

# I BELONG TO THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

*"Now, what do we hear in the gospel  
which we have received? A voice of gladness!"*

*D&C 128:19*



*2003 Outline for Sharing Time and the Children's Sacrament Meeting Presentation*

# THE CHURCH OF JESUS CHRIST

*With conviction* ♩ = 104–120

I be - long to The Church of Je - sus Christ of Lat - ter - day Saints. I

know who I am. I know God's plan. I'll fol - low him in faith. I be -

lieve in the Sav - ior, Je - sus Christ. I'll hon - or his name. I'll

do what is right; I'll fol - low his light. His truth I will pro - claim. —

Words and music: Janice Kapp Perry, b. 1938. © 1989 IRI

Doctrine and Covenants 115:4–5

## INSTRUCTIONS TO PRIMARY LEADERS FOR SHARING TIME AND THE CHILDREN'S SACRAMENT MEETING PRESENTATION

### MESSAGE FROM THE PRIMARY PRESIDENCY

*We belong to The Church of Jesus Christ of Latter-day Saints. What a blessing! The Savior organized His Church when He lived on earth. After the Great Apostasy, He restored His true Church to the earth through the Prophet Joseph Smith. Memorizing the Articles of Faith will help the children know what it means to belong to The Church of Jesus Christ of Latter-day Saints. Help them increase their faith in Jesus Christ by teaching them to follow Him, to keep His commandments, and to heed the voice of His prophets. Rejoice in the opportunity to share the truths of the gospel with family and friends. May the Lord bless you as you love, teach, and strengthen His children.*

*The Primary General Presidency*

### INSTRUCTIONS FOR SHARING TIME

Sharing time is a 30-minute period that allows children of combined age-groups to participate in activities and sing songs that teach gospel principles. (See *Church Handbook of Instructions, Book 2: Priesthood and Auxiliary Leaders* [1998], 234–35.)

The following guidelines will help in planning sharing times:

- Study this document before the year begins. Seek inspiration as you plan weekly sharing times using this outline.
- Include the music leader in your planning. Music should be used throughout sharing time. Half of sharing time should be used for singing.
- Identify the weekly gospel principle you will teach. Discuss ways you can teach the principle and involve the children (see [“Teaching Methods”](#) on the back of the “Sharing Time Planning Work Sheet”).
- Determine which member of the presidency will teach each weekly sharing time.
- One sharing time a month should be a class presentation.
- Plan sharing times for the coming month using the [“Sharing Time Planning Work Sheet.”](#)

### GUIDELINES FOR THE SACRAMENT MEETING PRESENTATION

In the children's sacrament meeting presentation during the fourth quarter of this year, the children will share

what they have learned about the theme “I Belong to The Church of Jesus Christ of Latter-day Saints.”


The sacrament meeting presentation should be no more than 40 minutes long and should follow Church policies and guidelines for sacrament meetings. (See *Church Handbook of Instructions, Book 2, 237.*)


The following guidelines will also help in planning the sacrament meeting presentation:

- Meet with the bishop or branch president early in the year to discuss the preliminary plans. Obtain his approval when the plans are completed.
- Plan for the children to present the program based on the monthly sharing time themes.
- Throughout the year keep notes of individual children's talks and experiences for possible use in the presentation.
- Plan to use a variety of methods in the presentation. You could include talks, scriptures, personal experiences, individual or group recitations, and testimonies.
- In presenting the music, you may include the entire Primary chorus, older and younger children's choruses, child soloists, duets, small groups of children, the congregation, and appropriate instrumental accompaniments.
- Plan practices that will not take unnecessary time away from classes or families.

### SYMBOLS KEY

The following symbols and abbreviations are used throughout the outline:

 *Sharing Time Ideas.* These ideas can supplement the inspiration you receive as you decide how best to involve the children in learning activities during sharing time.

 *Music.* These songs support the yearly objective and are the recommended songs for the sacrament meeting presentation.

**CS** *Children's Songbook*

**GAK** *Gospel Art Picture Kit*

**GP** *Gospel Principles*

**TNGC** *Teaching, No Greater Call*

# I BELONG TO THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

*"Now, what do we hear in the gospel which we have received?  
A voice of gladness!" (D&C 128:19)*

*Objective: To help the children understand that because we are members of  
The Church of Jesus Christ of Latter-day Saints and know who we are, we strive to live the gospel with joy.*

## OUTLINE FOR SHARING TIME

THE numbered items in this outline are the monthly themes, with italicized scriptures the children could memorize. (Instructions to help children memorize scriptures can be found in *Teaching, No Greater Call*, pages 171–72, and the “Helps for the Teacher” section in the Primary manuals.) The bulleted items are the weekly gospel principles that should be taught during sharing time and opening or closing exercises. Display a picture of the Savior throughout the year to remind the children that this is His Church. Occasionally there may be a need in your Primary, such as a temple dedication or a priesthood leader’s focus, that calls for a special sharing time emphasis.

**1. I Belong to the Church of Jesus Christ.** *“And they who were baptized in the name of Jesus were called the church of Christ” (3 Nephi 26:21).*

♪ “The Church of Jesus Christ” (CS, 77)

- Heavenly Father loves and blesses us. He sent His Son, Jesus Christ, to earth to be our Savior (John 3:16; *Primary 1, lesson 6; Primary 6, lesson 2*).
- Jesus organized His Church. He ordained others to the priesthood to act in His name (Matthew 16:19; *Primary 7, lesson 15*).
- The New Testament teaches us about Christ’s Church (Articles of Faith 1:6; *Primary 7, lesson 9; GP, chapter 16*).
- When people began to change Jesus’ teachings, many fell away from His Church (apostasy). The Apostles were killed, and the Lord withdrew His priesthood authority (Joseph Smith—History 1:19; D&C 1:15; *Primary 5, lesson 2*).

- ☺ One of the ways Heavenly Father shows His love is by blessing us. Play a musical guessing game. Hum a song about a blessing. As the children recognize the song, have them join in humming. When everyone knows the blessing, sing the song. Repeat with other songs about blessings such as “My Heavenly Father Loves Me” (CS, 228); “Families Can Be Together

Forever” (CS, 188); and “Head, Shoulders, Knees, and Toes” (CS, 275). Heavenly Father has given us another blessing more wonderful than these—our Savior. Sing “He Sent His Son” (CS, 34). Discuss the Savior’s role as Redeemer and Exemplar. Have the children memorize John 3:16 (TNGC, 171–72). Have them draw pictures of ways Heavenly Father blesses us. Display their pictures in the Primary room.

- ☺ Around the room, place wordstrips or pictures that represent such things as scriptures, priesthood, baptism, the gift of the Holy Ghost, prophets, missionaries, sacrament, commandments, and temples. Sing songs that mention these blessings and ordinances, such as “Seek the Lord Early” (CS, 108) and “When Jesus Christ Was Baptized” (CS, 102). After each song, have the children find the wordstrip or picture of the blessing or ordinance mentioned and put it on a large piece of black paper with a picture of the Savior at the top. Explain that when people fell away from the truth and the Apostles were killed, the blessings of the true Church were lost. Spiritual darkness remained (remove the wordstrips and pictures). This Apostasy lasted until the gospel was restored through Joseph Smith (place the picture of Jesus and the wordstrips or other pictures by a picture of Joseph Smith).

**2. I Belong to The Church of Jesus Christ of Latter-day Saints.** *“For thus shall my church be called in the last days, even The Church of Jesus Christ of Latter-day Saints” (D&C 115:4).*

♪ “On a Golden Springtime” (CS, 88)

- In the First Vision, Joseph Smith saw God the Father and His Son, Jesus Christ. He learned that Christ’s true Church would be restored (Articles of Faith 1:1, 6; Joseph Smith—History 1:7–20; *Primary 5, lesson 1*).
- Joseph Smith was called to be a prophet. He translated the Book of Mormon, which contains the fulness of the gospel (Articles of Faith 1:8; D&C 124:125; *Primary 3, lesson 15*).

- The priesthood, ordinances, and doctrines were restored by heavenly messengers and revelation (Articles of Faith 1:5, 9; D&C 13:1; *Primary 5, lessons 8, 12*).
- We make and keep covenants when we become members of the Church (D&C 136:4; *Primary 3, lesson 13; Primary 4, lesson 12*).

☺ Teach the eighth article of faith. Use pictures to teach about the coming forth of the Book of Mormon: Mormon abridges the plates (*GAK 306*), Moroni hides the plates (*GAK 320*), Moroni visits Joseph Smith (*GAK 404*), the gold plates (*GAK 325*), and Joseph gets the plates (*GAK 406*). Sing “An Angel Came to Joseph Smith” (*CS, 86*). Divide the children into two groups. Have one group read scripture references in the Book of Mormon, and the other in the Bible, for topics such as baptism (3 Nephi 11:33; Matthew 3:13); charity (Moroni 7:47; 1 Corinthians 13:4); obedience (Alma 57:21; Ephesians 6:1); and Jesus is the Son of God (3 Nephi 11:7; Matthew 3:17). Discuss each topic with the children. Testify that the Book of Mormon is another testament of Jesus Christ (see title page to Book of Mormon; 2 Nephi 25:26).

☺ Teach that a covenant is a two-way promise between Heavenly Father and us. Write the following scripture references on the chalkboard: Mosiah 18:8–10; D&C 20:77, 79; Exodus 20:12; 1 Nephi 3:7; Malachi 3:10; and D&C 59:9–10, 16. Give each child a pencil and a piece of paper. Have each child choose a scripture, write down the reference, and find the scripture. Divide into two groups. Have each child in one group write the promises we make and each child in the other group write the promises Heavenly Father makes. Choose a scripture reference, select from each group a child who chose that reference, and have these children display their papers. Discuss the covenant. Repeat with the other references. Sing songs about the scripture topics.

### 3. I Know Who I Am. “All of you are children of the most High” (Psalm 82:6).

🎵 “I Am a Child of God” (*CS, 2*)

- I am a child of God and lived in heaven before I came to earth (D&C 93:29; 76:24; *Primary 2, lesson 3*).

- I am a child of God blessed with a divine nature (3 Nephi 27:27; *The Family: A Proclamation to the World, paragraphs 1–2; Primary 1, lesson 1*).
- I am a child of God. He has given me spiritual gifts and talents (Articles of Faith 1:7; D&C 46:11; *Primary 5, lesson 19*).
- I am a child of God. I will serve my family and others (Mosiah 2:17; *Primary 2, lesson 39; Primary 6, lesson 10, enrichment activities*).

☺ Make a copy of the picture “Family Living in Heaven” (*Primary 3, picture kit 3–3*). Cut the picture into puzzle pieces, and on the back write questions based on *The Family: A Proclamation to the World*, such as “What has God ordained?” “What is the family central to?” “In whose image are we created?” Have the children choose puzzle pieces and find the correct answer by looking on class copies of *The Family: A Proclamation to the World*. Have them read the question, give the answer, and assemble the puzzle. Sing “I Lived in Heaven” (*CS, 4*).

☺ Review talents by having children dramatize (*TNGC, 165–66*) the parable of the talents (Matthew 25:14–30). Have the children look up Moroni 10:8 and suggest a list of talents, including spiritual gifts, abilities, and personality traits. Discuss and write the list on the chalkboard. Sing “I Am Glad for Many Things” (*CS, 151*). Have the children write their name and write or draw a depiction of one of their talents on a heart-shaped piece of paper. Display the papers around a picture of Jesus.

### 4. I Believe in the Savior, Jesus Christ. “Thou art the Christ, the Son of the living God” (Matthew 16:16).

🎵 “Easter Hosanna” (*CS, 68*)

- Jesus is the Savior of all mankind. I have faith in the Lord Jesus Christ (Articles of Faith 1:4; Mosiah 3:9; *Primary 4, lesson 43*).
- As I have faith, I want to repent and be baptized (Mosiah 18:10; *Primary 2, lesson 12; Primary 4, lesson 14*).
- I will receive the gift of the Holy Ghost (2 Nephi 32:5; *Primary 1, lesson 7; Primary 2, lesson 13*).
- As I choose the right each day, I can return to Heavenly Father (D&C 6:13; *Primary 2, lesson 14; Primary 3, lesson 3*).

- ☺ Sing a story (*TNGC*, 174–75) of Jesus’ life using songs and pictures such as the following:

- “Samuel Tells of the Baby Jesus” (*CS*, 36); Samuel the Lamanite (*GAK* 314).
- “He Sent His Son” (*CS*, 34); the Nativity (*GAK* 201).
- “Tell Me the Stories of Jesus” (*CS*, 57); Jesus’ ministry (*GAK* 213).
- “Did Jesus Really Live Again?” (*CS*, 64); the Crucifixion (*GAK* 230).
- “Jesus Has Risen” (*CS*, 70); the Resurrection (*GAK* 239).
- “Easter Hosanna” (*CS*, 68); Christ in the Americas (*GAK* 316).

Have the children sing the songs in order and then locate the related picture and place it by a world map. Draw a line from the picture to the hemisphere where the event took place. Bear testimony that Jesus will come again. Sing “When He Comes Again” (*CS*, 82), and show the picture of Christ and the children (*GAK* 608).

- ☺ Sing “Dare to Do Right” (*CS*, 158). Draw an outline of stairs on the chalkboard or display an outline on the wall. Put a picture of Jesus at the top and a figure of a child on the bottom step. Explain that to come closer to Jesus, we must make good choices. Give each class a challenging situation they might face, such as friendship a new student in school or keeping the Sabbath day holy by not attending a party or sporting event. Have the classes discuss and take turns role-playing the situation, stopping before the resolution to allow the other classes to suggest things they could do to choose the right. Move the figure of the child up a step for each righteous suggestion. Have the class finish role-playing the situation with their solution. Sing “Choose the Right Way” (*CS*, 160).

**5. The Prophet Speaks for the Savior. I Can Follow the Prophet Today.** *“What I the Lord have spoken, I have spoken, . . . whether by mine own voice or by the voice of my servants, it is the same”* (D&C 1:38).

🎵 “The Things I Do” (*CS*, 170)

- Use the general conference messages found in the Church magazines to teach that the Church on earth is led by a living prophet. Help the children

discover how they can apply the prophet’s teachings in their lives and share his message with their families. (Choose scriptures, songs, and class manual references that reinforce the conference messages. See *2001 Outline for Sharing Time and the Children’s Sacrament Meeting Presentation* for additional ideas.)

- ☺ Play “Guess Who.” Have each class think of a prophet. Have the other children ask yes or no questions until they guess the prophet. Show pictures of the following prophets, and ask what blessings were received when the people followed these prophets: Noah (*GAK* 102), Moses (*GAK* 107), Lehi (*GAK* 300), Joseph Smith (*GAK* 400), and Brigham Young (*GAK* 507). Write on separate slips of paper some teachings of the current prophet. Have the children choose one and tell how we will be blessed as we follow the prophet today. Sing “We Thank Thee, O God, for a Prophet” (*Hymns*, no. 19).
- ☺ Teach that an Apostle testifies of Jesus Christ (D&C 107:23). Define *testify*. Explain that in general conferences and in other settings, the Apostles bear testimony of Jesus. Copy onto strips of paper a small part of each Apostle’s talk, including his testimony. Pass the papers out for the children to study and share. Discuss the Apostles’ testimonies, and list what is the same in each of them. Sing “The Church of Jesus Christ” (*CS*, 77). Have the children share these ideas and their testimony of prophets with their families.

**6. I Know God’s Plan.** *“For behold, this is my work and my glory—to bring to pass the immortality and eternal life of man”* (Moses 1:39).

🎵 “I Lived in Heaven” (*CS*, 4)

- Jesus is my Savior. Because of Him I can have eternal life (Articles of Faith 1:3; *Primary* 4, lesson 45; *Primary* 6, lesson 45).
- Heavenly Father and Jesus created the earth and all forms of life. I can treat the earth and all living things with respect (3 Nephi 9:15; *Primary* 6, lessons 1, 3).
- Agency is a gift from Heavenly Father. As I choose between right and wrong, I am accountable (Articles of Faith 1:2; Alma 34:32; *Primary* 2, lesson 5).
- I have been sent to a family to learn to follow Jesus (1 Nephi 1:1; *Primary* 2, lesson 6; *Primary* 3, lesson 28).



- ☺ Divide a wall into six sections with signs that read Day 1, Day 2, and so on through Day 6. Divide the Primary into six groups, and assign each group one day of the Creation to study and illustrate. Refer to Genesis 1. Have each group read their part of the story of the Creation as a choral reading and attach their illustrations to the wall. Sing “My Heavenly Father Loves Me” (CS, 228). Ask the children how they can show respect for each of Heavenly Father’s creations.
- ☺ Invite a mother with a new baby to come to Primary. Sing “I Am a Child of God” (CS, 2). Have the mother talk about the baby coming from Heavenly Father to her family. Discuss what the family needs to teach the baby. Draw a dot-to-dot house on the chalkboard to represent a home for a family who follows Jesus. Use pictures to illustrate case studies (TNGC, 161–62) of family situations where we can choose to follow Him. For example: Julie woke up ready to play. Mother is sick and needs help with the baby. What can Julie do to follow Jesus? Place the pictures around the house. Have classes take turns giving an answer, singing an appropriate song, and drawing one line on the dot-to-dot house until it is completed.

**7. I’ll Follow Him in Faith.** *“For ye are all the children of God by faith in Christ Jesus”* (Galatians 3:26).

♪ “Lord, I Would Follow Thee” (Hymns, no. 220)

- I can pray to Heavenly Father anytime, anywhere (Alma 34:19–27; Primary 2, lesson 10; Primary 4, lesson 37).
  - I can receive answers to my prayers (D&C 8:2; Primary 2, lesson 18; Primary 4, lesson 9).
  - I can learn more about Jesus and His commandments as I read the scriptures (2 Nephi 32:3; Primary 1, lesson 41; Primary 6, lesson 37).
  - As I follow Jesus, my faith grows (2 Nephi 31:10; Primary 2, lesson 15; Primary 4, lesson 22).
- ☺ Heavenly Father answers our prayers in different ways. Using simple props, dramatize (TNGC, 165–66) the stories from Primary 2, lesson 18, that illustrate how prayers are answered in various ways: John A. Widtsoe and the lost gold piece; Zacharias and Elisabeth; and Michael with the bad cough. Explain that our prayers are also answered through the still, small voice that speaks to our minds and our hearts

(D&C 8:2). Invite parents and children to share personal stories of how their prayers were answered and not always in the way they expected. Sing “The Still Small Voice” (CS, 106.)

- ☺ Teach about faith by assigning classes different verses from Alma 32:28–42 to locate in their scriptures. Have each class take turns presenting their verses as a choral reading while a member of the class illustrates the growth of the seed on the chalkboard. Between choral readings sing songs such as “God’s Love” (CS, 97); “A Child’s Prayer” (CS, 12); “Seek the Lord Early” (CS, 108); “Keep the Commandments” (CS, 146); and “Stand for the Right” (CS, 159). Read Galatians 5:22 to identify some of the fruit. Sing “Faith” (CS, 96). Have the children each write a commandment they will obey on a paper leaf to take home to their family.

**8. I’ll Honor His Name.** *“There is no other name given whereby salvation cometh”* (Mosiah 5:8).

♪ “Choose the Right Way” (CS, 160)

- I take the name of Jesus Christ upon me when I am baptized (D&C 18:22; 20:37; Primary 4, lessons 10, 12).
  - When I take the sacrament, I renew my baptismal covenants: I promise to keep the Lord’s commandments and always remember Him (D&C 20:77, 79; Primary 3, lessons 32, 33).
  - I will use the names of Heavenly Father and Jesus reverently (Exodus 20:7; Primary 3, lesson 43).
  - For 125 years children in Primary have honored Jesus’ name.
- ☺ We each have a family name. Ask the children to name some of their family rules. Sing “The Family” (CS, 194). Let the children pantomime and guess what they do to obey their parents, while everyone sings “When We’re Helping” (CS, 198). When we are baptized, we take upon us the name of Christ and become members of His family. What can we do to honor His name? Present situations that involve choices. Emphasize that we must keep the commandments to honor Jesus’ name. We honor our family name and His name when we are obedient. Sing “Quickly I’ll Obey” (CS, 197).
- ☺ Invite someone to portray Aurelia Spencer Rogers and tell about the first Primary. In 1878 Sister Rogers was

concerned about the children in her ward. Under the direction of her bishop, she organized the first Primary. She visited every home in her ward and invited the children to come. Two hundred twenty-four children came to the first Primary meeting in Farmington, Utah. Back then, Primary was usually held on a Saturday. The children sang, did service projects, and were told not to steal from melon patches or hang on to the wagons as they went by. Have the children describe or draw a picture of what they think Primary was like 125 years ago. Then have them describe or draw another picture of what Primary is like today. Point out how all children are the same in many ways. Sing “We Welcome You” (CS, 256) as a birthday celebration song for Primary.

**9. I'll Do What Is Right.** *“Thou shalt do that which is right . . . in the sight of the Lord”* (Deuteronomy 6:18).

- I can know when the Holy Ghost is helping me choose the right (Moroni 10:5; *Primary 3, lesson 26*; *Primary 6, lesson 27*).
- Choose one or two of the principles from *My Gospel Standards* to present each week.

- ☑ Review the parable of the good Samaritan (Luke 10:25–37). Sing “Kindness Begins with Me” (CS, 145). Have the children stand in a circle. Holding on to the end of a large ball of string, toss the ball across the circle. The person who catches the ball tells something he or she can do to be kind, holds on to the string, and tosses the ball across the circle, creating a web of kindness. Repeat until each child has had a turn. Explain that when we are kind, we affect others around us. Cut the string so that each child has a portion of the web. Tie the strings to make a bracelet for each child to wear as a reminder of what they can do to be kind to others, beginning at home. Sing “Jesus Said Love Everyone” (CS, 61).

- ☑ Suggest positive things the children can do by following *My Gospel Standards*. Give each class a piece of paper and a pencil. In one minute have the classes list as many ways as they can think of to live one of the gospel standards. Have the classes take turns presenting ideas from their list. Write the ideas on the chalkboard. Have other groups raise their hands if they wrote down the same idea. Have the children suggest additional things they can do. Repeat the

activity using the other gospel standards. Have a member of the bishopric or branch presidency bear his testimony of the blessings that come from living *My Gospel Standards*. Sing a song about one of the standards you discussed.

**10. I'll Follow His Light.** *“I am the way, the truth, and the life: no man cometh unto the Father, but by me”* (John 14:6).

- Jesus lights the way as my example (3 Nephi 18:16).
- Jesus lights the way with His teachings (D&C 84:45–46; *Primary 7, lessons 10, 12*).
- I will follow His light and be an example (3 Nephi 18:24; *Primary 1, lesson 36*; *Primary 2, lesson 29*).
- As I follow His light, I am protected (Psalm 27:1; *Primary 4, lessons 25, 26*).

- ☑ Sing “Tell Me the Stories of Jesus” (CS, 57). Invite four adults to tell the following stories from the scriptures using pictures and stations (TNGC, 179): Jesus’ baptism (GAK 208), the Sermon on the Mount (GAK 212), cleansing the temple (GAK 224), and the ten lepers (GAK 221). Sing songs that identify what was taught at each station: baptism, prayer, reverence, and gratitude. Give the children paper suns to label with their names and one thing they can do to follow Jesus. Sing “Shine On” (CS, 144).

- ☑ Discuss how following Jesus can be a protection. Give each of four groups one of the following references: Daniel in the lions’ den (Daniel 6:4–23); Alma and Amulek are imprisoned (Alma 14:14–29); Esther (all chapter headings in the book of Esther); and Shadrach, Meshach, and Abednego in the fiery furnace (Daniel 3:8–30). Have the children make puppets (TNGC, 176–77) of characters in their story. Have each class dramatize their story. Sing songs that reinforce the message. Encourage the children to take their puppets home and share the stories with their families. Bear testimony that we are protected as we follow Jesus. Sing “Keep the Commandments” (CS, 146).

**11. Teachings of the Prophet.** *“Surely the Lord God will do nothing, but he revealeth his secret unto his servants the prophets”* (Amos 3:7).

- During this month help the children understand the blessings that come from obeying the prophet’s counsel given at general conference. Help them



apply the messages in their lives and share his messages with their families. (Choose scriptures, songs, and class manual references that reinforce the messages.)

- ☺ Find items that represent messages from the general conference talks, such as a tithing envelope, scriptures, and so on. Label each item with a quote from the speaker. Place the items on a tray, and cover the tray with a cloth. Explain that it is important to remember what the prophet teaches us at general conference. Uncover the tray, and show the items to the children. Cover the tray again, and have the children tell you which items they remember. List the items. Then have a child come up, reach under the cloth, and choose an item. Discuss and teach the principle that the item represents; have the child read the speaker's words; then sing a song that reinforces the message. Repeat for each item.
- ☺ Use songs to review conference messages. For example: "Remember the Sabbath Day" (CS, 155) for keeping the Sabbath day holy; "We'll Bring the World His Truth" (CS, 172) for doing missionary work. Give each child a piece of paper folded in half to make a small booklet. On the front page, have the children draw a picture of themselves listening to conference. On the middle two pages, have them draw pictures depicting two messages or write personal goals they have made based on the messages. On the back page, have them write or draw a picture of a blessing they will receive by being obedient to the prophet. Have them share their booklets with their families. Sing the last verse of "Follow the Prophet" (CS, 110).

**12. His Truth I Will Proclaim.** *"And are willing to . . . stand as witnesses of God at all times and in all things, and in all places" (Mosiah 18:9).*

- What is a testimony? I can have a testimony of Jesus Christ, His gospel, and His Church (D&C 76:22; [Primary 4, lessons 33, 44](#); [Primary 5, lesson 46](#)).
- I can share the gladness of the gospel with others (D&C 84:62; [Primary 2, lesson 11](#); [Primary 4, lesson 17](#)).
- I can prepare to be a missionary now (1 Timothy 4:12; [Primary 3, lesson 25](#); [Primary 6, lesson 9](#)).
- I am grateful for the Savior and the blessings of my membership in His Church (Mosiah 2:41; [Primary 1, lesson 42](#); [Primary 3, lesson 21](#)).

- ☺ Sing "I Want to Be a Missionary Now" (CS, 168). Have the children sit in a circle and pass a Book of Mormon as the pianist continues to play the song. When the music stops, the person holding the Book of Mormon tells something he or she can do now to be a missionary. Invite a recently returned missionary or the full-time missionaries to visit Primary and tell the children about the responsibilities and blessings of being a missionary. Sing "I Hope They Call Me on a Mission" (CS, 169).
- ☺ Use pictures to represent the blessings of Church membership discussed this year: baptism (GAK 601), the First Vision (GAK 403), knowing I am child of God (GAK 607), learning about the Savior (GAK 239), having a prophet (GAK 520), eternal families (GAK 616), prayer (GAK 605), and the sacrament (GAK 604). Wrap each picture as a gift. Have children take turns opening a gift to discover a blessing of membership. Sing songs learned this year that go with each blessing. Invite the children to share with someone they love their testimony of the joy of belonging to The Church of Jesus Christ of Latter-day Saints.

## SHARING TIME PLANNING WORK SHEET

Date:

Monthly theme:

Weekly gospel principle:

How can I introduce the gospel principle? (“Beginning the Lesson,” *TNGC*, 93; “Attention Activities,” *TNGC*, 160)

How can I teach the gospel principle and involve the children?

- Scriptures (“Teaching from the Scriptures,” *TNGC*, 54–59)
  
- Songs (“Music,” *TNGC*, 172–74; “Using the Songbook,” *Children’s Songbook*, 300–304)
  
- Teaching methods that involve the children (“Methods of Teaching,” *TNGC*, 158–84)

Ways to apply the gospel principle (“Methods of Teaching,” *TNGC*, 158–84)

Conclusion and testimony (“Concluding the Lesson,” *TNGC*, 94–95)

Evaluation: Did we accomplish what we wanted to have happen? How could we improve?

## CLASS PRESENTATIONS

One sharing time a month should be a class presentation. This is an opportunity for the children in your class to teach a gospel principle to others. The experience will reinforce the principles you have been teaching and allow the children to gain confidence as they participate in a group presentation.

- Teachers and class members plan and present the class presentation.
- The presentation should support the monthly theme and should be adapted from the class lesson manual. For example, the children could present a scripture account, an enrichment activity, or a highlight of a lesson that was interesting to them.
- Interesting ways to teach gospel principles are referenced in *Teaching, No Greater Call (TNGC)* as listed below.
- The Primary presidency and music leader should be available to assist the class if needed.

## TEACHING METHODS

Following is a list of methods that can be used to teach a gospel principle and involve the children in sharing time. (See “Methods of Teaching,” *TNGC*, 158–84.)

Activity Verses	Dramatizations	Panel Discussions
Application Techniques	Drawing Activities	Paper Stand-Up Figures
Attention Activities	Examples	Pictures
Audiovisual Materials	Flannel Boards	Puppets
Brainstorming	Games	Readers’ Theaters
Buzz Sessions	Guest Speakers	Recitations
Case Studies	Lectures	Role Playing
Chalkboards	Likening	Roller Boxes
Choral Readings	Maps	Scriptures
Comparisons and Object Lessons	Memorization	Stations
Demonstrations	Music	Stories
Dioramas	Music with Narratives	Visuals
Discussions	Overhead Projectors	Work Sheets and Activity Sheets

