? How have you or someone you know been affected by the honest or dishonest decisions of others?

What tests of honesty do the young men face in their lives? How can you help them understand that blessings come from being honest in all situations? How can you help them have the courage to make honest choices?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.



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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Invite the young men to share an experience they have had that relates to last week's lesson.
- Have the young men write on a piece of paper (anonymously) several situations in which they may be tempted to be dishonest (they could look at the standards in *For the Strength of Youth* for ideas). Collect their papers and share several of the situations with the quorum. What would they do in these situations? What would the consequences be for being honest or dishonest?

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## Learn together

Each of the activities below will help the quorum members understand why it is important to be honest. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Invite the young men to watch "Honesty: You Better Believe It" or read the story about buying movie tickets in Elder Robert C. Gay's talk "What Shall a Man Give in Exchange for His Soul?" Ask them to write down ways they can prepare now to overcome the temptation to be dishonest before the situation actually arises. Invite them to share their thoughts with the rest of the quorum.
- As a quorum, read "Honesty and Integrity" in *For the Strength of Youth*. Ask the young men to identify the blessings of honesty and list them on the board. How does honesty affect their ability to do good for others and the Lord? Why is honesty important to them as a priesthood holder, a son, a brother, a friend, a leader, or an employee?
- Read Joseph Smith—History 1:21–25 as a quorum, and ask the young men what they learn about honesty from this story. How are they blessed because Joseph was true to what he experienced and what Heavenly Father and Jesus Christ asked of him? When has being honest required the young men to be courageous? How were they blessed for being honest?
- Draw a line down the middle of the board. On one side write, "If I am honest . . ." and on the other side write, "If I am dishonest . . ." Ask the young men to look for ways to complete these sentences as they read the section titled "Honesty" in *True to the Faith* and the story about the dishonest student in President Thomas S. Monson's talk "Preparation Bring Blessings." What other thoughts can they add? Invite the young men to share how they have seen these things in their own lives. Ask the quorum to share some ways people sometimes

### Teaching tip

"You can help those you teach feel more confident about their ability to participate in a discussion if you respond positively to every sincere comment. For example, you might say, 'Thank you for your answer. That was very thoughtful' or . . . 'That is a good example' or 'I appreciate all that you have said today'" (*Teaching, No Greater Call* [1999], 64).

justify being dishonest. How do they explain to others their reasons for being honest?

- Assign each of the young men one of the scripture passages from this lesson. Ask each young man to

*Ask the young men to share what they learned today. Do they understand the importance of being honest? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Share his testimony of what he learned from the lesson today.
- Challenge each young man to be honest in all things.

write down one to four words that represent what the passage teaches about honesty. Invite the young men to share what they have written and express their feelings and experiences about being honest.

## **Teaching in the Savior's way**

The Savior taught through example. He taught others to pray by praying with them. He taught them to love and serve by the way He loved and served them. He taught them how to teach His gospel by the way He taught it. The young men will be strengthened as they see you live a life of honesty in what you teach and how you live.

# Selected Resources

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*Excerpt from Robert C. Gay, "What Shall a Man Give in Exchange for His Soul?" Ensign or Liahona, Nov. 2012, 34–36*

The Savior once asked His disciples the following question: "What shall a man give in exchange for his soul?" [Matthew 16:26.]

This is a question that my father taught me to carefully consider years ago. As I was growing up, my parents assigned me chores around the house and paid me an allowance for that work. I often used that money, a little over 50 cents a week, to go to the movies. Back then a movie ticket cost 25 cents for an 11-year-old. This left me with 25 cents to spend on candy bars, which cost 5 cents apiece. A movie with five candy bars! It couldn't get much better than that.

All was well until I turned 12. Standing in line one afternoon, I realized that the ticket price for a 12-year-old was 35 cents, and that meant two less candy bars. Not quite prepared to make that sacrifice, I reasoned to myself, "You look the same as you did a week ago." I then stepped up and asked for the 25-cent ticket. The cashier did not blink, and I bought my regular five candy bars instead of three.

Elated by my accomplishment, I later rushed home to tell my dad about my big coup. As I poured out the details, he said nothing. When I finished, he simply looked at me and said, "Son, would you sell your soul for a nickel?" His words pierced my 12-year-old heart. It is a lesson I have never forgotten.

## UNIT OVERVIEW

# October: Becoming More Christlike

*“Jesus saith unto him, I am the way, the truth, and the life” (John 14:6).*

The outlines in this unit will help the young men learn about and develop Christlike attributes. Jesus Christ has commanded all of us, “Be perfect even as I, or your Father who is in heaven is perfect” (see 3 Nephi 12:48). Developing the attributes of Christ will help the young men fulfill duties as bearers of His holy priesthood. They will need these attributes as they face the challenges of living in perilous times and as they prepare to serve as full-time missionaries and raise righteous families in the future.

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### Outlines to choose from this month:

*How can I serve others? (Duty to God)*

*How can I become more Christlike?*

*How can I develop Christlike love?*

*How can I learn to be more patient?*

*Why is it important to be grateful?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with quorum presidencies to select and plan appropriate activities that reinforce what the young men learn on Sunday.

### Duty to God

The following sections from the *Duty to God* book relate to the lessons in this unit:

“Live Worthily,” pages 16–17, 40–41, 64–65

“Understand Doctrine,” pages 18–20, 42–44, 66–68





## How can I serve others?

Jesus Christ set the perfect example of how to love and serve others. As priesthood holders, we have a duty to serve others. We can serve others as the Savior did in many ways, including administering priesthood ordinances, sharing the gospel with others, and performing simple, everyday acts of kindness.

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### Prepare yourself spiritually

*As you study the scriptures and other resources about service, look for things that will inspire the young men to give Christlike service.*

Think about experiences you have had serving others. What were the results of your service? What experiences could you share that would help the young men feel the importance of service?

When have you seen the young men serving others? What experiences can the young men share with each other? Why is it important to learn how to give Christlike service?

Matthew 25:31–46; Mosiah 2:17  
(When we serve others, we are serving God)

John 13:34–35 (We should love others as the Savior loves us)

James 1:27 (Pure religion is to visit the fatherless and widows)

1 Nephi 2:16–18; 3:1–7, 28–31; 4:1–2; 17:7–19, 50–51; 18:1–4 (Attitudes of Nephi and Laman and Lemuel in response to assignments)

Mosiah 18:8–10 (We should be willing to comfort those in need of comfort)

*Fulfilling My Duty to God* (2010), 26, 50, 74

Henry B. Eyring, “Bind Up Their Wounds,” *Ensign* or *Liahona*, Nov. 2013, 58–61

“Service,” *For the Strength of Youth* (2011), 32–33

Videos: “Rescuing Those in Need”; “Dayton’s Legs”; “If We Forget Ourselves”

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Write the title of last week's lesson on the board, and let each young man quickly write something he learned or applied from the lesson.
- Invite the young men to share experiences they have had recently serving others (if possible, have them share a quorum or individual service project that they completed as a part of their Duty to God plans). How were they affected through this service? How were others affected?
- Ask the young men to share experiences they know of people who have been physically rescued in a time of difficulty. How do people usually feel about the person who helped them? Watch the video "Rescuing Those in Need," and invite the young men to discuss what they learn from President Monson about serving others as the Savior did.

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## Learn together

*The purpose of this lesson is to help each young man understand how to fulfill his priesthood duty to serve others. As part of this lesson, quorum members should make plans in their Duty to God books to fulfill this duty. Before quorum meeting, invite the young men to bring their Duty to God books with them to church. In future quorum meetings, invite them to share experiences they are having as they fulfill their plans.*

### Duty to God plans

Allow time at the end of the quorum meeting for the young men to make plans in their *Duty to God* books or in the online version of *Duty to God*. These plans are personal, but quorum members can help each other generate ideas for their plans.

- Divide the following scriptures among the young men: Matthew 25:31–46; John 13:34–35; Mosiah 2:17; James 1:27; and Mosiah 18:8–10. Ask them to look for and write down what they learn about serving others from these verses (see *Duty to God*, 26). After they have shared what they found in the verses, invite them to share personal experiences of how they have been blessed through the service of others.
- Invite quorum members to read the following scripture passages and contrast Nephi's attitude with that of Laman and Lemuel as they responded to assignments: 1 Nephi 2:16–18; 3:1–7, 28–31; 4:1–2; 17:7–19, 50–51; 18:1–4 (consider asking them to write their answers on the board). Ask them to think about what their attitude was the last time they were given an opportunity to serve others. Invite the young men to write, in the space provided on page 50 of the *Duty to God* book, several phrases from their study that represent the attitude we should have when fulfilling priesthood assignments.
- Show one or both of the videos suggested in this outline, and ask the young men to look for blessings that come from serving others, including members of their quorum. Have quo-

rum members search their *Duty to God* books and identify ways they can serve others as Aaronic Priesthood holders (see page 23 [deacons], 47 [teachers], or 71 [priests]). Ask the young men to ponder ways they can strengthen their quorum through service.

- Show a picture of Henry B. Eyring as a young man. Read about President Eyring's experiences as a priest visiting members with his bishop. What do the young men learn about serving others from President Eyring's experiences? What experiences can they share from their own lives?

*After the young men have completed one or more of the activities above, do the following:*

- Invite quorum members to turn to the "Serve Others" section of their *Duty to God* book (pages 26–27 [deacons], 50–51 [teachers], or 74–75 [priests]). Invite each quorum member to write a personal plan to give service. For example, their plan could be to follow Elder M. Russell Ballard's

counsel to pray each day for opportunities to serve others (see "Be Anxiously Engaged," *Ensign* or *Liahona*, Nov. 2012, 29–31). Then invite the quorum president to lead a discussion on what the quorum could do to serve others, and ask the young men to write this plan in their books.

## Teaching in the Savior's way

During His earthly ministry, Jesus Christ spent His time serving and helping those around Him. True disciples of Christ do likewise. The Savior said, "By this shall all men know that ye are my disciples, if ye have love one to another" (John 13:35). As you teach the young men, look for opportunities to invite them to share how they have served others and what inspired them to give service.

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his plan to serve someone and invite the young men to fulfill their plans.
- Explain that quorum members will be invited to share experiences they are having serving others in the upcoming weeks.



# Selected Resources

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*Excerpt from Henry B. Eyring, "Bind Up Their Wounds," Ensign or Liahona, Nov. 2013, 58–61*

I was the first assistant in a priests quorum. The bishop called me one day at my home. He said that he wanted me to go with him to visit a widow in great need. He said he needed me.

As I waited for him to pick me up at my home, I was troubled. I knew the bishop had strong and wise counselors. One was a famous judge. The other ran a large company and would later become a General Authority. The bishop himself would someday serve as a General Authority. Why was the bishop saying to an inexperienced priest, "I need your help"?

Well, I know better now what he might have said to me: "The Lord needs to bless you." At the home of the widow, I saw him, to my amazement, tell the woman that she could get no help from the Church until she filled out the budget form he had left with her earlier. On the way home, as he saw how shocked I was, he chuckled at my surprise and said, "Hal, when she gets control of her spending, she will be able to help others."

On another occasion my bishop took me with him to the home of alcoholic parents who sent two frightened little girls to meet us at the door. After he visited with the two little girls, we turned away and he said to me, "We can't change the tragedy in their lives yet, but they can feel that the Lord loves them."

On another evening he took me to the home of a man who hadn't come to church in years. The bishop told him how much he loved him and how much the ward needed him. It didn't seem to have much effect on the man. But that time, and every time the bishop took me with him, it had a great effect on me.

There is no way that I can find out whether the bishop prayed to know which priest would be blessed by going with him on those visits. He may well have taken other priests with him many times. But the Lord knew I would someday be a bishop inviting those whose faith had grown cold to come back to the warmth of the gospel. The Lord knew I would someday be charged with the priesthood responsibility for hundreds and even thousands of Heavenly Father's children who were in desperate temporal need.



# How can I become more Christlike?

Jesus Christ set the perfect example for us, and He has commanded us to become as He is. He exemplified characteristics such as faith, hope, charity, patience, humility, purity, diligence, and obedience. As we learn of Him and seek to develop His attributes, we will become the priesthood bearers He and our Heavenly Father would like us to be.

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## Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel inspired to share with the young men?*

Matthew 26:36–45; Luke 7:11–15; 23:33–34; John 13:4–10 (Attributes of the Savior exemplified in His life)

Mosiah 3:19 (Through the Atonement of Jesus Christ we can become Saints)

3 Nephi 27:27 (We are commanded to be as Christ is)

Dallin H. Oaks, “Followers of Christ,” *Ensign* or *Liahona*, May 2013, 96–99

Dallin H. Oaks, “The Challenge to Become,” *Ensign*, Nov. 2000, 32–34; *Liahona*, Jan. 2001, 40–43

Robert D. Hales, “Being a More Christian Christian,” *Ensign* or *Liahona*, Nov. 2012, 90–92

“How Do I Develop Christlike Attributes?” *Preach My Gospel* (2004), 115–26

Videos: “Daily Bread: Change”; “Christlike Attributes”

What are some of the attributes of Jesus Christ? Which of these attributes do you most need to develop? Whom have you seen or known in your life who exemplifies these attributes?

Which Christlike attributes do you see in each of the young men you teach? Which attributes do they need to develop now to become more faithful priesthood holders?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Invite each quorum member to find a scripture about the doctrine he learned in last week's lesson and share it with another quorum member.
- Give each young man a copy of the attribute activity on page 126 of *Preach My Gospel*, and ask him to take a few minutes to complete the self-evaluation. Invite each young man to share what he learned from the activity. Invite a few young men to share a Christlike attribute they admire in another quorum member or in a family member.

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## Learn together

Each of the activities below will help quorum members learn about the attributes of Jesus Christ. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Ensure that each young man has a copy of chapter 6 of *Preach My Gospel*. Invite the young men to choose one of the Christlike attributes described in this chapter that they would like to improve on. Ask them to share why that attribute is important to them. Give them time in quorum meeting to learn about the attribute they chose, following the suggestions under the heading "Developing Christlike Attributes" on pages 122–23 of *Preach My Gospel*.

- Invite the young men to search individually or in small groups for attributes of the Savior in Dallin H. Oaks's talk "Followers of Christ" or in the scriptures suggested in this outline. Ask the young men to list what they find on the board and to add to the list other attributes or characteristics of Christ they can think of. Invite them to think of a difficult situation they are facing in their own lives.

How would these attributes of Christ help them respond to the situation appropriately?

- Invite each young man to choose one Christlike quality that Elder Robert D. Hales lists at the end of his talk "Being a More Christian Christian." Ask him to read what Elder Hales says about that quality and create an outline for a brief talk about that attribute. He could include in his outline a scripture, a personal experience, and his testimony. Help the young men make plans to give their talks in Mutual opening exercises, sacrament meeting, quorum meeting, or at home.

- Invite the young men to identify their priesthood duties, as listed in the *Duty to God* book (see page 23 [deacon], 46–47 [teachers], 70–71 [priests]), and discuss different situations they might be in as they

### Teaching tip

"Testimonies are often most powerful when they are short, concise, and direct" (*Teaching, No Greater Call* [1999], 43).

fulfill these duties (for example, home teaching a family who is not receptive to the gospel or standing up for the Lord's standards). How will the attributes of Christ help the young men in these situations? When have they seen a fellow quorum member exemplify one of these attributes?

- Read to the young men the parable of the wealthy father in Elder Dallin H. Oaks's talk "The Challenge to Become." Invite the young men to share what they think this parable teaches and how it relates to their own lives. What does the son in the parable need to do in order to become like his father? As a quorum, watch the video "Daily Bread: Change" or read 3 Nephi 12:48 and Moroni 7:48. What do these teachings add to our understanding of Elder Oaks's parable? Invite each young man to

choose an attribute of the Savior that he would like to develop and make a list of things he can do to make that attribute a part of his nature. Suggest that the young men keep their lists in their scriptures so they can refer to them often and add other Christlike attributes.

- Invite quorum members to individually read 3 Nephi 17, marking words and phrases that show some of the attributes of the Savior. Encourage them to look for these attributes and others as they watch the video "Christlike Attributes." Give them time to share their feelings about the Savior and the attributes He exemplified. How could they develop these attributes in their own lives? They could also share examples of people they know who they feel demonstrate some of these Christlike attributes.

*Ask the young men to share what they learned today. Do they understand how to become more Christlike? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his testimony regarding the importance of developing Christlike attributes to help him fulfill his priesthood duties, both now and in the future.

- Invite the young men to set goals and make plans to develop a Christlike attribute. He could encourage them to ask Heavenly Father for help.

## Teaching in the Savior's way

In every setting, the Savior was our example and mentor. Striving to become more like Him and develop His attributes will help you become a better teacher. As you prepare to teach, think of the Christlike attributes that you need in order to teach the young men.

# Selected Resources

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*Excerpt from Robert D. Hales, “Being a More Christian Christian,” Ensign or Liahona, Nov. 2012, 90–92*

I testify that through His infinite love and grace, we can become more Christian Christians. Consider the following Christlike qualities. How are we doing in strengthening them within ourselves?

*Christian love.* The Savior valued everyone. Kind and compassionate to all, He left the ninety and nine to find the one, [see Matthew 18:12–14] for “even the very hairs of [our] head are . . . numbered” [Luke 12:7] to Him.

*Christian faith.* Despite temptations, trials, and persecutions, the Savior trusted our Heavenly Father and chose to be faithful and obedient to His commandments.

*Christian sacrifice.* Throughout His life the Savior gave of His time, His energy, and ultimately, through the Atonement, gave Himself so that all of God’s children could be resurrected and have the opportunity to inherit eternal life.

*Christian caring.* Like the good Samaritan, the Savior was continually reaching out to rescue, love, and nurture people around Him, regardless of their culture, creed, or circumstances.

*Christian service.* Whether drawing water from a well, cooking a meal of fish, or washing dusty feet, the Savior spent His days serving others—lifting up the weary and strengthening the weak.

*Christian patience.* In His own sorrow and suffering, the Savior waited upon His Father. With patience for us, He waits upon us to come to ourselves and come home to Him.

*Christian peace.* Throughout His ministry He urged understanding and promoted peace. Especially among His disciples, He taught that Christians cannot contend with other Christians, notwithstanding their differences.

*Christian forgiveness.* He taught us to bless those who curse us. He showed us the way by praying that those who crucified Him would be forgiven.

*Christian conversion.* Like Peter and Andrew, many recognize the truth of the gospel as soon as they hear it. They are instantly converted. For others it may take longer. In a revelation given through Joseph Smith, the Savior taught, “That which is of God is light; and he that receiveth light, and continueth in God, receiveth more light; and that light groweth brighter and brighter until the perfect day,” [Doctrine and Covenants 50:24] the perfect day of our conversion. Jesus Christ is “the light and the Redeemer of the world; the Spirit of truth” [Doctrine and Covenants 93:9].

*Christian endurance to the end.* In all His days, the Savior never gave up doing His Father’s will but continued in righteousness, goodness, mercy, and truth to the end of His mortal life.

These are some of the characteristics of those who hear and heed the Savior’s voice. As one of His special witnesses on the earth, I give my Christian testimony that He is calling to you today, “Come, follow me” [Luke 18:22]. Come walk the path that leads to eternal happiness, joy, and everlasting life in the kingdom of our Heavenly Father. In the name of Jesus Christ, our Savior and Redeemer, amen.



# How can I develop Christlike love?

The pure love of Christ, known as charity, is the highest, noblest, and strongest kind of love and the most joyous to the soul (see 1 Nephi 11:23). Jesus Christ is the perfect example of charity. In His mortal ministry, He “went about doing good,” showing tender compassion for the poor, afflicted, and distressed (see Matthew 4:23; Acts 10:38). To obtain Christlike love, we must seek it, pray for it, and follow the example of the Savior in our thoughts, words, and deeds.

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## Prepare yourself spiritually

*Prayerfully study the following scriptures and resources, selecting those that best apply to the young men.*

1 Samuel 16:7 (The Lord looks on the heart)

Luke 10:30–37 (Parable of the good Samaritan); see also the Bible video “Parable of the Good Samaritan”

Luke 23:33–34 (Jesus forgave the Roman soldiers who crucified Him)

John 15:9–13 (Christ demonstrated His love for us by laying down His life)

1 John 4:7–11, 18–21 (God is love)

Moroni 7:45–48 (We can pray to be filled with charity, the pure love of Christ)

Thomas S. Monson, “Love—the Essence of the Gospel,” *Ensign* or *Liahona*, May 2014, 91–94

Dieter F. Uchtdorf, “The Merciful Obtain Mercy,” *Ensign* or *Liahona*, May 2012, 70–77

“Charity,” *True to the Faith* (2004), 27–29

Videos: “Sharing the Light of Christ”; “Let Us Be Men”; “Dayton’s Legs”; “Bullying—Stop It”

When have others shown Christlike love toward you? What effect did this have on you? When have you felt Christlike love? How do you develop Christlike love for others?

What opportunities do the young men have to show Christlike love? Why is it important that they learn how to love others as Christ did?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Invite the young men to think of one thing they applied from last week's lesson and share it with the quorum or in small groups.
- On a few slips of paper, write the phrase "I have felt the most love from someone when \_\_\_\_\_." Hand these slips of paper to each of the young men before the quorum meeting begins, and ask each young man to think of how he would fill in the blank. Invite the young men to share their thoughts to begin the lesson.

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## Learn together

*Each of the activities below will help quorum members learn how to develop Christlike love. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite a quorum member to read Moroni 7:45 out loud to the class. Ask the other young men to follow along in their scriptures and identify one of the qualities mentioned that they would like to develop. Ask each to share the quality he chose and why he chose it. Then read verses 47–48 together and ask the young men to listen for what Moroni tells us we need to do to begin developing these qualities. How will these qualities help them become more effective priesthood servants?
- Ask the young men to read one of the following scriptures: John 15:9–13; 1 John 4:7–11; 1 John 4:18–21. What do they learn about Christlike love from these verses? Invite the young men to find stories in the scriptures that illustrate the Savior's love, and ask them to share these stories with each other. They could also read and discuss stories in President Thomas S. Monson's talk "Love—the Essence of the Gospel." Invite them to share examples of times when they or people they know have been blessed by acts of Christlike love.
- Invite the young men to search Luke 10:25–29 and identify the questions the lawyer asked the Savior. Explain that in response to these questions, the Savior gave the parable of the good Samaritan. Assign several young men to represent some of the characters in the parable, and ask them to dramatize the story as you read it together (verses 30–35). Pause occasionally to ask those representing the Levite, the priest, and the Samaritan why they may have acted the way they did, and discuss their answers as a quorum. Read the Savior's command to the lawyer in verses 36–37, and invite the young men to share situations they might face that are similar to the situation in the parable.

### Teaching tip

"Listening is an expression of love. It often requires sacrifice. When we truly listen to others, we often give up what we want to say so they can express themselves" (*Teaching, No Greater Call* [1999], 66).

- As a quorum, read, watch, or listen to the sections titled “The Bottom Line” and “The Love of God” from President Dieter F. Uchtdorf’s talk “The Merciful Shall Obtain Mercy.” Instruct the young men to look for the counsel President Uchtdorf gives to those who feel negative feelings toward others and how we can get rid of these feelings. Invite the young men to quietly ponder someone in their life who they may have bad feelings for and think of ways they can show more Christlike love toward that person.

- Watch one or more of the videos suggested in this outline. What do the young men learn about Christlike love from these videos? How do the messages of the videos differ from what the world teaches about what it means to be a man? Ask the young men to share an experience in which someone helped them feel the love of the Savior. What did that experience teach them about Jesus Christ? Invite the young men to consider someone they know who may need to feel the love of the Lord. What can they do to help that person?

*Ask the young men to share what they learned today. Do they understand how to develop Christlike love? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about how Christlike love is connected with fulfilling priesthood service.

- Invite the young men to act on the impressions they have had during the quorum meeting to develop Christlike love and improve their relationships with others.

## **Teaching in the Savior’s way**

The Savior taught through example. He taught His disciples to pray by praying with them. He taught them how to teach His gospel by the way He taught it. He taught them to love and serve by the way He loved and served them. You will be more effective as a teacher as the young men feel your Christlike love for them.



# Selected Resources

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Excerpt from Dieter F. Uchtdorf, “The Merciful Obtain Mercy,” *Ensign or Liahona*, May 2012, 70–77

## The Bottom Line

This topic of judging others could actually be taught in a two-word sermon. When it comes to hating, gossiping, ignoring, ridiculing, holding grudges, or wanting to cause harm, please apply the following:

Stop it!

It’s that simple. We simply have to stop judging others and replace judgmental thoughts and feelings with a heart full of love for God and His children. God is our Father. We are His children. We are all brothers and sisters. I don’t know exactly how to articulate this point of *not judging others* with sufficient eloquence, passion, and persuasion to make it stick. I can quote scripture, I can try to expound doctrine, and I will even quote a bumper sticker I recently saw. It was attached to the back of a car whose driver appeared to be a little rough around the edges, but the words on the sticker taught an insightful lesson. It read, “Don’t judge me because I sin differently than you.”

We must recognize that we are all imperfect—that we are beggars before God. Haven’t we all, at one time or another, meekly approached the mercy seat and pleaded for grace? Haven’t we wished with all the energy of our souls for mercy—to be forgiven for the mistakes we have made and the sins we have committed?

Because we all depend on the mercy of God, how can we deny to others any measure of the grace we so desperately desire for ourselves? My beloved brothers and sisters, should we not forgive as we wish to be forgiven?

## The Love of God

Is this difficult to do?

Yes, of course.

Forgiving ourselves and others is not easy. In fact, for most of us it requires a major change in our attitude and way of thinking—even a change of heart. But there is good news. This “mighty change” [Mosiah 5:2] of heart is exactly what the gospel of Jesus Christ is designed to bring into our lives.

How is it done? Through the love of God.

When our hearts are filled with the love of God, something good and pure happens to us. We “keep his commandments: and his commandments are not grievous. For whatsoever is born of God overcometh the world” [1 John 5:3–4].

The more we allow the love of God to govern our minds and emotions—the more we allow our love for our Heavenly Father to swell within our hearts—the easier it is to love others with the pure love of Christ. As we open our hearts to the glowing dawn of the love of God, the darkness and cold of animosity and envy will eventually fade.

As always, Christ is our exemplar. In His teachings as in His life, He showed us the way. He forgave the wicked, the vulgar, and those who sought to hurt and to do Him harm. . . .

The pure love of Christ can remove the scales of resentment and wrath from our eyes, allowing us to see others the way our Heavenly Father sees us: as flawed and imperfect mortals who have potential and worth far beyond our capacity to imagine. Because God loves us so much, we too must love and forgive each other.



## How can I learn to be more patient?

Patience is the capacity to endure delay, trouble, opposition, or suffering without being angry, frustrated, or anxious. We can develop patience by seeking to do God’s will and accepting His timing, trusting that He will fulfill all of His promises to us. As we learn to be patient in small things, we prepare ourselves to face larger trials with patience.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What do you feel inspired to share with the young men?*

Job 1; 19:25–26 (The example of Job)

Psalm 37:7–9; Luke 21:19; Hebrews 10:35–36; Mosiah 23:21–22; Alma 26:27; D&C 24:8 (Blessings come to those who are patient)

Romans 5:3; James 1:3 (Tribulations strengthen patience)

Dieter F. Uchtdorf, “Continue in Patience,” *Ensign* or *Liahona*, May 2010, 56–59; see also the video “Continue in Patience”

Robert C. Oaks, “The Power of Patience,” *Ensign* or *Liahona*, Nov. 2006, 15–17

What experiences have taught you about patience (including both major trials and less dramatic experiences)? What has helped you to develop patience? How has patience blessed your life?

What influences do the young men face in today’s society that may lead them to become impatient?

What do the young men need to understand about the attribute of patience? How will it help them in their future?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Ask each young man to write on the board one sentence that summarizes what he learned in last week's lesson.
- Write the title of this lesson on the board, and read the paragraph at the beginning of this outline. Invite the young men to share possible situations in their lives in which they are going to need patience (such as education, marriage, or employment). Show several objects that represent times in your life when you had to demonstrate patience (for example, a college diploma, a wedding ring, or a missionary name tag). Have them guess what the objects have to do with patience, and then share the experiences you had.

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## Learn together

*Each of the activities below will help quorum members understand the importance of patience. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Write on the board the headings "Patience" and "Impatience." Give each young man one of the scriptures about patience suggested in this outline. Invite the young men to take turns reading their scriptures aloud, discussing what they teach, and writing on the board the blessings of patience or consequences of impatience. What additional blessings and consequences can they add to their lists? Invite each young man to write on a piece of paper a situation that would require patience (encourage them to include not only major traumas but also day-to-day irritations or inconveniences). Have them exchange papers with another young man, write a response that would show patience, and then share with the quorum what they have written.
- Share the story of a father's patience from Elder Robert C. Oaks's talk "The Power of Patience," and invite the young men to share any stories they have about patience. Give each young man a small section of this talk that you think might be helpful. Invite him to read and summarize it to the quorum. What do they learn from this talk that inspires them to trust the Lord and His timing? What are some reasons we are impatient? How can we overcome this tendency?
- Show the young men several Mormonad posters from recent issues of the *New Era* or *Liahona*. Divide the quorum into small groups, and invite them to create their own Mormonad on the topic of patience. They could start by finding a scripture on patience (such as those listed in this outline) and think of a creative way

### Teaching tip

"You can demonstrate that you are listening by displaying an expression of interest. You can look at the speaker rather than at your lesson materials or other things in the room. You can encourage the speaker to complete his or her thoughts without interruption. You can avoid jumping into conversations prematurely with advice or judgments" (*Teaching, No Greater Call* [1999], 66).

to present it on a poster. Ask them to share their posters with the quorum and explain what patience means to them. (As part of this discussion, you may want to share with the quorum the definition of patience found at the beginning of this outline.)

- Show the video “Continue in Patience,” and invite the young men to discuss what they learn from the marshmallow experiment. What are some situations in which the young men become impatient? Invite each young man to read one section from President Dieter F. Uchtdorf’s talk “Continue in Patience,” and ask him to summarize for the rest of the quorum what he learned from the section he read. How can President Uchtdorf’s counsel help the young men become more patient?

- Invite a quorum member to retell the story of Job (see Job 1). Why do the young men think Job was able to face his trials so patiently? How did his faith in the Savior help him (see Job 19:25–26)? Invite the quorum to suggest specific things they can do to overcome feelings of impatience—both during major adversities, such as those Job faced, and in smaller, daily trials.

- As a quorum, read paragraphs 9 through 17 of Elder Robert D. Hales’s talk “Waiting upon the Lord: Thy Will Be Done,” looking for answers to the question “What does it mean to wait upon the Lord?” For additional insights, invite the young men to look up the scriptures that Elder Hales quotes and share anything else these scriptures teach them about patience. How could the young men use Elder Hales’s words or these scriptures to help someone who may be losing hope?

*Ask the young men to share what they learned today. Do they understand the importance of patience? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about patience and invite quorum members to show more patience with their families in the coming week.

- Invite other quorum members to display a scripture or statement about patience (or the Mormonad they created) in a place where it will remind them to be patient.

## Teaching in the Savior’s way

The Savior asked questions that caused others to think and feel deeply. He was sincerely interested in their answers and rejoiced in their expressions of faith. He gave them opportunities to ask their own questions, and He listened to their experiences. What questions can you ask that will help the young men feel deeply? How can you show that you are interested in their answers during the lesson?

# Selected Resources

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*Excerpt from Robert D. Hales, "Waiting upon the Lord: Thy Will be Done," Ensign or Liahona, Nov. 2011, 71–74*

What, then, does it mean to wait upon the Lord? In the scriptures, the word *wait* means to hope, to anticipate, and to trust. To hope and trust in the Lord requires faith, patience, humility, meekness, long-suffering, keeping the commandments, and enduring to the end.

To wait upon the Lord means planting the seed of faith and nourishing it "with great diligence, and . . . patience" [Alma 32:41].

It means praying as the Savior did—to God, our Heavenly Father—saying: "Thy kingdom come. Thy will be done" [Matthew 6:10; Luke 11:2]. It is a prayer we offer with our whole souls in the name of our Savior, Jesus Christ.

Waiting upon the Lord means pondering in our hearts and "receiv[ing] the Holy Ghost" so that we can know "all things what [we] should do" [2 Nephi 32:5].

As we follow the promptings of the Spirit, we discover that "tribulation worketh patience" [Romans 5:3] and we learn to "continue in patience until [we] are perfected" [Doctrine and Covenants 67:13].

Waiting upon the Lord means to "stand fast" [Alma 45:17] and "press forward" in faith, "having a perfect brightness of hope" [2 Nephi 31:20].

It means "relying alone upon the merits of Christ" [Moroni 6:4] and "with [His] grace assisting [us, saying]: Thy will be done, O Lord, and not ours" [Doctrine and Covenants 109:44].

As we wait upon the Lord, we are "immovable in keeping the commandments," [Alma 1:25] knowing that we will "one day rest from all [our] afflictions" [Alma 34:41].

And we "cast not away . . . [our] confidence" [Hebrews 10:35] that "all things wherewith [we] have been afflicted shall work together for [our] good" [Doctrine and Covenants 98:3].



## Why is it important to be grateful?

The Lord wants us to have a spirit of gratitude in all we do and say. When we are grateful, we will have greater happiness and satisfaction in our lives. We will recognize the influence and blessings of the Lord.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What do you feel will help the young men develop a grateful attitude?*

Luke 17:11–19 (Jesus Christ heals ten lepers, and one returns to thank Him)

Mosiah 2:20–24 (King Benjamin teaches us why we need to praise and thank the Lord)

D&C 59:7, 15–21 (We should give thanks in all things)

Thomas S. Monson, “The Divine Gift of Gratitude,” *Ensign or Liahona*, Nov. 2010, 87–90

Dieter F. Uchtdorf, “Grateful in Any Circumstances,” *Ensign or Liahona*, May 2014, 70, 75–77

Russell M. Nelson, “Thanks Be to God,” *Ensign or Liahona*, May 2012, 77–79; see also the video “Give Thanks”

“Gratitude,” *For the Strength of Youth* (2011), 18

“How Great Thou Art,” *Hymns*, no. 86; “Count Your Blessings,” *Hymns*, no. 241

What are some things you are most grateful for? How has being grateful increased your happiness?

What can the young men do to develop an attitude of thankfulness? How would having a grateful attitude be a blessing to them now and in the future?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Ask a young man to draw on the board a picture that reminds him of something he learned last week.
- Assign each young man a letter of the alphabet, and give him one minute to list all the blessings he can think of that begin with that letter.

Why do we sometimes overlook the seemingly small blessings the Lord has given us? Ask a quorum member to read Doctrine and Covenants 46:32 or 59:21. How can we show more gratitude for “whatsoever blessing [we] are blessed with”?

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## Learn together

*Each of the activities below will help quorum members understand the importance of gratitude. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite the young men to read Luke 17:11–19 and share why they think nine of the ten lepers did not give thanks to the Savior. What are some things that might keep us from expressing gratitude? Invite the young men to think about a blessing they have received for which they may not have expressed appropriate gratitude. Why is it important to express thanks? What will they do to show gratitude?
- Tell or read the story of the fish from Elder Russell M. Nelson’s talk “Thanks Be to God.” Ask the young men if they have ever helped others (like the caretaker in this story) without being thanked. Divide the rest of the talk by the section headings, and assign each young man to read a section. Ask the young men to write down something they learn about gratitude and a scripture related to what they learned (suggest that they could use the Topical Guide). Allow

the young men to share what they wrote and to tell about a time when they have felt grateful for one of God’s gifts.

- Read or tell the story about Gordon Green’s family in President Thomas S. Monson’s talk “The Divine Gift of Gratitude.” Ask the young men to listen for things that made the family feel grateful. Why did the family’s attitude change throughout the story? Invite the young men to ponder questions like the following: “Have I ever been guilty of having an unthankful attitude?” “Are there any blessings I have that I am not noticing?” “Why would having a grateful attitude be a blessing to me?” Invite a few of them to share some of their thoughts.
- Assign each quorum member to study a section of President Dieter F. Uchtdorf’s talk “Grateful in Any Circumstances,” without giving them

### Teaching tip

“A skilled teacher doesn’t think, ‘What shall I do in class today?’ but asks, ‘What will my students do in class today?’; not, ‘What will I teach today?’ but rather, ‘How will I help my students discover what they need to know?’” (Virginia H. Pearce, in *Teaching, No Greater Call* [1999], 61).

the titles of their sections. Ask them to write their own titles—phrases or sentences that they feel summarize what they have studied. Invite them to share their titles and anything they learn from President Uchtdorf’s counsel about gratitude. What can they do to develop the attitude of gratitude President Uchtdorf describes?

- As a quorum, read scripture passages and sing hymns of praise and thanksgiving, such as those listed in this outline. Invite the young men to look for phrases about things for which they also feel gratitude or praise. Invite them to share the phrases they chose, explain why they chose them, and express their own feelings of gratitude.

*Ask the young men to share what they learned today. Do they understand the importance of gratitude? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share what he is grateful for and invite the young men to thank Heavenly Father for something they haven’t thanked Him for before.
- Encourage the young men to write down a few things they are grateful for each day.

## Teaching in the Savior’s way

The Savior invited others to act in faith and live the truths He taught. He found opportunities for them to learn through powerful experiences. What can you do to help the young men see the power of gratitude in their lives?



# Selected Resources

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*Excerpt from Thomas S. Monson, "The Divine Gift of Gratitude," Ensign or Liahona, Nov. 2010, 87–90*

Gordon tells how he grew up on a farm in Canada, where he and his siblings had to hurry home from school while the other children played ball and went swimming. Their father, however, had the capacity to help them understand that their work amounted to something. This was especially true after harvest-time when the family celebrated Thanksgiving, for on that day their father gave them a great gift. He took an inventory of everything they had.

On Thanksgiving morning he would take them to the cellar with its barrels of apples, bins of beets, carrots packed in sand, and mountains of sacked potatoes as well as peas, corn, string beans, jellies, strawberries, and other preserves which filled their shelves. He had the children count everything carefully. Then they went out to the barn and figured how many tons of hay there were and how many bushels of grain in the granary. They counted the cows, pigs, chickens, turkeys, and geese. Their father said he wanted to see how they stood, but they knew he really wanted them to realize on that feast day how richly God had blessed them and had smiled upon all their hours of work. Finally, when they sat down to the feast their mother had prepared, the blessings were something they felt.

Gordon indicated, however, that the Thanksgiving he remembered most thankfully was the year they seemed to have nothing for which to be grateful.

The year started off well: they had leftover hay, lots of seed, four litters of pigs. . . .

. . . Just as their crops were starting to come through the ground, the rains started. When the water finally receded, there wasn't a plant left anywhere. They

planted again, but more rains beat the crops into the earth. Their potatoes rotted in the mud. They sold a couple of cows and all the pigs and other livestock they had intended to keep, getting very low prices for them because everybody else had to do the same thing. All they harvested that year was a patch of turnips which had somehow weathered the storms.

Then it was Thanksgiving again. Their mother said, "Maybe we'd better forget it this year. We haven't even got a goose left."

On Thanksgiving morning, however, Gordon's father showed up with a jackrabbit and asked his wife to cook it. Grudgingly she started the job, indicating it would take a long time to cook that tough old thing. When it was finally on the table with some of the turnips that had survived, the children refused to eat. Gordon's mother cried, and then his father did a strange thing. He went up to the attic, got an oil lamp, took it back to the table, and lighted it. He told the children to turn out the electric lights. When there was only the lamp again, they could hardly believe that it had been that dark before. They wondered how they had ever seen anything without the bright lights made possible by electricity.

The food was blessed, and everyone ate. When dinner was over, they all sat quietly. Wrote Gordon:

"In the humble dimness of the old lamp we were beginning to see clearly again. . . .

"It [was] a lovely meal. The jack rabbit tasted like turkey and the turnips were the mildest we could recall. . . .

". . . [Our] home . . . , for all its want, was so rich [to] us" [adapted from H. Gordon Green, "The Thanksgiving I Don't Forget," *Reader's Digest*, Nov. 1956, 69–71].

## UNIT OVERVIEW

# November: Spiritual and Temporal Self-Reliance

*“The power is in them, wherein they are agents unto themselves” (D&C 58:28).*

The outlines in this unit will help the Aaronic Priesthood holders understand the importance of becoming spiritually and temporally self-reliant. Although they are in their youth, these young men have been blessed with the gift of agency, and they are learning how to set their own course and find answers to their own problems in the gospel of Jesus Christ. The more self-reliant they become, the more freedom they will enjoy. They will be better prepared to magnify their callings in the priesthood, strengthen their families, and fulfill their future roles as husbands and fathers.

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### Outlines to choose from this month:

*Why is it important to gain an education and develop skills? (Duty to God)*

*What does it mean to be self-reliant?*

*How do I know if I am becoming converted?*

*Why is work an important gospel principle?*

*Why does the Lord want me to be healthy?*

*What is the Lord’s way for providing for the poor and needy?*

*How can I find solutions to my challenges and problems?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with quorum presidencies to select and plan appropriate activities that reinforce what the young men learn on Sunday.

### Duty to God

The following sections from the *Duty to God* book relate to the lessons in this unit:

“Understand Doctrine,” pages 18–20, 42–44, 66–68

“Education,” pages 55–59

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.





## DUTY TO GOD

# Why is it important to gain an education and develop skills?

Education is an important part of our Heavenly Father's plan to help us become more like Him. Obtaining education provides understanding and skills that will help us develop self-reliance, provide for our future families, and be of greater service to the Church and the world.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What will help the young men understand the importance of education?*

2 Nephi 9:29 (To be learned is good if we hearken to the counsel of God)

D. Todd Christofferson, "Brethren, We Have Work to Do," *Ensign or Liahona*, Nov. 2012, 47–50

D&C 88:76–80 (We are to learn and teach of things spiritual and temporal)

Gordon B. Hinckley, "Seek Learning"

D&C 88:118 (Learn by study and faith)

"Education," *Fulfilling My Duty to God* (2010), 55–59

D&C 90:15 (We should become acquainted with good books, languages, tongues, and people)

"Education," *For the Strength of Youth* (2011), 9–10

D&C 130:18–19 (Whatever intelligence we gain in this life rises with us in the resurrection)

How has your education helped prepare you for your life experiences? What knowledge, education, and skills have been the most beneficial for you and your family? What do you still want to learn?

What are the attitudes of the young men toward education and learning? How will an education bless them now and in their future responsibilities?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Invite the young men to share any experiences they have had applying what they learned during previous lessons (for example, they could share what they are doing to fulfill a plan they made in their *Duty to God* books).
- Invite the young men to imagine that a friend tells them he is going to drop out of school. How would the young men encourage the friend to continue to pursue an education? Ask them to write their responses on a piece of paper. Collect the papers, and read and discuss the responses with the class. At the end of class, give the young men an opportunity to add to their responses based on what they learned during the lesson.

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## Learn together

*The purpose of this lesson is to help the young men make plans to gain an education or develop skills to prepare them to provide for their future families. As part of this lesson, quorum members should begin planning a project in the "Education" section of their Duty to God books. Before quorum meeting, invite the young men to bring their Duty to God books with them to church. In future quorum meetings, invite them to share experiences they are having as they work on their projects.*

- Invite the young men to search Doctrine and Covenants 88:77–80, 118, and "Education" in *For the Strength of Youth*. Have them identify (a) what the Lord wants them to learn, (b) why He wants them to learn, and (c) how He wants them to approach learning (see *Duty to God*, 55). Invite the young men to turn to pages 56–58 in *Duty to God* and create a project that will help them apply what they have learned about gaining an education. As a quorum, plan Mutual activities that could help the young men understand the importance of gaining an education.
- Assign each quorum member to read one of the scriptures provided in this outline and look for what the scripture teaches about gaining knowledge and education. Invite each young man to share what he learned with another quorum member. Ask each young man to write on the board possible careers they are thinking about pursuing. What did they learn from these scriptures that can help them as they prepare for these careers?
- As a quorum, read "The Family: A Proclamation to the World," looking for words and phrases that describe the roles of husbands and fathers (the proclamation can be found on page 107 of *Duty to God*). Ask them to write on the board their answers to the following questions: (a) What is the relationship between obtaining an education and being able to fulfill your roles as a husband and father?

### Duty to God plans

Allow time at the end of the quorum meeting for the young men to make plans in their *Duty to God* books or in the online version of *Duty to God*. These plans are personal, but quorum members can help each other generate ideas for their plans.

(b) How does understanding these roles affect your planning for an occupation? (c) What can you do now to prepare for an occupation? Invite the young men to turn to *Duty to God*, pages 56–58, and create a project that would help them begin to explore future occupation options. As a quorum, plan Mutual activities that could help the young men explore occupational options.

- With permission from the bishop, invite some fathers of quorum members to share how they gained an education or learned a skill to care for their

*Ask the young men to share what they learned today. What feelings or impressions do they have? Do they understand why education is important? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

families. What sacrifices did they have to make? What did they do to make their experience successful? What do they wish they had done differently?

- Invite each young man to read a section that interests him from President Gordon B. Hinckley’s article “Seek Learning” or read paragraphs 6–8 of Elder D. Todd Christofferson’s talk “Brethren, We Have Work to Do.” Ask the young men to share with the quorum what they learn about the importance of education. How will the decisions they make now about education affect their future opportunities?

### **Teaching in the Savior’s way**

The Savior knew those He taught. He used unique ways to help them learn and grow. What unique ways can you find to help each young man understand the importance of education?

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### **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Invite the young men to make a list of things they could do to be more successful in school and begin doing those things during the week.
- Challenge the young men to begin saving money for their missions and future education.
- Invite quorum members to study the scriptures about education listed in this outline during their personal scripture study and share what they learn in a future quorum meeting.

# Selected Resources

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*“Education,” For the Strength of Youth (2011), 9–10*

Education is an important part of Heavenly Father’s plan to help you become more like Him. He wants you to educate your mind and to develop your skills and talents, your power to act well in your responsibilities, and your capacity to appreciate life. The education you gain will be valuable to you during mortality and in the life to come.

Education will prepare you for greater service in the world and in the Church. It will help you better provide for yourself, your family, and those in need. It will also help you be a wise counselor and companion to your future spouse and an informed and effective teacher of your future children.

Education is an investment that brings great rewards and will open the doors of opportunity that

may otherwise be closed to you. Plan now to obtain an education. Be willing to work diligently and make sacrifices if necessary. Share your educational goals with your family, friends, and leaders so they can support and encourage you.

Maintain an enthusiasm for learning throughout your life. Find joy in continuing to learn and in expanding your interests. Choose to actively participate in the learning opportunities available to you.

Your education should include spiritual learning. Study the scriptures and the words of the latter-day prophets. Participate in seminary and institute. Continue throughout your life to learn about Heavenly Father’s plan. This spiritual learning will help you find answers to the challenges of life and will invite the companionship of the Holy Ghost.



## What does it mean to be self-reliant?

When we are self-reliant, we use the blessings and abilities God has given us to care for ourselves and our families and to find solutions to our own problems. As we become self-reliant, we are also better able to serve and care for others. The Lord wants us to become both spiritually and temporally self-reliant.

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### Prepare yourself spiritually

*As you study these scriptures and other resources, seek guidance from the Spirit to know how to teach the young men about the importance of becoming self-reliant.*

Matthew 25:1–13 (The parable of the ten virgins)

Luke 2:52 (Jesus increased in wisdom, in stature, and in favor with God and man)

1 Timothy 5:8 (Men should provide for their own)

D&C 83:2, 4 (Women have claim on their husbands; children have claim on their parents)

Henry B. Eyring, “Spiritual Preparedness: Start Early and Be Steady,” *Ensign or Liahona*, Nov. 2005, 37–40

Robert D. Hales, “Becoming Provident Providers Temporally and Spiritually,” *Ensign or Liahona*, May 2009, 7–10; see also the video “Becoming Provident Providers”

“The Family: A Proclamation to the World,” *Ensign or Liahona*, Nov. 2010, 129

“Becoming Self-Reliant,” *True to the Faith* (2004), 184–85

“Self-Reliance,” *Handbook 2: Administering the Church* (2010), 6.1.1

What does self-reliance mean to you? How has being self-reliant blessed you and your family?

Why do the young men need to learn self-reliance? What influences could keep them from becoming more self-reliant? How will self-reliance help them endure times of adversity? How will it bless their future families?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.



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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Invite the young men to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson.
- Write "self-reliance" on the board, and ask the young men what they think it means to be self-reliant. Give them time to think and respond. As a quorum, read "Becoming Self-Reliant" on pages 184–85 of *True to the Faith*. What would they add to their definition of self-reliance, based on what they read? Ask the young men what they can do now to prepare to become self-reliant when they live on their own and when they become husbands and fathers.

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## Learn together

*Each of the activities below will help quorum members learn about self-reliance. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Write on separate slips of paper the following topics related to self-reliance: *Health, Education, Employment, Home Storage, Finances, and Spiritual Strength*. Allow each young man to pick a topic that he is interested in, and invite him to read about the topic in a copy of section 6.1.1 of *Handbook 2* (pages 34–35). Ask each young man to briefly teach the class what he learned about his topic, how it relates to self-reliance, and what he can do now to prepare to be self-reliant in these areas. How can the young men's efforts in their youth bless their families when they become husbands and fathers?
- Before the quorum meeting, invite one or more quorum members to prepare to teach how Captain Moroni prepared his army to meet the Lamanites in battle (see Alma 46–49). Ideas could include physical preparation (see Alma 43:18–21, 37–39; 48:8–9), and spiritual preparation (see Alma 46:11–21, 48:7, 11–13). What difference did this preparation make as the Nephites defended their lives, liberty, and families? What does this example teach the young men about self-reliance? What can the young men do now to be prepared for the challenges they may face?
- Write the word "Dependent" on the left side of the board and the word "Self-reliant" on the right side. Ask the young men to define both words (if they need help, refer them to pages 184–85 of *True to the Faith*). Ask them to list ways they are dependent on others and ways they are self-reliant. Why does the Lord want us to become self-reliant? Show the video "Becoming Provident Providers" (or invite the young men to read about this story in Elder Robert D. Hales's talk "Becoming Provident Provid-

### Teaching tip

"Excellent teachers do not take the credit for the learning and growth of those they teach. Like gardeners who plant and tend crops, they strive to create the best possible conditions for learning. Then they give thanks to God when they see the progress of those they teach" (*Teaching, No Greater Call* [1999], 62).

ers Temporally and Spiritually”). Ask the young men to identify what Elder Hales teaches us about how to become self-reliant, and list their answers on the board. Ask the young men what habits and patterns they need to be establishing now in order to provide for their future families. What behaviors do they need to avoid? You could invite them to read the third paragraph of Elder Hales’s talk as part of this discussion.

- Divide the young men into pairs or small groups. Assign each group a scripture about self-reliance, such as those in this outline. Invite the young men to read their scripture passage and then create a Mormonad about self-reliance. You may want to show

*Ask the young men to share what they learned today. What feelings or impressions do they have? Do they understand self-reliance well enough that they could explain it to someone? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share with the quorum his testimony about the importance of becoming self-reliant and what he has been impressed to do as a result of this lesson.
- Challenge the young men in the quorum to act on the impressions they have felt during quorum meeting to become more self-reliant.

an example of a Mormonad from the *New Era* or *Liahona*. Give the young men the opportunity to share their Mormonads with the quorum.

- Ask the young men what they and their families might do to prepare for a natural disaster (such as an earthquake or hurricane). As a class, read the first three paragraphs of President Henry B. Eyring’s talk “Spiritual Preparedness: Start Early and Be Steady.” What are some “spiritual disasters” or trials that we might face? What can we do to prepare spiritually for these trials? Give each young man part of the remainder of President Eyring’s talk, and ask them to look for answers to these questions. Invite them to share what they find.

## Teaching in the Savior’s way

The Savior trusted His disciples, prepared them, and gave them important responsibilities to teach, bless, and serve others. His purpose was to help them become converted and grow through their service to others. Help the young men see that their obedience and service will help them prepare to be self-reliant.

# Selected Resources

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*“Welfare,” True to the Faith (2004), 184–85*

The responsibility for your social, emotional, spiritual, physical, and economic well-being rests first on yourself, second on your family, and third on the Church. Under the inspiration of the Lord and through your own labors, you should supply yourself and your family with the spiritual and temporal necessities of life.

You are better able to take care of yourself and your family when you are self-reliant. You are prepared to endure times of adversity without becoming dependent on others.

You can become self-reliant by (1) taking advantage of educational opportunities; (2) practicing sound principles of nutrition and hygiene; (3) preparing for

and obtaining suitable employment; (4) storing a supply of food and clothing to the extent the law allows; (5) managing your resources wisely, including paying tithes and offerings and avoiding debt; and (6) developing spiritual, emotional, and social strength.

In order to become self-reliant, you must be willing to work. The Lord has commanded us to work (see Genesis 3:19; D&C 42:42). Honorable work is a basic source of happiness, self-worth, and prosperity.

If you are ever temporarily unable to meet your basic needs through your own efforts or the support of family members, the Church may be able to help you. In these situations, the Church often provides life-sustaining resources to help you and your family become self-reliant again.



## How do I know if I am becoming converted?

Conversion is a lifelong process of becoming more Christlike through the Atonement of Jesus Christ. It includes a change not only in our behavior but in our desires, our attitudes, and our very natures. It is such a significant change that the Lord refers to it as a rebirth and a mighty change of heart (see Mosiah 27:25; Alma 5:14). We can know that we are becoming converted to the Lord when we lose our desire for sin, we are filled with love, and we seek to share the gospel with others.

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### Prepare yourself spiritually

*What scriptures and other resources will help quorum members recognize their own conversion to the Lord?*

Enos 1:1–19, 26–27; Mosiah 5:1–5; 27:23–37; Alma 23:6–7; Helaman 3:35; 4 Nephi 1:1–4, 15 (Examples of conversion)

David A. Bednar, “Converted unto the Lord,” *Ensign* or *Liahona*, Nov. 2012, 106–9

Donald L. Hallstrom, “What Manner of Men?” *Ensign* or *Liahona*, May 2014, 53–55

Bonnie L. Oscarson, “Be Ye Converted,” *Ensign* or *Liahona*, Nov. 2013, 76–78

“Conversion,” *True to the Faith* (2004), 40–43

Videos: “Waiting on the Road to Damascus”; “A Mighty Change: Conversion”

What experiences have deepened your conversion?

What changes have you noticed in your life as you have worked diligently to live the gospel?

What evidence are you seeing that the young men are becoming converted? What do they need to understand about conversion?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or a quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:*

- Ask the young men to share something they remember from last week's lesson. Why was this memorable to them?
- Invite the young men to make a list of things that undergo a transformation over time (such as a seed that transforms into a tree or a tadpole that transforms into a frog). How might they use these things to teach others about conversion?

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## Learn together

*Each of the activities below will help the quorum members learn about conversion and recognize evidence of conversion in themselves. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Write the word *conversion* on the board, and invite the young men to look for words and phrases in Mosiah 27:25–26 that help them understand what conversion is. Invite them to discuss what they learn about conversion from these words and phrases.
- Invite the young men to choose one of the talks provided in this outline, read a section of the talk, and use information from the talk to create posters that will answer the question “How do I know if I am becoming converted?” Ask the young men to use their posters and the talks they have studied to teach each other about conversion.
- Invite the young men to study “Conversion” in *True to the Faith* or the scriptures in this outline and write a list of questions they could ask themselves to evaluate their progress toward conversion. Provide time for quorum members to share what they would include in their list and why. Encourage them to ponder how they would answer these questions.
- Show one of the videos in this outline, and invite the young men to share what they learn about conversion from the video. Tell the quorum members about experiences that have helped you become more converted, and invite them to share their own experiences.

*Ask the quorum to share what they learned today. What feelings or impressions do they have? Do they understand how to recognize conversion in their lives? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

### Teaching tip

“Listening is an expression of love. It often requires sacrifice. When we truly listen to others, we often give up what we want to say so they can express themselves” (*Teaching, No Greater Call* [1999], 66).

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his feelings about the importance of becoming more converted.

- Invite quorum members to choose something specific they will do to deepen their conversion.

## Teaching in the Savior's way

The Savior trusted His disciples with important responsibilities to teach, serve, and bless others. His purpose was to help them become converted through their service to others. What opportunities for service and growth can you provide for the Aaronic Priesthood holders you teach?

# Selected Resources

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*Excerpt from “Conversion,” True to the Faith (2004), 40–43*

## Characteristics of People Who Are Converted

The Book of Mormon provides descriptions of people who are converted to the Lord:

*They desire to do good.* King Benjamin’s people declared, “The Spirit of the Lord Omnipotent, . . . has wrought a mighty change in us, or in our hearts, that we have no more disposition to do evil, but to do good continually” (Mosiah 5:2). Alma spoke of people who “could not look upon sin save it were with abhorrence” (Alma 13:12).

*They do not rebel against the Lord.* Mormon told of a group of Lamanites who had been wicked and bloodthirsty but who were “converted unto the Lord” (Alma 23:6). These people changed their name to the Anti-Nephi-Lehies and “became a righteous people; they did lay down the weapons of their rebellion, that they did not fight against God any more, neither against any of their brethren” (Alma 23:7).

*They share the gospel.* Enos, Alma the Elder, Alma the Younger, the sons of Mosiah, Amulek, and Zeezrom dedicated themselves to preaching the gospel after they became converted to the Lord (see Enos 1:26; Mosiah 18:1; Mosiah 27:32–37; Alma 10:1–12; 15:12).

*They are filled with love.* After the resurrected Savior visited the people in the Americas, “the people were all converted unto the Lord, upon all the face of the land, both Nephites and Lamanites, and there were no contentions and disputations among them, and every man did deal justly one with another. . . .

“And it came to pass that there was no contention in the land, because of the love of God which did dwell in the hearts of the people.

“And there were no envyings, nor strifes, nor tumults, nor whoredoms, nor lyings, nor murders, nor any manner of lasciviousness; and surely there could not be a happier people among all the people who had been created by the hand of God.

“There were no robbers, nor murderers, neither were there Lamanites, nor any manner of -ites; but they were in one, the children of Christ, and heirs to the kingdom of God” (4 Nephi 1:2, 15–17).

## Striving for Greater Conversion

You have primary responsibility for your own conversion. No one can be converted for you, and no one can force you to be converted. However, others can help you in the process of conversion. Learn from the righteous examples of family members, Church leaders and teachers, and men and women in the scriptures.

Your capacity to experience a mighty change of heart will increase as you strive to follow the Savior’s perfect example. Study the scriptures, pray in faith, keep the commandments, and seek the constant companionship of the Holy Ghost. As you continue in the conversion process, you will receive “exceedingly great joy,” as King Benjamin’s people did when the Spirit “wrought a mighty change in [their] hearts” (see Mosiah 5:2, 4). You will be able to follow King Benjamin’s counsel to “be steadfast and immovable, always abounding in good works, that Christ, the Lord God Omnipotent, may seal you his, that you may be brought to heaven, that ye may have everlasting salvation and eternal life” (Mosiah 5:15).



## Why is work an important gospel principle?

The Lord has commanded us not to be idle. Developing the desire and capacity to work helps us contribute to the world in which we live. It brings an increased sense of self-worth. It blesses us and our families, both now and in the future.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and other resources. What inspires you to work?*

Genesis 3:19 (We should labor in order to provide for ourselves)

Matthew 25:14–30 (The parable of the talents)

Galatians 6:3–5; 1 Thessalonians 4:11;

Mosiah 10:4–5 (We are commanded to work)

Alma 38:12; D&C 58:27; 60:13; 75:29; 107:99–100 (Do not be idle or slothful)

Dieter F. Uchtdorf, “Two Principles for Any Economy,” *Ensign* or *Liahona*, Nov. 2009, 55–58

H. David Burton, “The Blessing of Work,” *Liahona*, Dec. 2009, 36–40

“Work and Self-Reliance,” *For the Strength of Youth* (2011), 40–41

Video: “A Work in Progress”

What is something you have worked to obtain? How has work blessed you and your family, both temporally and spiritually?

When have the young men felt the satisfaction of working hard? How can you help them recognize the many blessings of work and develop a desire to work?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.



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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Write two questions on the board from the previous lesson and ask the young men to suggest answers.
- Ask a young man to talk about something he has worked hard to earn or achieve. What sacrifices did he have to make? How did he feel when he accomplished his goal? What did he learn from his experience?

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## Learn together

*Each of the activities below will help quorum members understand the value of work. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Write the questions “What did I learn?” “Why is it important?” and “What can I do?” on the board. Hand out a copy of *For the Strength of Youth* to each young man and assign each to read one of the paragraphs in the “Work and Self-Reliance” section. Invite him to study his paragraph and be prepared to provide answers to the three questions on the board. Share an experience from your own life that taught you the importance of work.
- Assign each young man to read one of the scriptures suggested in this outline. Ask him to come to the front of the room and share (a) what he learns from his scripture, (b) why it is important, and (c) examples he has seen that illustrate what the scripture teaches.
- Read Matthew 25:14–30 as a quorum. Suggest that the young men underline any phrases related to work and the results of work and circle any phrases related to idleness and the results of not working. Invite the young men to share what they found and any experiences they have had working hard at something. What were the results of their efforts?
- Read the section “The First Principle: Work” from Dieter F. Uchtdorf’s talk “Two Principles for Any Economy.” Ask the young men to choose a phrase from the talk that would be good to remember or read every day to inspire them in their efforts to work. Show the video “A Work in Progress” and ask the young men to find examples of what President Uchtdorf taught. What can they learn about work from Tyler’s example? How can they apply what he did to achieve their own goals?

*Ask the young men to share what they learned today. What feelings or impressions do they have? Do they understand why work is important? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

### Teaching tip

“Ask questions that require learners to find answers in the scriptures and the teachings of latter-day prophets” (*Teaching, No Greater Call* [1999], 62).

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share what he has felt inspired to do based on what he learned today.

- Share with the quorum some needs in the ward that the bishop has identified and make plans for a quorum activity to help meet those needs.

## Teaching in the Savior's way

The Savior shared simple stories, parables, and real-life examples that made sense to His disciples. He helped them discover gospel lessons in their own experiences. What real-life examples about work can you share? What have the young men learned about work?

# Selected Resources

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*“Work and Self-Reliance,” For the Strength of Youth (2011), 40–41*

Work is honorable. Developing the capacity to work will help you contribute to the world in which you live. It will bring you an increased sense of self-worth. It will bless you and your family, both now and in the future.

Learning to work begins in the home. Help your family by willingly participating in the work necessary to maintain a home. Learn early to handle your money wisely and live within your means. Follow the teachings of the prophets by paying your tithing, avoiding debt, and saving for the future.

Set high goals for yourself, and be willing to work hard to achieve them. Develop self-discipline, and be dependable. Do your best in your Church callings, schoolwork, employment, and other worthwhile pursuits. Young men should be willing to do what is needed to be prepared to serve a full-time mission. Heavenly Father has given you gifts and talents and knows what you are capable of achieving. Seek His help and guidance as you work to achieve your goals.

The Lord has commanded us not to be idle. Idleness can lead to inappropriate behavior, damaged relationships, and sin. One form of idleness is spending excessive amounts of time in activities that keep you from productive work, such as using the Internet, playing video games, and watching television.

Do not waste your time and money in gambling. Gambling is wrong and should not be used as a form of entertainment. It is addictive and can lead to lost opportunities, ruined lives, and broken families. It is false to believe that you can get something for nothing.

One of the blessings of work is developing self-reliance. When you are self-reliant, you use the blessings and abilities God has given you to care for yourself and your family and to find solutions for your own problems. Self-reliance does not mean that you must be able to do all things on your own. To be truly self-reliant, you must learn how to work with others and turn to the Lord for His help and strength.

Remember that God has a great work for you to do. He will bless you in your efforts to accomplish that work.



## Why does the Lord want me to be healthy?

Good health is an important part of being self-reliant. Safeguarding our health will allow us to fulfill our divine potential and serve others more effectively. The way we treat our bodies affects our spiritual health and our ability to receive guidance from the Holy Ghost. In order to preserve our health, we should obey the Word of Wisdom, eat nutritious food, exercise regularly, and get adequate sleep.

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### Prepare yourself spiritually

*As you study the scriptures and other resources about the Word of Wisdom, look for things that would help the young men feel the importance of taking good care of their minds and bodies and why the Lord wants them to do so.*

Daniel 1:3–20 (Daniel and his friends are blessed for obeying the Hebrew laws relating to certain foods)

D&C 88:124 (The Lord counsels us on work and sleep habits)

D&C 89 (The Lord reveals the Word of Wisdom and the blessings for obeying it)

Boyd K. Packer, “The Word of Wisdom: The Principle and the Promises,” *Ensign*, May 1996, 17–19

M. Russell Ballard, “O That Cunning Plan of the Evil One,” *Ensign* or *Liahona*, Nov. 2010, 108–10; see also the video “You Will Be Freed”

“Physical and Emotional Health,” *For the Strength of Youth* (2011), 25–27

“Word of Wisdom,” *True to the Faith* (2004), 86–88

Videos: “God Gave Them Knowledge”; see also *Old Testament Visual Resource DVD*

What is the relationship between your physical and emotional health and your spiritual health? How has maintaining your health allowed you to serve the Lord more effectively? What other blessings have you received as you have strived to live a healthy life?

What temptations do the young men face that could harm their physical and emotional health? How can you help them see the blessings of living the Lord’s laws of health? How will living these laws affect their priesthood service?

See the appendix for other teaching and learning ideas.

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Write on the board the title of last week's lesson, and invite the young men to share something they remember.
- Write on the board, "Why does the Lord want us to be healthy?" Invite the young men to share possible answers and look for additional answers throughout the lesson.

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## Learn together

*Each of the activities below will help quorum members understand the Lord's law of health. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Invite the young men to turn to pages 31–32 in their *Duty to God* books and complete steps 1 and 2 as a quorum. Encourage the quorum to plan a quorum project, in addition to their individual projects, that will help them maintain their physical health. Invite any of the young men who have already completed their projects to share how living their plans has affected them. Tell the young men that for the next several weeks, you will be asking them to share the experiences they are having fulfilling the plans they have made.

- If possible, bring a fishing lure or fly to the quorum meeting, show a picture of one, or show the video "You Will Be Freed." Have the young men explain how fishing lures and flies work in deceiving fish. What are some ways Satan deceives or tricks young men into violating the Word of Wisdom? Divide the quorum into two groups. Have one group read Doctrine and Covenants 89:5–15 and identify the things the

Lord has forbidden or wants us to use sparingly. Have the other group read verses 10–20 and identify what the Lord has ordained for man's use. Define or clarify any unfamiliar words or phrases (see "Word of Wisdom" in *True to the Faith*, 186–88). Have the young men share what they can do to avoid situations in which they could be deceived or tempted.

- Write two headings on the board: "Spiritual Blessings" and "Physical Blessings." Invite the young men to read D&C 89:18–21, looking for blessings and then listing them under the appropriate headings on the board. What do the young men understand about these blessings in their lives? Which of the blessings listed have the young men already experienced? (If they need help understanding these promises, suggest that they refer to President Boyd K. Packer's explanation in his talk "The Word of Wisdom: The Principle and the Promises").

### Teaching tip

"You should be careful not to talk more than necessary or to express your opinion too often. These actions can cause learners to lose interest. Think of yourself as a guide on a journey of learning who inserts appropriate comments to keep those you teach on the correct path" (*Teaching, No Greater Call* [1999], 64).

- Show the video “God Gave Them Knowledge,” and ask the young men to look for the ways in which Daniel and his friends were blessed for obeying their law of health. (You may choose to pause the video and discuss these things as the young men discover them.) Ask questions such as the following: How have you been blessed for obeying the Word of Wisdom? How will obeying the Word of Wisdom help you fulfill your priesthood duties? What are some of the challenges youth face today as they strive to live the Word of Wisdom? What can they do to overcome those

challenges? Bear your testimony of the importance of obeying the Word of Wisdom in order to maintain the Spirit in your life.

- Invite the young men to read “Physical and Emotional Health” in *For the Strength of Youth*. Ask some of the young men to list on the board several items of counsel they find, and ask others to list the blessings promised to those who follow this counsel. Ask them to discuss how the way they treat their bodies affects their spirits. How could they use the lists on the board to explain their standards to friends of other faiths?

*Ask the young men to share what they learned today. What feelings or impressions do they have? Do they understand why the Lord wants them to be healthy? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite the young men to make a list of some of the blessings they notice this week as they live the Word of Wisdom.

- Challenge the young men to create a project in their *Duty to God* books to help them be healthy (see pages 31–34) and share their experiences carrying out their project.

## Teaching in the Savior’s way

During His earthly ministry, Jesus Christ invited His disciples to act in faith and live the truths He taught. In all His teaching, He focused on helping His followers live the gospel with all their hearts. To accomplish this, He provided opportunities for them to learn through powerful experiences. As you instruct the young men, invite them to share experiences they have had living the Word of Wisdom.

# Selected Resources

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*Excerpt from Boyd K. Packer, "The Word of Wisdom: The Principle and the Promises," Ensign, May 1996, 17–19*

Honor the principle of the Word of Wisdom and you will receive the promised blessings. "All saints," the revelation promises, "who remember to keep and do these sayings, walking in obedience to the commandments," are promised that they "shall receive health in their navel and marrow to their bones" and "shall run and not be weary, and shall walk and not faint" (D&C 89:18, 20).

The Word of Wisdom does not promise you perfect health, but it teaches how to keep the body you were born with in the best condition and your mind alert to delicate spiritual promptings. . . .

And then there is a greater blessing promised in the Word of Wisdom. Those who obey it are promised that they "shall find wisdom and great treasures of knowledge, even hidden treasures" (D&C 89:19). This is the personal revelation through which you can detect invisible crocodiles or hidden mines or other dangers. . . .

There's a final promise in the revelation. Speaking again of those who keep and do and obey these commandments, the Lord said, "I . . . give unto them a promise, that the destroying angel shall pass by them, as the children of Israel, and not slay them" (D&C 89:21). That is a remarkable promise.

To understand it, we must turn to the time of Moses. The Israelites had been enslaved for 400 years. Moses came as their deliverer. He called forth plagues upon Egypt. The Pharaoh agreed each time

to free the Israelites, but each time he reneged on his promise. Finally, "the Lord said unto Moses, Yet will I bring one plague more upon Pharaoh, and upon Egypt; afterwards he will let you go. . . . All the firstborn in the land of Egypt shall die" (Ex. 11:1, 5).

Moses told the Israelites to "take . . . a lamb . . . without blemish, a male of the first year. . . . Neither shall ye break a bone thereof" (Ex. 12:3, 5, 46; see also John 19:33).

They were to prepare the lamb as a feast and "take of the blood, and strike it on the . . . door post of the houses. . . . For I will pass through the land of Egypt this night, and will smite all the firstborn in the land . . . : and when I see the blood, I will pass over you, and the plague shall not be upon you to destroy you. . . . And this day . . . ye shall keep . . . by an ordinance for ever" (Ex. 12:7, 12–14). "When your children shall say unto you, What mean ye by this . . . ? . . . ye shall say, It is the sacrifice of the Lord's passover" (Ex. 12:26–27).

Surely, young people, you see the prophetic symbolism in the Passover. Christ was "the Lamb of God" (John 1:29, 36), the firstborn, male, without blemish. He was slain without breaking his bones, even though the soldiers were sent to do it.

But it is not from mortal death that we shall be spared in such a passover if we walk in obedience to these commandments, for each of us in time shall die. But there is spiritual death which you need not suffer. If you are obedient, that spiritual death will pass over you, for "Christ our passover is sacrificed for us," the revelation teaches (1 Cor. 5:7).



## What is the Lord's way for providing for the poor and needy?

When Jesus Christ came to earth, He spent much of His ministry caring for the poor and needy. Through His Church, the Lord has provided a way for us to care for those in need. He has asked us to give generously according to what we have received from Him. "The Lord's way of caring for the needy is different from the world's way. The Lord has said, '[Caring for the poor] must needs be done in mine own way.' [Doctrine and Covenants 104:16; see also verse 15.] He is not only interested in our immediate needs; He is also concerned about our eternal progression. For this reason, the Lord's way has always included self-reliance and service to our neighbor in addition to caring for the poor" (Dieter F. Uchtdorf, "Providing in the Lord's Way," *Ensign* or *Liahona*, Nov. 2011, 54).

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### Prepare yourself spiritually

*What scriptures and other resources will help the young men understand how the Lord provides for the poor and needy?*

Isaiah 58:6–11; Malachi 3:8–10; Matthew 25:35–40; D&C 82:18–19 (Ways to care for the poor)

Henry B. Eyring, "Opportunities to Do Good," *Ensign* or *Liahona*, May 2011, 22–26

James 1:27; Mosiah 18:27–28; D&C 42:29–30 (The importance of caring for the poor and needy)

D. Todd Christofferson, "Come to Zion," *Ensign* or *Liahona*, Nov. 2008, 37–40

Alma 34:27–28; Mormon 8:35–37; D&C 56:16–18; 70:14 (The Lord's warnings to those who do not care for the poor)

"Members' Efforts to Care for the Poor and Needy and Give Service," *Handbook 2: Administering the Church* (2010), 6.1.2

D&C 104:15–18 (Provide for the poor in the Lord's way)

Videos: "Sharing the Light of Christ"; Humanitarian videos

How have you sought to follow the example of the Savior in providing for others? What experiences could you share with the young men?

What principles of providing in the Lord's way do the young men need to understand? How will understanding these principles influence the service they give as priesthood holders?

See the appendix for other teaching and learning ideas.

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together*



about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.

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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Ask the young men to share experiences they have had recently that reminded them of something they learned in last week's lesson.
  - Invite the bishop to come to quorum meeting and explain to the young men how sacred Church funds are used, including fast offerings, humanitarian contributions, and donations to the Perpetual Education Fund (see *Handbook 1: Stake Presidents and Bishops* [2010], 14.4). Ask him to describe how he helps those in need become more self-reliant.
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## Learn together

Each of the activities below will help the young men learn about the Lord's way of providing for the poor and needy. Following the inspiration of the Spirit, select one or more that will work best for your class:

- Invite a quorum member to study the "Serve Others" section in the *Duty to God* book (pages 26–27, 50–51, or 74–75) and come prepared to lead a discussion based on the learning activities in this section. Give the young men time in quorum meeting to make a personal plan and a quorum plan to serve others. In a future quorum meeting, ask them to share the experiences they are having fulfilling their plans.
- Divide the young men into pairs. Assign one member of each pair to read scriptures about the importance of caring for the poor and needy, and assign the other to read scriptures that give warnings to those who do not care for the poor and needy (for ideas, see the scriptures suggested in this outline). Invite the young men to study their scripture passages and then share with their partners what they learned. Ask them why caring for the poor and needy is so important to Heavenly Father. Invite the young men to discuss ways they can help those in need in their families, ward, and community.
- Share with the young men a story about caring for those in need from your own experiences, or share a story from one of the talks suggested in this outline. Give the quorum members a moment to think of ways they can care for the poor and needy (including small acts of kindness or expressions of concern for others). Then invite them to write their ideas on the board.

### Teaching tip

"When an individual asks a question, consider inviting others to answer it instead of answering it yourself. For example, you could say, 'That's an interesting question. What do the rest of you think?' or 'Can anyone help with this question?'" (*Teaching, No Greater Call* [1999], 64).

Assign each young man to read a scripture about ways to care for the poor (such as those suggested in this outline). Invite each to share with the quorum what he learned and add to the list on the board. Invite the quorum members to share experiences they have had caring for those in need and how they felt about the experiences.

- Write the following questions on the board: What principles does President Eyring teach that can guide us in helping others? What suggestions does he give for planning a service project? As a quorum, read President Henry B. Eyring's talk "Opportunities to Do Good," beginning with the statement "Here are some principles that guided me when I wanted to help in the Lord's way." Ask the young men to look for the answers to the questions on the board. After reading the talk, discuss the answers to the questions and use the principles

and suggestions in the talk to plan a quorum service project for the ward or community.

- Show the video "Sharing the Light of Christ" or one of the Church's humanitarian videos, and ask the young men to share what impresses them about these examples. Invite them to share experiences they have had helping others and things they can do to help those in need.
- Ask the quorum members to list some of the temporal and spiritual needs a person might have. Write on the board, "What is the Lord's way for providing for the poor and needy?" Share with the young men the statement by President Dieter F. Uchtdorf at the beginning of this outline, and ask the young men to listen for answers to the question on the board. Invite them to share what they find. How can we help the poor and needy become more self-reliant?

*Ask the young men to share what they learned today. What feelings or impressions do they have? Do they understand what it means to provide for the needy in the Lord's way? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Bear his testimony of his priesthood obligation to serve and lift God's children.
- Invite the quorum members to accept this invitation from President

Thomas S. Monson: "May we pray for the inspiration to know of the needs of those around us, and then may we go forward and provide assistance" ("God Be with You Till We Meet Again," *Ensign* or *Liahona*, Nov. 2012, 110).

## Teaching in the Savior's way

The Savior was an example and mentor. He taught His disciples to pray by praying with them. He taught them to love and serve by the way He loved and served them. He taught them how to teach His gospel by the way He taught it. How can you follow His example?

# Selected Resources

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*Excerpt from Henry B. Eyring, "Opportunities to Do Good," Ensign or Liahona, May 2011, 22–26*

Here are some principles that guided me when I wanted to help in the Lord's way and when I have been helped by others.

First, all people are happier and feel more self-respect when they can provide for themselves and their family and then reach out to take care of others. I have been grateful for those who helped me meet my needs. I have been even more grateful over the years for those who helped me become self-reliant. And then I have been most grateful for those who showed me how to use some of my surplus to help others. . . .

A second gospel principle that has been a guide to me in welfare work is the power and blessing of unity. When we join hands to serve people in need, the Lord unites our hearts. President J. Reuben Clark Jr. put it this way: "That giving has . . . brought . . . a feeling of common brotherhood as men of all training and occupation have worked side by side in a Welfare garden or other project" [J. Reuben Clark Jr., in Conference Report, Oct. 1943, 13]. . . .

That leads to the third principle of action in welfare work for me: Draw your family into the work with you so that they can learn to care for each other as they care for others. Your sons and daughters who work with you to serve others in need will be more likely to help each other when they are in need.

The fourth valuable principle of Church welfare I learned as a bishop. It came from following the

scriptural command to seek out the poor. It is the duty of the bishop to find and provide help to those who still need assistance after all they and their families can do. I found that the Lord sends the Holy Ghost to make it possible to "seek, and ye shall find" [see Matthew 7:7–8; Luke 11:9–10; 3 Nephi 14:7–8] in caring for the poor as He does in finding truth. But I also learned to involve the Relief Society president in the search. She may get the revelation before you do. . . .

I will make three suggestions as you plan your service project.

First, prepare yourself and those you lead spiritually. Only if hearts are softened by the Savior's Atonement can you see clearly the goal of the project as blessing both spiritually and temporally the lives of the children of Heavenly Father.

My second suggestion is to choose as recipients of your service people within the kingdom or in the community whose needs will touch the hearts of those who will give the service. The people they serve will feel their love. That may do more to make them feel glad, as the song promised, than will meeting only their temporal needs.

My last suggestion is to plan to draw on the power of the bonds of families, of quorums, of auxiliary organizations, and of people you know in your communities. The feelings of unity will multiply the good effects of the service you give. And those feelings of unity in families, in the Church, and in communities will grow and become a lasting legacy long after the project ends.



# How can I find solutions to my challenges and problems?

Self-reliance includes the ability to find solutions to our own problems and challenges. Many of these solutions are found in the restored gospel of Jesus Christ. Our Heavenly Father is mindful of the challenges we face. He loves us and wants to help us. We should pray for guidance as we seek answers to our challenges in the scriptures and the words of the prophets and apostles.

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## Prepare yourself spiritually

*What scriptures and other resources will help the young men understand how the gospel can help with life's challenges?*

Proverbs 3:5–6; Matthew 11:28–30; Mark 4:36–39; Alma 7:11–13; Alma 37:35–37; 38:5 (Seek the Lord's helps with challenges and problems)

Jeffrey R. Holland, "Like a Broken Vessel," *Ensign* or *Liahona*, Nov. 2013, 40–42

Thomas S. Monson, "We Never Walk Alone," *Ensign* or *Liahona*, Nov. 2013, 121–24

"Physical and Emotional Health," *For the Strength of Youth* (2012), 25–27

How has the gospel provided solutions and comfort during your challenging times?

What issues or challenges do the young men face?  
What challenges might they face in the future?  
Which principles of the gospel will help them successfully cope with these challenges?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Ask the young men to share experiences they had during the week as they tried to live by what they have been learning this month about self-reliance.

See the appendix for other teaching and learning ideas.

- Invite the young men to name some challenges or problems youth their age are facing, and write their responses on the board. What are some unhealthy or unproductive things young

men sometimes do to cope with these problems? Throughout the lesson, invite the young men to look for ways the truths of the gospel can help.

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## Learn together

*Each of the activities below can help the quorum members learn how to find solutions to their own challenges. Following the guidance of the Spirit, select one or more that will work best in your quorum:*

- Invite the young men to think of a challenge or problem that young people today face. Ask them to browse the topic index in the most recent general conference issue of the *Ensign* or *Liahona*, looking for topics that could help address that problem. Invite them to search one of the talks related to those topics and share with the quorum a statement that could help someone overcome challenges. Encourage the young men to use the topic index to find help with their own challenges.

- Invite the young men to read the last two paragraphs of “Physical and Emotional Health” in *For the Strength of Youth* and look for counsel that could help them or people they know. What are some examples of “healthy solutions” we should seek when we have problems? What solutions does the gospel of Jesus Christ offer? Share an experience from your own life in which the gospel provided answers or assistance for a specific problem or challenge. Invite the young men to share similar experiences from their own lives.

- Share the following statement by President Thomas S. Monson: “How blessed we are, my brothers and

sisters, to have the restored gospel of Jesus Christ in our lives and in our hearts. It provides answers to life’s greatest questions. It provides meaning and purpose and hope to our lives. We live in troubled times. I assure you that our Heavenly Father is mindful of the challenges we face. He loves each of us and desires to bless us and to help us” (“As We Close This Conference,” *Ensign* or *Liahona*, May 2012, 115). Ask each young man to read one of the scriptures from this outline and share how it could help someone who is facing a challenge or problem that is common among youth today. What does it mean to trust in the Lord or come unto Christ when we need help? Are there other scriptures the young men can think of that could help with specific challenges or problems?

- Ask the young men to think of someone they know who is struggling with mental or emotional challenges. Give each young man a copy of Elder Jeffrey R. Holland’s talk “Like a Broken Vessel.” Ask them to look for answers to his question “How do you best respond when mental or emotional challenges confront you or those you love?” Invite the young

### Teaching tip

“Be careful not to end good discussions too soon in an attempt to present all the material you have prepared. Although it is important to cover the material, it is more important to help learners feel the influence of the Spirit, resolve their questions, increase their understanding of the gospel, and deepen their commitment to keep the commandments” (*Teaching, No Greater Call* [1999], 64).

men to share what they learn and to discuss how these teachings could help the person they are thinking of.

*Ask the young men to share what they learned today. Do they understand how to find solutions to life's challenges in the gospel of Jesus Christ? What feelings or impressions do they have? Do they have any additional questions? Would it be helpful to spend more time on this doctrine?*

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## **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Share how understanding and living the gospel has helped him overcome trials.
- Invite quorum members to use what they learned today to help or encourage someone who is struggling with emotional challenges.

## **Teaching in the Savior's way**

The Savior taught His followers to think about the scriptures for themselves and use them to find answers to their own questions. How can you help the young men desire to turn to the scriptures and the words of the prophets as they seek answers to their challenges?



## UNIT OVERVIEW

# December: Building the Kingdom of God in the Latter Days

*“May the kingdom of God go forth, that the kingdom of heaven may come” (D&C 65:6).*

The Aaronic Priesthood holders in your quorum were sent to the earth at this specific time to help prepare the world for the Second Coming of the Savior. They have special gifts and talents that the Lord wants them to use to help build His kingdom and share His gospel. The lessons in this unit will help them develop those gifts as they prepare to become leaders and teachers in the Church and kingdom of God.

To make Duty to God part of the Sunday quorum meeting, you may consider teaching the Duty to God outline below during this unit.

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### Outlines to choose from this month:

*How can I be a missionary now? (Duty to God)*

*How can I become a better home teacher?*

*How does Heavenly Father want me to use my spiritual gifts?*

*How can I prepare to establish a Christ-centered home?*

*What can I do to help new members of the Church?*

*How can I help my less-active friends return to church?*

*What is Zion?*

*How can I participate in the hastening of the Lord’s work?*

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### Mutual

Consider how you can plan activities that connect with what the youth are learning. A youth activities site is available to assist you. Many of the learning activities in these outlines could also serve as effective Mutual activities. Work with quorum presidencies to select and plan appropriate activities that reinforce what the young men learn on Sunday.

### Duty to God

The following sections from the *Duty to God* book relate to the lessons in this unit:

“Understand Doctrine,” pages 18–20, 42–44, 66–68

“Invite All to Come unto Christ,” pages 28–29, 52–53, 76–77

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 Visit [lds.org/youth/learn](https://lds.org/youth/learn) to view this unit online.







## DUTY TO GOD

# How can I be a missionary now?

The Lord has given each Aaronic Priesthood holder the duty to invite all to come unto Christ (see D&C 20:59). The Lord’s prophets have also invited every worthy, able young man in the Church to serve a full-time mission. Fulfilling our Aaronic Priesthood duty to invite all to come unto Christ helps us prepare for future full-time missionary service. In this way, we help build the kingdom of God.

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## Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel inspired to share with the young men?*

*Fulfilling My Duty to God* (2010), 28–29, 52–53, 76–77

Alma 17:2–3 (The sons of Mosiah prepared for their missions by fasting, praying, and diligently searching the scriptures)

Acts 2,16; Mosiah 18 (Peter, Paul, and Alma invite others to come unto Christ)

Thomas S. Monson, “Come, All Ye Sons of God,” *Ensign* or *Liahona*, May 2013, 66–69

M. Russell Ballard, “Put Your Trust in the Lord,” *Ensign* or *Liahona*, Nov. 2013, 43–45

David A. Bednar, “Becoming a Missionary,” *Ensign* or *Liahona*, Nov. 2005, 44–47

Videos: “Fulfilling Your Duty to God”; “Missionary Mindset”; “Priesthood Duty: Preaching the Gospel”

What experiences have you had sharing the gospel with others? How have others shared the gospel with you? If you served a full-time mission, what did you do to prepare for it? Looking back now, what else would you have done to prepare?

What effect will sharing the gospel have on the young men? How can you help them prepare for missionary work now and in the future?

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Invite the young men to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson.
- Ask the young men to prayerfully consider friends, family members, or less-active quorum members whom they could invite to come unto Christ. Invite them to write these names down in their Duty to God books (see pages 28–29, 52–53, 76–77). Encourage the young men to be sensitive to impressions they may receive during the lesson about what they could do to share the gospel with these people.

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## Learn together

*The purpose of this lesson is to help each young man prepare for lifelong service as a missionary. Give the young men time during quorum meeting to write plans in their Duty to God books. Encourage them to share their plans with each other, and in future quorum meetings invite them to share experiences they have had preparing for missionary service and inviting others to come unto Christ.*

- Show the young men a suitcase, and invite them to discuss what things they will need to take on their missions (such as white shirts, suits, shoes, and so on). Invite them to make a list of things they will need to take on their missions that they cannot put in a suitcase. Invite them to add to their list with answers they find in Alma 17:2–3 and Doctrine and Covenants 4. Ask the young men what they can do to develop these attributes as they prepare for missionary service. they could put into action what they learn. For example, they could make plans in sections of their Duty to God books that correspond with President Monson's counsel (such as "Pray and Study the Scriptures," "Understand Doctrine," or "Serve Others"). Invite the young men to share their plans.
- Invite the young men to read as a quorum the invitation from Elder M. Russell Ballard in his talk "Put Your Trust in the Lord" (in the two paragraphs beginning with "The key is that you be inspired of God"). Share an experience you have had as you have accepted this invitation, and invite the young men to share experiences they have had. Give them time to think about someone they could reach out to and invite to come unto Christ.
- Divide the young men into four groups, and assign each group one part of President Thomas S. Monson's "formula" for success in preparing for a mission (in his talk "Come, All Ye Sons of God"). Each group could read their part and discuss ways

### Teaching tip

"Be careful not to end good discussions too soon in an attempt to present all the material you have prepared. Although it is important to cover the material, it is more important to help learners feel the influence of the Spirit, resolve their questions, increase their understanding of the gospel, and deepen their commitment to keep the commandments" (*Teaching, No Greater Call* [1999], 64).

- Write on the board, “What can I do to prepare most effectively to serve as a full-time missionary?” Ask the young men to suggest possible answers. Invite them to discover how Elder David A. Bednar answered the question in his talk “Becoming a Missionary.” Invite them to search the talk, looking for ways they can become missionaries before they go on their missions. Show one of the videos suggested in this outline, and invite quorum members to share how

experiences like these could help them prepare for missionary service.

- Before quorum meeting, invite the young men to come prepared to share an example of missionary work from the scriptures (such as those suggested in this outline). As they share their stories, ask them what they learn about sharing the gospel. What did the people in these stories do to share the gospel? How did their teaching affect others? What do the young men feel inspired to do to follow the example of these missionaries?

*Ask the young men to share what they learned today. Do they understand what they can do to prepare now for future missionary service? What additional feelings or impressions do they have? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite each young man to write in his Duty to God book something he will do to invite someone to come unto Christ (see pages 28–29, 52–53, 76–77), then have a few quorum members share what they wrote.

- Share what he is planning to do to prepare for future missionary service.

## Teaching in the Savior’s way

The Savior invited others to testify of truths they learned so the Spirit could touch their hearts. “Whom say ye that I am?” He asked. Peter’s testimony was strengthened as he responded, “Thou art the Christ, the Son of the living God” (Matthew 16:15–16). How can sharing the gospel strengthen the testimonies of the young men in the quorum?

# Selected Resources

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*Excerpt from M. Russell Ballard, “Put Your Trust in the Lord,” Ensign or Liahona, Nov. 2013, 43–45*

The key is that you be inspired of God, that you ask Him for direction and then go and do as the Spirit prompts you. When members view the work of salvation as their responsibility alone, it can be intimidating. When they view it as an invitation to follow the Lord in bringing souls unto Him to be taught by

the full-time elders and sisters, it is inspiring, invigorating, and uplifting.

We are not asking everyone to do everything. We are simply asking all members to pray, knowing that if every member, young and old, will reach out to just “one” between now and Christmas, millions will feel the love of the Lord Jesus Christ. And what a wonderful gift to the Savior.



## How can I become a better home teacher?

As priesthood holders, we are commanded to “learn [our] duty” and “act . . . in all diligence” (D&C 107:99). One of the most important duties of Aaronic Priesthood holders is the duty to invite all to come unto Christ (see D&C 20:59). Priests and teachers have the additional duties to “visit the house of each member” and “watch over the church always, and be with and strengthen them” (D&C 20:47, 53). One way we fulfill these duties is by serving as home teachers. We are most effective as home teachers when we love, watch over, and strengthen those we are assigned to teach.

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What will help inspire the young men to become better home teachers?*

*Fulfilling My Duty to God* (2010), 28–29, 52–53, 76–77

Alma 18:12–40; 22:4–18 (Examples of Ammon and Aaron)

D&C 20:46–59 (Aaronic Priesthood holders have a duty to invite all to come unto Christ)

Thomas S. Monson, “True Shepherds,” *Ensign* or *Liahona*, Nov. 2013, 61–68

“Responsibilities of Home Teachers,” *Handbook 2: Administering the Church* (2010), 7.4.1

“The Teaching Part of Home Teaching,” *Teaching, No Greater Call* (1999), 145–46

Video: “Home Teaching: Encouraging Aaronic Priesthood Holders”

What have you done to become a better home teacher? How has home teaching blessed your life and the lives of others? What experiences could you share with the young men?

How do the young men feel about home teaching? What experiences could they share with each other?

*Note:* In preparation for this lesson, you might consider asking the quorum members who serve as home teachers to invite their home teaching companions to attend this quorum meeting and participate in the discussion on becoming better home teachers.

See the appendix for other teaching and learning ideas.

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Invite the young men to report on what they did to fulfill any assignments they received during last week's lesson.
- Invite the young men to share experiences they have had as home teachers or being visited by home teachers. Why does the Lord ask priesthood holders to visit families as home teachers?

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## Learn together

*The purpose of this lesson is to help each young man make a plan to become a better home teacher. Give the young men time during quorum meeting to write plans in their Duty to God books. Encourage them to share their plans with each other. In future quorum meetings, invite them to share experiences they have serving as home teachers.*

- Read together Doctrine and Covenants 20:53, and invite the young men to make a list (or draw a picture) of ways home teachers can “watch over the church always, and be with and strengthen them.” How can the young men improve as home teachers? Consider inviting the bishop, high priests group leader, or elders quorum president to talk to the quorum about how to be a good home teacher. (See *Duty to God*, 52, 76.) Consider asking the young men to think of questions in advance that they could ask these leaders about home teaching. Invite the young men to turn to the “Act” section of their *Duty to God* books (page 55 or 77) and make plans to become better home teachers.

- Ask each young man to read one of the stories from President Thomas S. Monson's talk “True Shepherds.” Ask each to come to the front of the room, retell the story in his own words, and

share what it teaches about how he can be a better home teacher.

- Divide the quorum into two groups, and ask each group to make a list of ways they can improve as home teachers. After a few minutes, invite one group to add to their list by reading “The Teaching Part of Home Teaching” in *Teaching, No Greater Call*, 145–46. Invite the other group to add to their list by reading section 7.4.1 of *Handbook 2*. Ask the groups to share their lists, and encourage each young man to select one thing from the list he will work on before his next home teaching visit. Invite the quorum members to role-play an effective home teaching visit.

- Show the video “Home Teaching: Encouraging Aaronic Priesthood Holders,” and ask the young men to look for ways Aaronic Priesthood holders can participate in home teaching. What experiences can the young men share

### Teaching tip

“You can help those you teach feel more confident about their ability to participate in a discussion if you respond positively to every sincere comment. For example, you might say, ‘Thank you for your answer. That was very thoughtful’ or . . . ‘That is a good example’ or ‘I appreciate all that you have said today’” (*Teaching, No Greater Call* [1999], 64).

that are similar to what they see in the video? What do the young men learn from this video that can help them improve as home teachers?

- Ask half of the quorum to read about Ammon in Alma 18:12–40; ask the other half to read about Aaron in Alma 22:4–18. Invite them to look for and share things they learn from

*Ask the young men to share what they learned today. Do they understand how to become better home teachers? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Help the quorum prepare a short presentation about home teaching based on what they learned today. They could share it with the elders quorum in a future quorum meeting.
- Explain that in the upcoming weeks, they will be invited to share the experiences they are having.

Ammon and Aaron that could help them become better home teachers—for example, the way they taught by the Spirit, taught with love, adapted their teachings to meet needs, bore testimony, used the scriptures, asked questions, and so on. (This activity is adapted from a personal study activity on page 193 of *Preach My Gospel*).

## Teaching in the Savior's way

In every setting, the Savior was the perfect example and mentor to those He taught. How can the young men learn from your example—and the examples of other Melchizedek Priesthood holders—as they strive to fulfill their duties as home teachers?





## How does Heavenly Father want me to use my spiritual gifts?

Spiritual gifts are blessings or abilities that are given by the power of the Holy Ghost. As children of Heavenly Father, we all have spiritual gifts. God gives us these gifts so that we can serve others and help build His kingdom. He has commanded us to diligently seek out and develop our spiritual gifts.

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### Prepare yourself spiritually

*As you study these scriptures and other resources about spiritual gifts, look for ways to help the young men identify some of their gifts and use them to bless others.*

1 Corinthians 12:3–27; Moroni 10:8–18; D&C 46:8–29 (Gifts of the Spirit)

“Spiritual Gifts,” *True to the Faith* (2004), 165–67

David A. Bednar, “Quick to Observe,” *Ensign*, Dec. 2006, 31–36; or *Liahona*, Dec. 2006, 14–20

“The Gifts of the Spirit,” *Gospel Principles* (2009), 125–32

Video: “Extraordinary Gift”

What spiritual gifts do you have? How have they blessed you and others, particularly in your priesthood service? How have the spiritual gifts of others blessed you? How have you identified your gifts?

Why is it important for the young men to know about their spiritual gifts? How can they use them as they fulfill their priesthood duties? How will this help them prepare for their future roles, homes, and families?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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### Begin the learning experience

*Choose from these ideas or think of your own to review last week’s lesson and introduce this week’s lesson:*

- Ask each young man to write one sentence that best summarizes last week’s lesson and share it with the quorum.
- Bring to class a gift-wrapped box with “Doctrine and Covenants 46:8–9” written on a piece of paper inside. Invite the young men to imagine what might be inside the box.

See the appendix for other teaching and learning ideas.

Ask one of them to open the box and read the scripture. What are “the best gifts”? What must we do to receive

them? Encourage the young men to think about these questions during this lesson.

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## Learn together

*Each of the activities below will help quorum members learn about the gifts of the Spirit. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Divide the quorum into groups, and assign each group one of the scriptures listed in this outline. Ask each group to make a list of the spiritual gifts mentioned in their passage and identify why God gives us spiritual gifts. Ask one young man from each group to share what his group discovered. Which of these gifts do the young men have? (If any of the young men have received their patriarchal blessing, suggest that they read their blessing later to find out which spiritual gifts they have been given.) Which gifts would they like to have? How could these gifts help them be more effective in fulfilling their priesthood duties?

- Invite the young men to read the lists of spiritual gifts in 1 Corinthians 12:8–10; Moroni 10:9–16; or Doctrine and Covenants 46:13–25 and find a gift they are interested in learning more about. Give them time to study the gift they chose, using resources such as “The Gifts of the Spirit” in *Gospel Principles* (pages 125–30), “Spiritual Gifts” in *True to the Faith* (pages 165–67), or the Topical Guide. Ask them to share what they find. How can these gifts be used to help build the kingdom of God?

- Ask the young men to list the different positions of a sports team

(such as a soccer team or baseball team). How does each player contribute to helping the team win? Have them read 1 Corinthians 12:12–21, in which Paul compares the Church to a body. What do these analogies teach the young men about how we use our spiritual gifts to help build the kingdom of God? Share examples of spiritual gifts that you have noticed in the quorum members (for some examples, see verses 8–10 or the list at the beginning of Elder David A. Bednar’s talk “Quick to Observe”). Invite the quorum president to lead a discussion on how the quorum can work together using their gifts to serve others and help build the kingdom of God.

- Invite each young man to review the list of spiritual gifts on pages 165–66 of *True to the Faith* and select one or more that he would like to develop. Ask him to explain why he chose those gifts. How do we develop spiritual gifts? Invite the young men to search Doctrine and Covenants 46:7–12 and “We Can Develop Our Gifts” in *Gospel Principles*, page 130–31. Ask them to share what they find. What does Doctrine and Covenants 46:9 teach the young men about who can qualify for spiritual gifts?

- Show the video “Extraordinary Gift,” and invite the young men to

## Teaching tip

“Never ridicule or criticize any question or comment, but show courtesy and love as you do your best to respond. When people feel that their comments are valued, they will share their experiences, feelings, and testimonies more freely” (*Teaching, No Greater Call* [1999], 64).

## Teaching in the Savior's way

The Savior knew His disciples. He found unique ways to help them learn and grow. When they struggled, He did not give up on them but continued to love them and minister to them (see Mark 9:24). Help the young men understand who they are and the gifts they possess. Encourage them to look for ways to use those gifts to serve others.

think of and share a talent or gift they see in each member of the quorum (make sure that good qualities of each young man are shared). Invite the young men to read Matthew 25:14–30, or invite a quorum member to retell the parable of the talents. How does this parable relate to the

gifts God has given us? How can we as priesthood holders use our talents to serve others and fulfill our priesthood duties? Invite the young men to write down their thoughts, and ask a few of them to share what they wrote with the quorum.

*Ask the young men to share what they learned today. Do they understand spiritual gifts better? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite the young men to use one of their spiritual gifts this week to bless someone they know.
- Share what he plans to do to develop spiritual gifts, and invite the quorum members to make plans of their own.

# Selected Resources

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*Excerpt from David A. Bednar, “Quick to Observe,” Ensign, Dec. 2006, 31–36; Liahona, Dec. 2006, 14–20*

In October 1987 Elder Marvin J. Ashton, a member of the Quorum of the Twelve Apostles, spoke in general conference about spiritual gifts. I recall with fondness the impact his message had upon me at that time, and the things he taught then continue to influence me today. In his message Elder Ashton detailed and described a number of less conspicuous spiritual gifts—attributes and abilities that many of

us might not have considered being spiritual gifts. For example, Elder Ashton highlighted the gifts of asking; of listening; of hearing and using a still, small voice; of being able to weep; of avoiding contention; of being agreeable; of avoiding vain repetition; of seeking that which is righteous; of looking to God for guidance; of being a disciple; of caring for others; of being able to ponder; of bearing mighty testimony; and of receiving the Holy Ghost (see “There Are Many Gifts,” *Ensign*, Nov. 1987, 20).



# How can I prepare to establish a Christ-centered home?

Building the kingdom of God begins with building a righteous home and family. The family is the most important unit of the Church. As members of the Church, we should establish a home where the Spirit is present. A Christ-centered home offers us a place of defense against sin, refuge from the world, and committed, genuine love. Whether our home is large or small, it can be a “house of prayer, a house of fasting, a house of faith, a house of learning, a house of glory, a house of order, a house of God” (D&C 88:119).

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## Prepare yourself spiritually

What do you do to make your home a defense against sin and a refuge from the world? What do you do to teach your children and family the gospel?

Consider the homes in which the young men live. What experiences are they having now that will help them raise their own righteous families?

*What scriptures and talks will help the young men prepare to establish Christ-centered homes?*

1 Nephi 1:1; Enos 1:1–3; Mosiah 27:14  
(The influence of righteous fathers)

Psalms 127:3; Mosiah 4:14–15; D&C  
68:25–28; 88:119; 93:40 (Parents are  
commanded to teach and nurture  
their children)

“The Family: A Proclamation to the  
World,” *Ensign* or *Liahona*, Nov.  
2010, 129

Henry B. Eyring, “To My Grandchildren,” *Ensign* or *Liahona*, Nov. 2013,  
69–72

Richard G. Scott, “For Peace at Home,” *Ensign* or *Liahona*, May 2013, 29–31

David A. Bednar, “The Powers of Heaven,” *Ensign* or *Liahona*, May 2012, 48–51

“Family,” *For the Strength of Youth* (2011), 14–15

Video: “A Father Indeed”

See the appendix for other teaching and learning ideas.

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## Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Write on the board the question from the title of last week's lesson, and ask the young men how they would answer this question.
- Invite the young men to describe what a home would be like if it were designed by someone who loves music (or movies or sports). What would the young men see there? What would they feel there? Then ask them what they think a Christ-centered home is like. How would it be unique? What would they see there? What would they feel there? Ask them to suggest answers to the question "How can I prepare to establish a Christ-centered home?"

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## Learn together

*Each of the activities below can help the quorum members understand how to establish a Christ-centered home. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- As a quorum, read Mosiah 4:14–15 and make a list on the board of principles in these verses that will help the young men establish Christ-centered homes. Show the video listed in this outline. Instruct the young men to think of themselves as fathers while they watch. After the video, ask the young men to discuss what the main message is and what additional principles they learned that will help them establish Christ-centered homes. Consider adding these principles to the list on the board. Invite them to share examples of these principles from their own families or other families.
- Ask a young man to read aloud Doctrine and Covenants 88:119 and write on the board the principles of a righteous home. Invite the young men to choose one of these principles and share ways they think this principle could be applied in a righteous home. Encourage them to share examples they have seen. What can the young men do to establish these principles in their current homes and in their future homes? As part of this discussion, invite the young men to read the section titled "Please Help My Husband Understand" from Elder David A. Bednar's talk "The Powers of Heaven." Ask the young men what they think it means to be a priesthood leader in the home.
- Ask the young men to think of examples of influential fathers in the Book of Mormon (for some examples, see the scriptures suggested in this outline). Invite the young men to list some additional qualities of their fathers or other fathers they know that they would like to emulate. What is the role of fathers in building the

### Teaching tip

"Discussions in small groups can instantly involve those who seem to be losing interest and concentration" (*Teaching, No Greater Call* [1999], 72).

## Teaching in the Savior's way

The Savior asked His followers questions that caused them to think and feel deeply. He trusted them and prepared them. Consider how you will help the young men understand the importance of raising a righteous posterity and preparing to establish Christ-centered homes.

kingdom of God? What did these fathers do that had a positive influence on their children? What can the young men do to follow their examples?

- Ask the young men to list on the board their best advice for a couple about to be married. Divide President Henry B. Eyring's talk "To My Grandchildren" into sections, and give the young men portions of the talk to read. Ask them to add items to the list on the board that they find in President Eyring's talk and to discuss what they can do now to prepare to establish a Christ-centered home.

- Divide the quorum into groups, and divide Elder Richard G. Scott's talk "For Peace at Home" among the groups. Ask the groups to study their sections of the talk, looking for descriptions or characteristics of a Christ-centered home. Invite them to share what they find by drawing pictures of what a Christ-centered home is like. What can the young men do to help their homes be more Christ-centered now? How can they prepare to establish Christ-centered homes in the future?

*Ask the young men to share what they learned today. Do they understand how to establish a Christ-centered home? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share what he is doing to prepare to establish a Christ-centered home.
- Invite quorum members to do something that strengthens their home.

# Selected Resources

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*Excerpt from Henry B. Eyring, "To My Grandchildren," Ensign or Liahona, Nov. 2013, 69–72*

Heavenly Father has made each of us unique. No two of us have exactly the same experiences. No two families are alike. So it is not surprising that advice about how to choose happiness in family life is hard to give. Yet a loving Heavenly Father has set the same path to happiness for all of His children. Whatever our personal characteristics or whatever will be our experiences, there is but one plan of happiness. That plan is to follow all the commandments of God.

For all of us, including my grandchildren contemplating marriage, there is one overarching commandment that will help us to meet the challenges and lead to the heart of a happy family life. It applies to all relationships regardless of circumstances. It is repeated throughout the scriptures and in the teachings of the prophets in our day. Here is the Bible wording of the Lord's advice to all who want to live together forever in loving happiness:

"Then one of them, which was a lawyer, asked him a question, tempting him, and saying,

"Master, which is the great commandment in the law?"

"Jesus said unto him, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind.

"This is the first and great commandment.

"And the second is like unto it, Thou shalt love thy neighbour as thyself.

"On these two commandments hang all the law and the prophets" [Matthew 22:35–40].

From that simple statement it is not hard to summarize all I have learned about what choices lead to happiness in families. I start with the question, "What choices have led me toward loving the Lord with all my heart and soul and with all my mind?" For me it has been to choose to put myself where I felt the joy of forgiveness through the Lord's Atonement.

*Excerpt from "The Family: A Proclamation to the World," Ensign or Liahona, Nov. 2010, 129*

The family is ordained of God. Marriage between man and woman is essential to His eternal plan. Children are entitled to birth within the bonds of matrimony, and to be reared by a father and a mother who honor marital vows with complete fidelity. Happiness in family life is most likely to be achieved when founded upon the teachings of the Lord Jesus Christ. Successful marriages and families are established and maintained on principles of faith, prayer, repentance, forgiveness, respect, love, compassion, work, and wholesome recreational activities. 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. Mothers are primarily responsible for the nurture of their children. In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners. Disability, death, or other circumstances may necessitate individual adaptation. Extended families should lend support when needed.





## What can I do to help new members of the Church?

For many people, becoming a member of the Church can be challenging. It may involve leaving behind old friendships and adjusting to a new way of life. Each new member of the Church needs friendship, a responsibility, and nurturing with “the good word of God” (Moroni 6:4). We can help new members by befriending them, serving alongside them, and sharing our testimonies with them.

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### Prepare yourself spiritually

*Prayerfully study the following scriptures and resources. What do you feel inspired to share with the young men?*

Luke 22:32; Romans 15:1–2; Moroni 6:4–5; D&C 81:5; 108:7 (Strengthen fellow Saints)

“Friends,” *For the Strength of Youth* (2011), 16–17

“Helping New Members and Less-Active Members,” *Teaching, No Greater Call* (1999), 37

Videos: “Missionary Work and Retention: Georgia Elias”; “Help New Members Take a Name to the Temple”

Henry B. Eyring, “True Friends,” *Ensign*, May 2002, 26–29; *Liahona*, July 2002, 29–32

What have you done to help strengthen new members? What did others do to help you after you were baptized?

Are there any young men in your quorum who are new members of the Church? How have they adapted to being members of the Church? How have other young men helped them?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Put the young men in pairs, and give them a couple of minutes to share what they remember from last week's lesson. Ask one pair to share what they remember with the quorum.
- Invite the young men to describe some feelings that accompany new experiences, such as the first day of a class, joining a club or a team, or starting a new job. Ask them to discuss how these feelings might be similar to those experienced by new members of the Church. Invite them to share related experiences they have had, either as new members themselves or with other new members.

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## Learn together

*Each of the activities below can help the quorum members learn how they can help strengthen new members. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Read aloud the counsel from President Gordon B. Hinckley at the beginning of "Helping New Members and Less-Active Members" in *Teaching, No Greater Call* (page 37), and ask the young men to identify the three things every new member needs. Divide the quorum into three groups. Assign one group to make a list of specific things they could do to befriend a new member of the quorum; assign another group to make a list of responsibilities they could give to a new quorum member; assign the third group to make a list of ways they could nurture a new member with the good word of God. (If they need help, refer them to the suggestions on page 37 of *Teaching, No Greater Call*.) Ask the groups to share their lists with each other.
- Write on the board scripture references (such as those listed in this outline) about our responsibility to strengthen fellow Saints. Ask each young man to read one of the scripture references, thinking about how it applies to new members of the Church. Ask him to write on the board a short summary of his passage and share an example of the principle it teaches. Ask the young men why it is important to strengthen new members of the Church.
- Invite the young men to watch the video "Missionary Work and Retention: Georgia Elias" and look for things Georgia's new ward did to help her stay strong in the gospel after her baptism. What else do they learn from Georgia's experience that can help them strengthen new members? Invite the young men to think about the new members in their ward. What questions might they have? How could the quorum members help

### Teaching tip

"Before the lesson begins, assign one or two individuals to listen carefully and be prepared to help summarize a major point of the lesson or the entire lesson" (*Teaching, No Greater Call* [1999], 94).

## Teaching in the Savior's way

The Savior found opportunities for His followers to learn through powerful experiences. When He appeared to the Nephites, He invited them to come to Him one by one, that they might see, feel, and know Him for themselves. As you teach the young men, invite them to find ways to befriend, serve, and share their testimonies with new members of the Church.

them? As part of this discussion, you may want to show and discuss the video "Help New Members Take a Name to the Temple."

- Ask the young men to list some of the challenges a new member of the Church might face. With the bishop's permission, you could invite a new member to talk to the class about his or her experiences. Invite each young man to read about one of the four ways President Henry B. Eyring says we can share a new member's burden in his talk "True Friends." Ask the young men to share what they read, and invite the new member to share experiences in which a Church member helped him or her in one of these ways. Invite the quorum president to lead a discussion on what the quorum can do to be true friends to new members of their ward.

*Ask the young men to share what they learned today. Do they understand how to help strengthen new members? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Share his testimony regarding the importance of befriending new members.
- Invite the young men to set a personal goal in their *Duty to God* books to befriend new members (see "Invite All to Come unto Christ," pages 28–29, 52–53, or 76–77).

- Invite the young men to read "Friends" in *For the Strength of Youth* and look for answers to the question "What does it mean to be a true friend?" Ask them to share what they find and share an experience in which someone was a true friend to them. Why is it especially important for us to be good friends to new members of the Church? Invite the young men to make a list of new members they know and discuss how they can apply the counsel in *For the Strength of Youth* to befriend them.

- Invite the quorum to complete one of the following study activities from *Preach My Gospel*, page 222: the second "Personal Study" activity or the third "Companionship Study" activity.

# Selected Resources

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*Excerpts from Henry B. Eyring, "True Friends," Ensign or Liahona, May 2002, 26–29*

There are important ways for us to share the new member's burden that it may be bearable. We can love, listen, show, and testify.

First, we must love them. That is what the Savior does. We can do it with Him and for Him. He showed us the way in His mortal ministry. He taught by precept and example that we are to love His disciples. . . .

The Savior watches over the struggling member as a friend. He laid down His life for all of us. He loves us and will grant us, if we are faithful, the gift of feeling a part of His love for them. I have at times been blessed by the Holy Ghost to sense the Savior's love for a struggling new member. I know for myself that is possible.

Second, we must listen to the new member with understanding and empathy. That also will take spiritual gifts, since our experience will rarely parallel theirs. It will not be enough to say, "I understand how you feel," unless we do. But the Savior does. He is prepared to help you be a friend who understands even those you have just met, if you ask in faith. Before He was born, prophets knew what He would do to be able to help you be a friend for Him:

"And he shall go forth, suffering pains and afflictions and temptations of every kind; and this that the word might be fulfilled which saith he will take upon him the pains and the sicknesses of his people.

"And he will take upon him death, that he may loose the bands of death which bind his people; and he will take upon him their infirmities, that his bowels may be filled with mercy, according to the flesh, that he may know according to the flesh how to succor his people according to their infirmities" [Alma 7:11–12].

Third, we must be an example for the new member. We can feast upon the word of God. We can ask for and live for the companionship of the Holy Ghost. We can be obedient out of our faith in Jesus Christ. And in time we can become an example of a disciple who is born again through the Atonement. It may be gradual. It may be hard for us to discern in ourselves. But it will be real. And it will give hope to the new member and to all those we befriend on the path to eternal life.

Fourth, we must testify of the truth to the new member. It must be sincere, and it is best when it is simple. It is most helpful when it is about the reality and mission of the Savior, about our Heavenly Father's love, and of the gifts and companionship of the Holy Ghost. And it is essential to testify that the Father and the Son appeared to the young Joseph Smith and that the full gospel and the true Church have been restored by heavenly messengers. The Holy Ghost will confirm those simple declarations as truth.

The new member will need that confirmation, again and again, even when we are not there to testify.



## How can I help my less-active friends return to church?

Part of our duty as priesthood holders is to reach out to quorum members and friends who are not coming to church. President Monson has frequently urged us to “go to the rescue” (“To the Rescue,” *Ensign*, May 2001, 48; *Liahona*, July 2001, 57). We can help our less-active friends by making sure they feel our genuine love and concern, sharing our testimonies through words and actions, and including them in our activities.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and other resources. What do you feel inspired to share with the young men?*

Luke 15 (Parables of the lost sheep, lost coin, and prodigal son)

Alma 31:34–35; D&C 18:10, 14–16  
(The worth of souls is great)

D&C 20:46–47, 53–55 (Aaronic Priesthood duties)

Thomas S. Monson, “See Others as They May Become,” *Ensign* or *Liahona*, Nov. 2012, 68–71

Dieter F. Uchtdorf, “Come, Join with Us,” *Ensign* or *Liahona*, Nov. 2013, 21–24

Henry B. Eyring, “Man Down!” *Ensign* or *Liahona*, May 2009, 63–66

Videos: “No One Else Can Do It—Rescuing Cole”; “We Are Brothers”; “Help Others Come Back to Church”

What experiences have you had helping those who are less active? What have you learned from these experiences that could help the young men in their efforts to reach out to their less-active friends?

Which members of the quorum are not attending regularly? What do quorum members know about them? How can you inspire quorum members to reach out to them?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:*

- Ask the young men to report on what they did to fulfill any assignments they received during last week's lesson.
- Show one of the videos suggested in this outline, or share an experience you have had helping a less-active friend or family member return to church. Invite the young men to read Alma 31:34–35 and D&C 18:10, 14–16. What do these scriptures and these experiences teach about how Heavenly Father feels about His children?

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## Learn together

*Each of the activities below can help the quorum members learn how they can help strengthen their less-active friends. Following the inspiration of the Spirit, select one or more that will work best for your quorum:*

- Ask the young men to think of a time when they lost something very valuable. What did they do to try to find it? Assign each quorum member to read one of the three parables in Luke 15. Ask him to retell the parable in his own words and share a phrase from the parable that summarizes what the Savior was teaching. What do the young men learn from the actions of the shepherd, the woman, and the father in these parables? How can the young men follow their examples as they try to help those who are “lost” from their quorum? Ask the young men to share any experiences of friends or family members who have returned to church after being less active.
- Invite the young men to read Doctrine and Covenants 18:10–13, and ask them to share ways they would complete this sentence: “The worth of souls is great because . . .” Ask the young men to search Doctrine and Covenants 20:46–47, 53–55, and ask them to list on the board words or phrases that describe their priesthood duties. Which of these words describe ways we can help quorum members who are less active? Invite the quorum president to lead a discussion about things the young men can do to reach out to a less-active quorum member.
- Invite the young men to read the story about soldiers protecting wounded comrades in President Henry B. Eyring’s talk “Man Down!” What do the actions and attitudes of these soldiers teach us about how we should approach our responsibility to less-active quorum members? Invite the young men to read the rest of the talk, thinking about someone they know who may need to be “rescued.” What do they learn from President

### Teaching tip

“Listening is an expression of love. It often requires sacrifice. When we truly listen to others, we often give up what we want to say so they can express themselves” (*Teaching, No Greater Call* [1999], 66).

## Teaching in the Savior's way

The Savior loved His followers, prayed for them, and continually served them. Who in your quorum needs more attention, love, and prayer? What can you do to reach out to them?

Eyring's counsel that could help them reach out to the person they are thinking of?

- Write on the board some reasons people give for not coming to church, such as "I have doubts about the Church's teachings," "I don't fit in with people in the Church," "I don't think I could live up to the Church's standards," "I know a member of the Church who is a hypocrite," and so on. Invite the young men look for President Dieter F. Uchtdorf's responses to these concerns in his talk

*Ask the young men to share what they learned today. Do they understand how to help strengthen their less-active friends? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Counsel with the quorum about specific ways to invite less-active members to church and Mutual.
- Challenge the young men to reach out to a less-active member and report back next week.

"Come, Join with Us." Give the young men an opportunity to role-play how they would respond if a friend expressed one of these concerns.

- Invite each young man to read one of the stories in President Thomas S. Monson's talk "See Others as They May Become," and ask him to share what the story teaches him about how to help our less-active friends return to church. Invite the quorum to discuss ways they can apply President Monson's counsel.

# Selected Resources

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*Excerpt from Henry B. Eyring, "Man Down!," Ensign or Liahona, May 2009, 63–66*

Almost all of us have seen a battlefield portrayed in a film or read the description in a story. Over the din of explosions and the shouts of soldiers, there comes a cry, "Man down!"

When that cry sounds, faithful fellow soldiers will move toward the sound. Another soldier or a medic will ignore danger and move to the injured comrade. And the man down will know that help will come. Whatever the risk, someone will run low or crawl to get there in time to protect and give aid. That is true in every band of men joined in a difficult and dangerous mission which they are determined to fulfill at any sacrifice. The histories of such groups are full of stories of those loyal men who were determined that no man would be left behind.

Here is one instance from an official account [see *The U.S. Army Leadership Field Manual* (2004), 28–29]. During fighting in Somalia in October of 1993, two United States Army Rangers in a helicopter during the firefight learned that two other helicopters near them had fallen to the earth. The two rangers, in their relative safety aloft, learned by radio that no ground forces were available to rescue one of the downed aircrews. Growing numbers of the enemy were closing in on the crash site.

The two men watching from above volunteered to go down to the ground (the words they used on the radio were to "be inserted") to protect their critically wounded comrades. Their request was

denied because the situation was so dangerous. They asked a second time. Permission was again denied. Only after their third request were they put down on the ground.

Armed only with their personal weapons, they fought their way to the crashed helicopter and the injured fliers. They moved through intense small arms fire as enemies converged on the crash site. They pulled the wounded from the wreckage. They put themselves in a perimeter around the wounded, placing themselves in the most dangerous positions. They protected their comrades until their ammunition was depleted and they were fatally wounded. Their bravery and their sacrifice saved the life of a pilot who would have been lost.

They were each awarded posthumously the Medal of Honor, their nation's highest recognition for bravery in the face of an armed enemy. The citation reads that what they did was "above and beyond the call of duty."

But I wonder if they saw it that way as they moved to the downed airmen. Out of loyalty they felt a duty to stand by their fellow soldiers, whatever the cost. The courage to act and their selfless service came from feeling that they were responsible for the lives, the happiness, and the safety of comrades.

Such a feeling of responsibility for others is at the heart of faithful priesthood service. Our comrades are being wounded in the spiritual conflict around us. So are the people we are called to serve and protect from harm.





## What is Zion?

The Lord commands us to “seek to bring forth and establish the cause of Zion” (D&C 6:6). *Zion* refers to the Lord’s people who are of one heart and one mind and dwell together in righteousness. We can establish Zion by building unity and spiritual strength in our homes, wards or branches, and communities.

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### Prepare yourself spiritually

*Prayerfully study these scriptures and resources. What will inspire the young men to build Zion?*

How do you strive to live the principles of Zion in your life and family? When have you felt a spirit of unity in a ward or in your family?

Are the young men in your quorum united? What can they do to establish Zion? What obstacles might they face?

Mosiah 18:21; D&C 38:27 (We should seek unity)

4 Nephi 1:1–18 (The Nephites and Lamanites live together in a Zion-like state)

D&C 6:6; 11:6; 12:6; 14:6 (Seek to establish the cause of Zion)

D&C 97:21; Moses 7:18 (What is Zion?)

Henry B. Eyring, “Our Hearts Knit as One,” *Ensign* or *Liahona*, Nov. 2008, 68–71

D. Todd Christofferson, “Come to Zion,” *Ensign* or *Liahona*, Nov. 2008, 37–40

“Zion,” *True to the Faith* (2004), 189–90

Videos: “Dayton’s Legs”; “Sharing the Light of Christ”

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

Choose from these ideas or think of your own to review last week's lesson and introduce this week's lesson:

- Ask each quorum member to finish this sentence: "What we learned last week was important to me because . . ."
- Write *Zion* on the board, and ask the young men to list words that come to mind when they think of Zion. Invite them to read pages 189–90 of *True to the Faith* to add to their list. What is our role as priesthood holders in building Zion?

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## Learn together

Each of the activities below can help the quorum members learn about Zion. Following the inspiration of the Spirit, select one or more that will work best for your quorum:

- Read together Moses 7:18–19, looking for another name for Zion. Invite the young men to imagine what a "City of Holiness" would be like. How would it be different from the world we live in now? Invite them to list on the board things that would not exist in a City of Holiness and things that would exist in a City of Holiness. Encourage them to read 4 Nephi 1:1–18 to find things they can add to their lists. What would have to change about us as individuals in order to build Zion? What can the young men do to build Zion in their families? in their quorum?
- Ask the young men to read Doctrine and Covenants 6:6; 11:6; 12:6; and 14:6 and find a phrase that is common in each. What do the young men think it means to establish the cause of Zion? Show one of the videos suggested in this outline, and ask the quorum members to look for ways the young men in the videos are seeking to bring forth and establish the cause of Zion. What impresses them about these young men's attitudes and desires? How can they follow the young men's examples to help establish Zion?
- As a quorum, read the first five paragraphs of Elder D. Todd Christoferson's talk "Come to Zion," looking for answers to the question "What does it mean to flee Babylon and come to Zion?" Divide the quorum into three groups, and assign each of the groups to read the "Unity," "Holiness," or "Caring for the Poor" section of the talk. Invite them to discuss in their groups things they can do to apply these principles to build Zion in their quorum and families. Ask them to share what they discussed with the rest of the quorum.
- Divide the quorum into two groups. Ask one group to read and discuss Mosiah 18:21 and Doctrine and Covenants 38:27, and ask the other group to read and discuss Doc-

### Teaching tip

"We should not attribute statements to Church leaders without confirming the source of the statements. When we quote scriptures, we should ensure that our use of them is consistent with their context" (*Teaching, No Greater Call* [1999], 53).

## Teaching in the Savior's way

The Savior prepared Himself to teach by spending time alone in prayer and fasting, seeking His Heavenly Father's guidance. How will you follow the Savior's example in preparing to teach the young men about establishing Zion in their homes, quorum, and communities?

trine and Covenants 97:21 and Moses 7:18. Invite the groups to plan an object lesson they could use to teach the rest of the class what they learned from their scriptures (if they need help, share with them "Comparisons and Object Lessons" on pages 163–64 of *Teaching, No Greater Call*). Ask them to share their ideas with each other. What are the blessings of being united as a family, a quorum, and a ward or branch?

- As a quorum, read D&C 38:27.

Why does the Lord want us to be one? Divide sections of President Henry B.

Eyring's talk "Our Hearts Knit as One" among the young men, and ask them to find principles President Eyring teaches that could help us achieve more unity in our families and quorum. Invite the young men to write the principles they find on the board. What are some obstacles that prevent young men from achieving unity? How can they overcome these obstacles? Encourage the young men to set personal goals to apply one of these principles to increase the unity in their families. Work together to set a similar goal to be more united as a quorum.

*Ask the young men to share what they learned today. Do they understand what Zion is? What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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## Invite to act

*The young man who is conducting concludes the meeting. He could:*

- Invite the quorum to reach out to someone who does not feel included in their quorum or their circle of friends.
- Share his feelings about Zion and the importance of quorum unity.



## How can I participate in the hastening of the Lord's work?

We live in the last days, when the Lord is fulfilling His promise: "Behold, I will hasten my work in its time" (D&C 88:73). Aaronic Priesthood holders play an important role in this work. We can participate by inviting all to come unto Christ through sharing the gospel, giving Christlike service, worthily performing priesthood ordinances, strengthening new members, rescuing the less active, and providing saving ordinances for the dead.

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### Prepare yourself spiritually

*What scriptures and other resources will inspire the young men to participate in the hastening of the Lord's work?*

Isaiah 11:9; 1 Nephi 13:37; 14:14  
(Prophecies about the Lord's work)

Mosiah 28:1–3 (The sons of Mosiah  
desire to preach the gospel)

Moses 1:39 (God describes His work)

D&C 20:46–60 (Duties of Aaronic  
Priesthood holders)

D&C 138:56 (Faithful children of God  
were prepared in premortality to  
labor in the Lord's vineyard)

Thomas S. Monson, "Willing and  
Worthy to Serve," *Ensign or Liahona*,  
May 2012, 66–69

Dieter F. Uchtdorf, "Are You Sleeping  
through the Restoration?" *Ensign or  
Liahona*, May 2014, 58–62

S. Gifford Nielsen, "Hastening the  
Lord's Game Plan!" *Ensign or Liahona*,  
Nov. 2013, 33–35

Hastening the Work of Salvation, on  
LDS.org

What evidence have you seen that the Lord is hastening His work in our day? What experiences could you share that might inspire the young men to be active participants in this work?

What talents and gifts do you notice in the young men that could make them particularly effective in advancing the Lord's work? What are they already doing to participate in the work?

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### Let the young men lead

*A member of the quorum presidency (or an assistant to the bishop in the priests quorum) conducts the quorum meeting. He leads the young men in counseling together about quorum business, teaches them their priesthood duties (from the scriptures and the Duty to God book), encourages them to share their experiences fulfilling their duty to God, and invites an adviser or other quorum member to teach a gospel lesson. He could prepare by filling out a quorum meeting agenda during a presidency meeting.*

See the appendix for other teaching and learning ideas.

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## Begin the learning experience

*Choose from these ideas, or think of your own, to review last week's lesson and introduce this week's lesson:*

- Invite the young men to share, teach, and testify about the experiences they have had applying what they learned in the previous week's lesson.
- Write on the board *What is the Lord's work?* Invite quorum members to come to the board and write possible answers to this question. Encourage them to add to this list as they learn more during this lesson.

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## Learn together

*Each of the activities below will help the young men discover how they can participate as the Lord hastens His work. Following the inspiration of the Spirit, select one or more that will work best for your class:*

- Write the word *hasten* on the board, and ask someone to read Doctrine and Covenants 88:73. Invite the quorum to discuss what it means to hasten something (if necessary, they could look the word up in a dictionary). Ask the young men why they think the Lord's work needs to be hastened in our day. Invite them to look for answers to this question in the scriptures suggested in this outline or other scriptures they can think of.
- A few days in advance, ask the young men to visit the Hastening the Work of Salvation section of LDS.org and review some of the resources there. Invite them to come to quorum meeting prepared to share something from the site that has inspired them to participate more fully in the Lord's work.
- Invite the young men to review one of the conference talks in this outline, looking for statements that inspire them to participate more fully in the work of the Lord. Ask them to share those statements and explain why they find them inspiring.
- Write questions like the following on the board: *What can Aaronic Priesthood holders do to participate in the Lord's work? What helps you feel the excitement and urgency of the work? How are your experiences preparing you to participate in the work?* Ask the young men to read the scriptures suggested in this outline to help them answer one or more of these questions. Invite them to share what they find.
- As a quorum, read Elder S. Gifford Nielsen's description of game plans in his talk "Hastening the Lord's Game Plan!" Invite the quorum president to lead a discussion about a "game plan" for the quorum to participate more fully in some aspect of the Lord's work, such as sharing the gospel, rescuing a quorum member, or doing temple and family history work.

### Teaching tip

"You can demonstrate that you are listening by displaying an expression of interest. You can look at the speaker rather than at your lesson materials or other things in the room. You can encourage the speaker to complete his or her thoughts without interruption. You can avoid jumping into conversations prematurely with advice or judgments" (*Teaching, No Greater Call* [1999], 66).

*Ask the young men to share what they learned today. What feelings or impressions do they have? Do they understand how they can participate in the hastening of the Lord's work? Do they have any additional questions? Would it be helpful to spend more time on this topic?*

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## **Invite to act**

*The young man who is conducting concludes the meeting. He could:*

- Share with the quorum how doing the Lord's work has strengthened his testimony and what he has been impressed to do as a result of this lesson.
- Invite quorum members to choose something specific they will do—as a quorum and individually—to hasten the Lord's work.

## **Teaching in the Savior's way**

The Savior asked questions that caused His followers to think and feel deeply. They knew He loved them, and they felt safe sharing their thoughts and personal feelings. As you sincerely listen and show interest in quorum members' answers and insights, you will help them to feel the Savior's love.

# Selected Resources

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*Excerpt from S. Gifford Nielsen, "Hastening the Lord's Game Plan!" Ensign or Liahona, Nov. 2013, 33–35*

When I played football, I thought in terms of game plans. There was no question going into a contest that if our team was prepared with the right plays, we were going to be successful. However, I recently spoke with BYU's legendary coach LaVell Edwards about our game plans, and he said, "I didn't care what play you called just as long as we scored a touchdown!" As one of his quarterbacks, I thought it was much more complex than that, but maybe his simple philosophy is the reason he has a stadium named after him.

Since we are all on the Lord's team, do we each have our own winning game plan? Are we ready to play? If we, as members, really loved our family, friends, and associates, wouldn't we want to share our testimony of the restored gospel with them? . . .

May I share with you a game plan I've felt impressed to implement after praying, reading chapter 13 of *Preach My Gospel*, and pondering past experiences? I invite you to consider these three points as you think about your own plan.

First, specifically pray to bring someone closer to the Savior and His gospel every day. You could do this by seeing all people as sons and daughters of God helping each other on their journey home. Think of the new friends you would make.

Second, pray for the missionaries serving in your area and their investigators by name every day. The only way to do this is to greet them, look at their badge, call them by name, and ask them who they are teaching. Elder Russell M. Nelson wisely contributed, "Until you know a person's name and face, the Lord cannot help you know his or her heart."

I attended the baptism of a wonderful sister, who shared her testimony. I will forever remember her saying, "I've never had so many people praying for me and feeling so much love! I know this work is true!"

Third, invite a friend to an activity in or out of your home. Wherever you go or whatever you do, ponder who would enjoy the occasion and then listen to the Spirit as He directs you.

# Learning and Teaching Ideas

The Savior used the scriptures to teach and testify about His mission. He taught people to ponder the scriptures and use them to help answer questions. He helped them discover gospel lessons in their own experiences and in the world around them by using examples that they could relate to. He invited them to become witnesses of His teachings by teaching and testifying to others and in this way deepen their understanding of the doctrine.

Part of your responsibility as a teacher of youth is to prepare learning activities that follow the principles exemplified by the Savior. Use the ideas in this appendix or other teaching strategies you think of to help the youth search the words of the prophets, see examples of the principles they are learning, and share the gospel with others. You can adapt these ideas to any lesson topic.

As you plan activities, remember that one of your main objectives in teaching youth is to encourage them to share what they learn. As youth express gospel truths, these truths are confirmed in their hearts and minds by the power of the Holy Ghost. Sharing the gospel with others also allows the youth to strengthen one another—hearing a gospel truth from a peer is sometimes more powerful than hearing it from a leader or teacher.



# Activities to Introduce the Doctrine

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The following activities can:

- Help youth **review the doctrine** they learned in a previous lesson and ensure that their understanding is correct.
- **Introduce the doctrine** the youth will be learning about in class or quorum meeting.

The youth can participate in these activities individually, in small groups, or as a class or quorum. Remember that the best ideas will come to you as you consider the needs of the youth you teach.

## Help the youth review the doctrine, and ensure that their understanding is correct

### *Share what you remember*

Have youth share something they remember or learned from last week's lesson.

### *Write a statement on the board*

Invite the youth to write on the board a summary statement of what they learned.

### *Draw what you learned*

Invite the youth to draw a picture of what they learned.

### *What impressed you?*

Invite several youth to share what impressed them about the lesson.

### *Summarize in one word or sentence*

Invite the youth to summarize in one word or one sentence what they learned.

### *Compare to an object or picture*

Show an object or picture to the youth, and ask how it relates to the previous lesson.

### *Share applications*

Share what you did to apply what was taught in last week's lesson. Invite the youth to share what they did.

### *Ask questions*

Ask the youth to answer questions that were addressed in last week's lesson.

### *Share scriptures*

Invite the youth to share a scripture that they remember from last week's lesson.

### *Teach what you know*

Ask the youth to teach another member of the class or quorum what they remember about the doctrine taught last week.

### *Explain a phrase*

Write on the board a phrase from last week's lesson, and ask the youth to explain it.

## Introduce the doctrine the youth will be learning about in class or quorum meeting

### *Find the doctrine in the scriptures*

Invite the youth to look in the scriptures for a verse that teaches the doctrine of the lesson.

### *Ask a question*

Invite the youth to respond to a question about the doctrine.

### *Sing a hymn*

Invite the youth to sing a hymn related to the doctrine.

### *Answer the question in the lesson title*

Write on the board the question in the title of the lesson, and invite the youth to ponder how they would answer it.

### *Role-play*

Ask the youth to role-play a situation in which someone asks them a question about the doctrine. How would they answer?

### *Explain what you know*

Ask class members to explain what they know about the doctrine.

### *Divide the doctrine into parts*

Divide the doctrine into parts, and assign different youth to explain what each part means.

### *Explain a picture or object*

Show the youth a picture or object related to this week's lesson, and ask them to explain it.

### *Draw a picture*

Invite the youth to draw a picture that represents what they understand about the doctrine you will be discussing.

### *Find and share scriptures*

Ask the youth to find a scripture that helps answer the question in the title of the lesson.

### *Summarize what you know*

Invite the youth to summarize in a few words or phrases what they know or have experienced about the doctrine.

### *Anonymous survey*

Give the youth a short, anonymous survey that asks about their feelings or experiences related to the doctrine.

### *Quiz*

Give the youth a brief quiz to find out what they already know about the doctrine.

### *Make a list of words*

Ask the youth to think of words that relate to the doctrine they will be discussing. Which words or phrases do they have questions about?

## Activities for Learning Together

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The following activities can help youth:

- **Search** the scriptures and words of the prophets and consider their meaning.
- **See examples** of the doctrine you are discussing.
- **Share** their thoughts and feelings about the doctrine with others.

The youth can participate in these activities individually, in small groups, or as a class or quorum. Remember that the best ideas will come to you as you consider the needs of the youth you teach.

### **Search the scriptures and words of the prophets and consider their meaning**

#### *Look for answers to questions*

Invite the youth to look for answers to your questions or questions they have about the doctrine and discuss what they find.

#### *Look for words and phrases*

Invite the youth to find words, phrases, and examples that help them understand the doctrine.

#### *Summarize in a few words*

Ask the youth to summarize a scripture or message from a prophet in a few words.

#### *Make a list*

Ask the youth to make a list of key points they learn about the doctrine from the scriptures or words of the prophets. Invite them to share what they find.

#### *Matching verses*

Give the youth some scripture references and brief statements that summarize what each scripture passage teaches. Ask them to read the scriptures and match each one with its summary statement.

### *Match a picture*

Ask the youth to match pictures to scriptures passages. Invite them to share insights they gain from the passages and the pictures.

### *Fill in the blanks*

Write a statement with missing words on the board. Invite the youth to look for words or phrases from the scriptures that could complete the statement.

### *Compare examples*

Invite the youth to read two or more stories or passages from the scriptures and compare what they teach about the doctrine.

### *Draw a picture*

Invite youth to draw a picture of what they read in the scriptures and words of the prophets.

### *Find a scripture*

Invite the youth to find a scripture passage about the doctrine and share what it means.

### *Linking related scriptures*

Help the youth make a list of scriptures related to the doctrine, read them, and write the references in the margins of their scriptures.

### *Find and sing hymns*

Invite the youth to find hymns about the doctrine and sing them together.

## **See examples of the doctrines and principles you are teaching**

### *Interview others*

Ask the youth to interview others about their experiences with the doctrine.

### *See examples in the scriptures*

Invite the youth to read or hear about individuals in the scriptures who lived the doctrine.

### *See examples of other Latter-day Saints*

Invite the youth to read or hear about other Latter-day Saints who live the doctrine.

### *Share examples*

Share your own examples of people who live the doctrine, and ask the youth to share their examples.

### *Discuss a story*

Invite the youth to describe how a story (from the scriptures or words of the prophets) exemplifies the doctrine.

### *Visualize*

Ask the youth to visualize someone living the doctrine.

### *Role-play*

Invite the youth to role-play or imagine a situation that illustrates the doctrine.

### *Watch media*

Invite the youth to view Church-produced media (such as DVDs or video clips from LDS.org).

### *Hear a panel discussion*

Invite approved guests to answer questions or discuss a topic with the youth.

### *Listen to a guest speaker*

Invite an approved guest speaker to discuss the doctrine.

## **Share their thoughts and feelings about the doctrines with others**

### *Prepare a talk*

Ask the youth to prepare to give a talk about the doctrine.

### *Teach the lesson*

Invite a member of the class or quorum to teach part of the lesson.

### *Teach another class*

Ask the youth to prepare a brief lesson about the doctrine and teach it to another class (as approved by the bishop).

### *Teach someone*

Help the youth think of ideas about how they could teach the doctrine to someone else.

### *Testify of the doctrine*

Invite class or quorum members to share their testimonies of the doctrine.

### *Write about the doctrine*

Ask class members to write what they have learned or their thoughts and feelings about the doctrine.

### *Explain what it means*

Ask the youth what the doctrine means to them.

### *Discuss questions*

Invite the youth to discuss questions about the meaning and importance of the doctrine.

### *Ask questions*

Ask the youth to think about the doctrine and ask questions about it. Answer them together.

### *Explain a picture or object*

Invite the youth to explain how a picture or object illustrates the doctrine.

### *Draw a picture*

Ask the youth to draw a picture or diagram or create a poster that illustrates the doctrine.

### *Share a Personal Progress or Duty to God experience*

Invite the youth to share or teach something they have done in Duty to God and Personal Progress related to the doctrine.

## Activities to Invite the Youth to Act

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The following activities can help youth see how the gospel applies to their lives. In general, the youth should be encouraged to make their own plans to act on what they learn. These activities can help give them ideas.

The youth can participate in these activities individually, in small groups, or as a class. Remember that the best ideas will come to you as you consider the needs of the youth you teach.

### **Make plans to live the doctrine**

#### *Ponder what to do*

Invite the youth to ponder what they can do to apply the doctrine.

#### *Write what to do*

Invite the youth to write down what they will do to apply the doctrine.

#### *Counsel with the class or quorum*

Invite the youth to counsel together as a class or quorum about how to apply the doctrine.

#### *Share feelings and testimony*

Invite the youth to share their feelings and testimony about the doctrine and explain why it is important to them.

#### *Create a teaching outline*

Invite the youth to create an outline to teach others about the doctrine.

#### *Discuss the importance of the doctrine*

Invite the youth to discuss the importance of the doctrine in their lives.

#### *Record testimony*

Ask the youth to record their testimony of the doctrine.

#### *Interview others*

Invite the youth to interview others to find out about their experiences and thoughts about the doctrine.

#### *Make a list*

Invite the youth to make a list of blessings they have received from applying the doctrine.

*Overcome a challenge or problem*

Invite youth to share a challenge or question they have and share how a doctrine or scripture helps them.

*Likening*

Ask the youth to apply something from the scriptures or words of living prophets to their lives.

*Do activities in Duty to God or Personal Progress*

Invite the youth to do an activity from the *Duty to God* or *Personal Progress* books.

THE CHURCH OF  
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