



# Gospel Lessons

for LDS Service Members Attending Basic Training

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# General course information for military relations service missionaries and teachers

## What is this course?

This course consists of 11 lessons and was developed primarily using the materials from *Come, Follow Me: Learning Resources for Youth*. The content has been modified for a military audience and four lessons have been added to meet their specific needs. These materials are designed to help service members increase their testimonies; become more like the Savior, Jesus Christ; and become faithful members of His Church.

Course instruction will be given to service members who are participating in a nine- to twelve-week basic training cycle to prepare them for the rigorous military lifestyle.

## Who teaches this course?

This course is supervised by local ward, branch, stake, mission, or military leaders under the direction of the stake or mission president. Classes may be taught by military relations service missionaries or teachers called for that purpose.

## How and when are the lessons taught?

These lessons are designed to match the weekly cycle of basic training. The lessons are flexible in sequence, length, and depth.

## What materials are needed?

Teachers will need a copy of the scriptures and this manual. In addition, a DVD player or laptop computer will augment the lessons (see recommended multimedia resources in the lesson plans). Most of the video resources listed in the lessons are available on the Media Library on LDS.org.

# Principles of teaching

As the teacher for this course, you will have many opportunities to strengthen and nurture those you teach. To help you teach more effectively, this manual emphasizes the following principles of teaching:

## Love those you teach

Strive to become acquainted with the members of your class and let them know that you genuinely care about them. Create a comfortable environment in your class so that service members feel comfortable participating freely and asking you for help. Answer questions they may have about understanding and applying gospel principles.

If service members bring up problems or needs that you do not feel qualified to discuss, encourage them to meet with a member of the bishopric or branch presidency who may be qualified to help.

You can be a great help to service members in strengthening them spiritually. You can introduce them to Church leaders and other members and help them learn how to live the gospel in ways that may be new to them, such as regular prayer and scripture study.

To learn more about loving those you teach, read and ponder “Love Those You Teach” in *Teaching, No Greater Call: A Resource Guide for Gospel Teaching* (1999), pages 30–39.

## Teach by the Spirit

Strive to have the Spirit of the Lord in the class as you teach (see D&C 50:13–14, 17–22). The Spirit carries the message of the lesson to the heart of each individual and bears witness of the truth being taught (see 2 Nephi 33:1). Seek the guidance of the Spirit as you prepare every lesson so that you can help meet the specific needs of each individual.

To learn more about teaching by the Spirit, see *Teaching, No Greater Call*, pages 40–48.

## Teach the doctrine

The lessons in this course are designed to help service members understand and apply the principles of the gospel that are expressed in the introduction at the beginning of each lesson.

# Key teaching methods

**Note:** The following points can be used as part of the training or instruction that is given to those who will teach this course.

The most important part of this training is your example. Everything you do should show how to invite and engage others in learning by doing—sharing their own feelings and experiences with one another. Seek the guidance of the Spirit as you use this outline to lead these discussions.

## Explore

### **How did the Savior teach?**

Can you see the Savior in your mind—with His disciples gathered around Him?

What do you notice about His way of teaching and leading?

How did He help others learn, grow spiritually, and become converted to His gospel?

## Preparation

### **Putting service members' needs first**

Watch the video “[Determine What to Teach](https://www.lds.org/youth/learn/train)” (lds.org/youth/learn/train), or read “Determining What to Teach” in *Teaching the Gospel in the Savior’s Way: A Guide to Come, Follow Me: Learning Resources for Youth* (2012), 8.

How will preparing in this way change the way service members feel about their classes?

What are the needs of the service members?

### **Discovering together**

Watch the video “[Help Us Discover the Gospel](https://www.lds.org/youth/learn)” (lds.org/youth/learn), or read “Learning Outlines” in *Teaching the Gospel in the Savior’s Way*, 9.

What can you do to prepare to teach in this way?

Review with your companion a learning outline from lds.org/youth/learn, and discuss observations about the new curriculum.

The learning outlines (10 lesson plans) provided in this booklet are not meant to prescribe what you say and do as you teach. They are designed to help you learn the doctrine for yourself and prepare to engage the service members in learning, teaching, discovering, and sharing the gospel.







## LESSON 1

# Who am I, and who can I become?

We are sons and daughters 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 responsibilities and our potential. Knowing who we are gives our lives purpose and helps us make the right decisions.

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### **As a teacher, prepare yourself spiritually**

How does knowing you are a son or daughter 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 service members you teach?

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

*Prayerfully study the following scriptures and resources. Other resources may be included later in the outline as well. What do you feel inspired to share with the service members?*

Genesis 1:26–27; Psalm 82:6; Acts 17:28–29; Romans 8:16–17; D&C 76:24 (We are children of God)

Dieter F. Uchtdorf, “Your Potential, Your Privilege,” *Ensign* or *Liahona*, May 2011, 58–61

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

Videos: [“Our True Identity”](#); [“I Am a Son of God”](#)

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)

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## Begin the learning experience

Use the following idea or think of your own to introduce this week's lesson:

- Write the following questions on the board: What do I know about Heavenly Father? What does my knowledge of Heavenly Father teach me about who I am and who I can become? How does this knowledge affect my thoughts and actions? Give the service members time to ponder these questions, and then invite them to share their answers.

### 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).

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## Learn Together

Choose from these ideas or think of your own to help service members understand their identity and potential.

- Invite the service members 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. What are some situations the service members face in which the knowledge of their divine nature and potential would be helpful? Ask the service members to look for what they learn from this story about themselves, Heavenly Father, the Savior, and the adversary. Read together verses 13–22. Consider showing the video "[I Am a Son of God](#)" as a part of this discussion.
- Invite service 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; D&C 88:107; D&C 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).
- Read together the story about the man on a cruise ship in President Dieter F. Uchtdorf's talk "Your Potential, Your Privilege." Ask how this story relates to service members. How does it relate to us as sons and daughters of God? Assign each service member to read about one of President Uchtdorf's three suggestions for living up to our potential. Organize service members into groups that include individuals who read different sections of the talk, and ask them to share with one another what they learned about living up to their potential.

*Ask the service members 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?*

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## **Invite to act**

*Invite the service members to think of one way they will use their gifts and talents to bless Heavenly Father's children.*

## **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 service members, think about who they are and who they can become, and find ways to help them fulfill their divine potential.



## LESSON 2

# 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.

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### As a teacher, prepare yourself spiritually

It is important not to let this lesson bog down in speculation about the pre-mortal life, the afterlife, or the degrees of glory. Give a general outline and framework of the plan of salvation. The later lesson on the Atonement will add much to the subject of salvation.

How has knowing about Heavenly Father's plan influenced your choices and your perspective in life? What aspects of the plan of salvation do you want to learn more about? Why is a correct understanding of the plan of salvation important? How can understanding the plan of salvation help service members grow spiritually and be better prepared for their service?

*Prayerfully study the following scriptures and resources. Other resources may be included later in the outline as well. Use what you feel inspired to share with the service members.*

Jeremiah 1:5 (Our premortal relationship with God)

1 Corinthians 15:39–42 (Degrees of glory)

1 Corinthians 15:20–22 (All men will die, and all will be resurrected)

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

1 Peter 3:18–20; 4:6 (Christ visits the spirit world)

Revelation 20:12–13; Alma 5:15–21;

Alma 11:41–45 (All will be resurrected with a perfect body and live forever; we will stand before God to be judged)

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

2 Nephi 2:27 (Agency is essential to the plan)

Alma 34:32–33 (This life is the time to repent and prepare to meet God)

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

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

Abraham 3:22–25 (We come to earth to gain a body and to be tested)

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

Boyd K. Packer, “The Great Plan of Happiness,” *New Testament Seminary Teacher Resource Manual* (1999), 279–82

Videos: “[Men’s Hearts Shall Fail Them](#)”; “[The Plan of Salvation](#)”

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## Begin the learning experience

Use the following idea or think of your own to introduce this week’s lesson:

- Show or describe to the service members 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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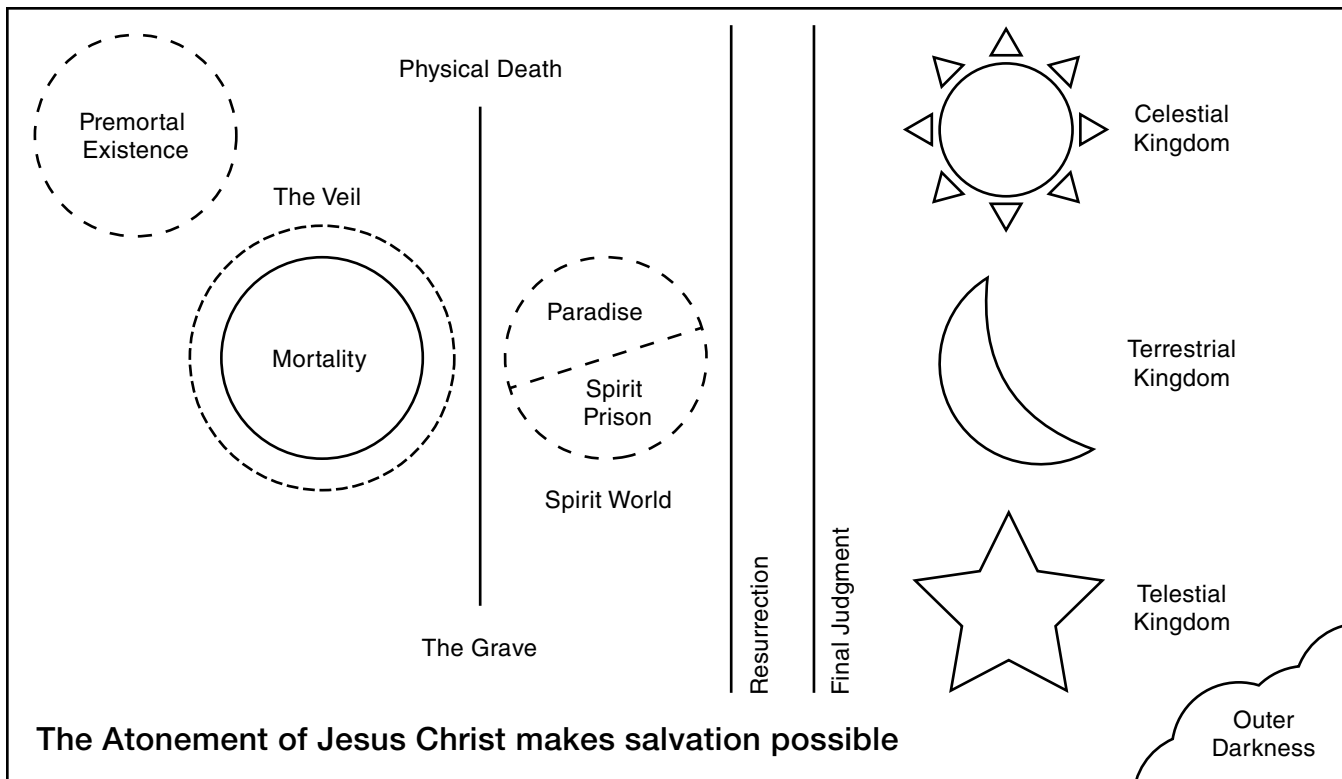
## Learn together

Each of the following activities will help the service members understand the plan of salvation. Follow the inspiration of the Spirit as you select one or more of the activities that will work best for your group.

- Assign each service member one or more of the scripture passages in this outline. Ask each to read the passage to determine what part of the plan of salvation the passage teaches about. Invite them to share what they learned. How does knowing about the plan of salvation affect the way we see ourselves? others? the world around us?
- A diagram such as the one on the following page can be used to teach the plan of salvation. Draw this diagram on the board, and use arrows to indicate our progression through the stages of our existence. Show the video “[The Plan of Salvation](#)” to generate discussion and to illustrate principles of moral choice, life, and death. Prayerfully choose scriptures to share with the class, and help them discover the elements of the plan.
- A bridge can be a simple yet effective way to review the plan of salvation in a way that shows how

## Teaching tip

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 service members think deeply about gospel truths?



Heavenly Father helps us through mortality. Draw the diagram of the bridge (see the following page) on the board or on a poster. Leave the labels off and write them in as you study the scriptures with your students. Show students the bridge, and ask, What purpose does a bridge serve that a road alone cannot? (It helps you cross a canyon or gap.) Read Abraham 3:22 with your students and help them understand where we were before we came to earth. Then read Moses 1:39 to help them understand where Heavenly Father wants to take us. (Immortality means to live forever as resurrected beings; eternal life means to be with God and be like Him; see the sections “Premortal Existence,” “Spiritual Creation,” and “Agency” in Boyd K. Packer, “The Great Plan of Happiness”). Write *Everyone* at the left end of

the bridge and *Eternal Life*, with its definition, on the right.

- Why were we encouraged to leave heaven and come to this earth? What gaps (what differences) existed between Heavenly Father and us when we lived with Him as His spirit children? Help students discover that although we lived with Heavenly Father and were His children, in many ways we were not yet like Him (see 3 Nephi 12:48; D&C 76:70; 88:41; 130:22; “Premortal Existence” in Boyd K. Packer’s talk). Tell students that the pillars supporting the bridge represent what Heavenly Father has done to help us become like Him, and the road on top of the pillars represents what we must do. Have your students read Abraham 3:24–27 to find what Heavenly Father did for us; then discuss why that was necessary (see “Physical Creation”

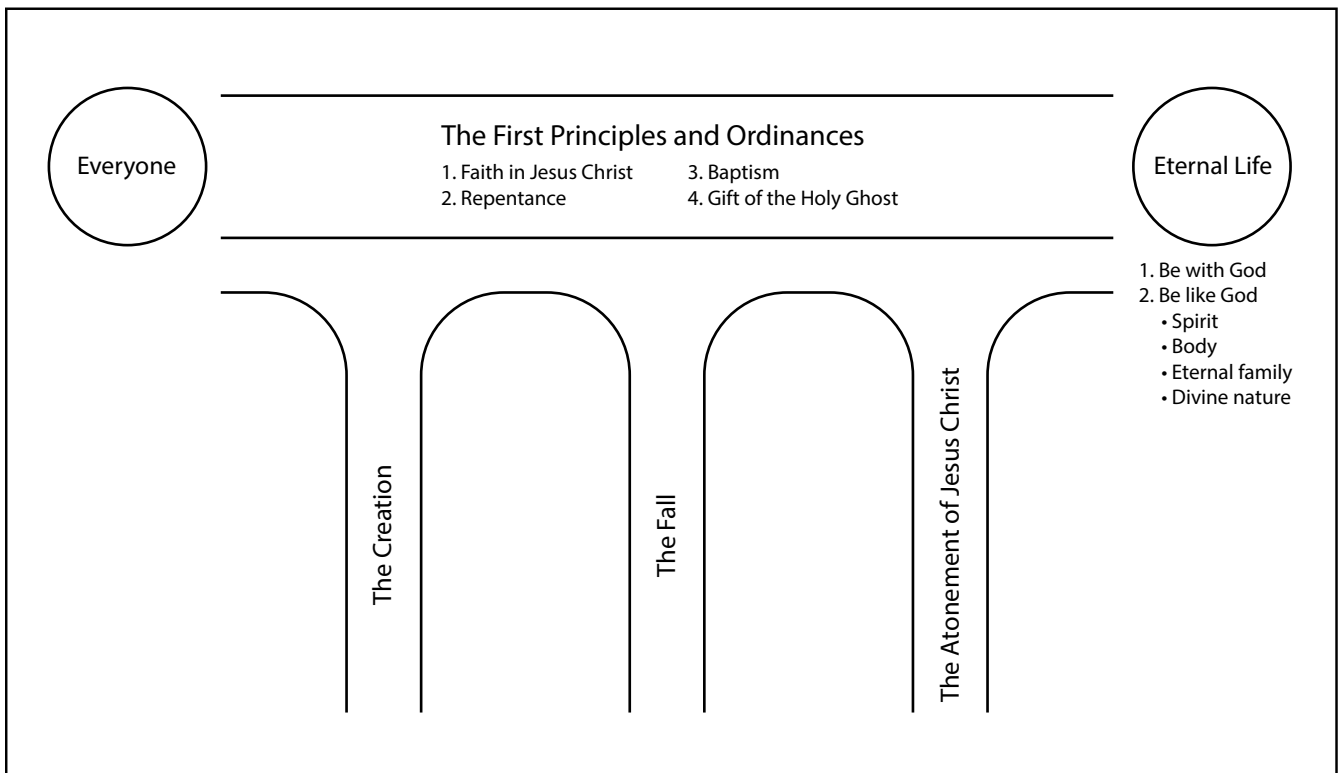
in Boyd K. Packer’s talk). Write *The Creation* on the first pillar.

- Invite the students to think about what the second pillar represents. After the physical creation of the earth, what part did Adam and Eve play to prepare the way for us to become more like Heavenly Father? (see 2 Nephi 2:22–25; “The Fall and Mortality” in Boyd K. Packer’s talk). Write *The Fall* on the second pillar and discuss briefly how the Fall brought opposition, sin, and death into the world.
- Ask, What would happen to us physically and spiritually if everything remained in a fallen condition? Read 2 Nephi 9:6–10 and discuss what God did to help us overcome the effects of the Fall (see “The Atonement” in Boyd K. Packer’s talk). Invite students to identify the third pillar, and write *The Atonement of Jesus Christ*.

- Why can Jesus Christ promise to redeem us from our sins? On what conditions can we be forgiven of our sins and bring about the plan of redemption in our lives? (see Alma 42:9–15).
- Have students read Helaman 14:15–17, and ask, What blessings of the Atonement are given to all mankind regardless of how they live? (The Resurrection and being brought back into God’s presence for judgment.) There are other blessings that are given only to those who earnestly seek them and live by the gospel. Have students read Articles of Faith 1:3–4 and list the first things God requires us to do to be forgiven of our sins and to be perfected (see also “The Mission of the Church and the Principles and Ordinances of the Gospel” in Boyd K. Packer’s talk). Finish labeling the bridge as it appears in

### Teaching in the Savior’s way

“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).*





the diagram. Discuss with students how understanding the plan of salvation can help them know why we are commanded to do some things and forbidden to do others.

- As a group read Alma 12:30 and Alma 42:13–15. Invite the service members 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 group to look for how knowledge of the plan of salvation blessed Elder Russell M. Nelson. Invite service members to share ways this knowledge has blessed them.

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

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### **Invite to act**

*Invite the service members to share their testimony of and gratitude for the plan of salvation. Share your own testimony about the plan of happiness and how it has influenced your life.*



## LESSON 3

# 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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### As a teacher, prepare yourself spiritually

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

Consider the service members. What trials are they facing? What personal experiences, scriptures, and quotes do you want to share with them? Are there personal experiences the members of your group could share with each other?

*As you prepare, prayerfully study these resources and others that have helped you turn to the Savior in times of need. Other resources may be included later in the outline as well.*

Matthew 11:28–30; Philippians 4:13;  
1 Nephi 17:3; Helaman 5:12; D&C 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)

Alma 7:11–13 (Jesus Christ understands our suffering because He experienced it)

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

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

Video: [“God Will Lift Us Up”](#)

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### Begin the learning experience

*Use the following idea or think of your own to introduce this week’s lesson:*

- Give the service members pieces of paper and ask them to write down trials they are going through or have gone through in the past. Ask the group members 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 or endure their trials as they learn about the doctrine of the Savior’s Atonement.

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## 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 service members study and discuss these scriptures, the Holy Ghost will testify of their truthfulness.

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## Learn together

*Each of the following activities can help the service members understand how the Atonement can help them during their trials. Following the guidance of the Spirit, select one or more of the following learning activities that will work best for the class.*

- Divide the service members into pairs. Have each pair read one or more of the scriptures in this outline and summarize what they read. Invite the pairs to write down how the principles in these scriptures can help them overcome their trials. Encourage them to share what they wrote if they feel comfortable doing so. Consider sharing an experience of your own.
- As a class, read Mosiah 24:8–17. Invite the service members to share what they learn from the experience of Alma and his people. If appropriate, share with the group how the Savior has strengthened you during your own trials.
- Read together D&C 122:5–9, where the Savior tells Joseph Smith that He descended below all the terrible trials that Joseph would ever go through. Jesus Christ descended below all our personal trials so that

He could lift us to God. However deep our trials or afflictions may be, He has gone deeper still. There is no place so deep that He does not know how to raise us to God. His power to rescue applies to each of us and to our families. Discuss how this scripture can bring us comfort during difficult times. How can we turn to the Lord for help?

- Invite service members to read or watch the story about how Elder Shayne M. Bowen of the Seventy coped with the loss of his son (see 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 service members to think about a trial they are currently experiencing. How can they draw strength from the Atonement?

*Ask the service members 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

Invite the service members to act by:

- Relying on the Savior to face their trials.
- Using what they learned today to encourage someone in need of the Savior’s help.



## LESSON 4

# What does it mean to repent?

Jesus Christ suffered the penalty for our sins so that we could 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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### As a teacher, prepare yourself spiritually

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

Some service members may be struggling with unresolved sins. This will affect their ability to serve as faithful members of the Church. How can you be sensitive to them and invite the Spirit to help them desire to repent?

*Prayerfully study these scriptures and resources. Other resources may be included later in the outline as well. What inspires you to seek the divine gift of repentance?*

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

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

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

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

Mosiah 27:8–32; Alma 36:6–24 (Alma repents and receives forgiveness through the grace of the Savior)

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

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

D. Todd Christofferson, “The Divine Gift of Repentance,” *Ensign or Liahona*, Nov. 2011, 38–41

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

Videos: “[Not a One-Time Thing](#)”; “[Within Bounds](#)”

D&C 19:16–19 (Christ suffered the penalty of our sins)

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## Begin the learning experience

Use the following idea or think of your own to introduce the lesson.

- Have a service member hold his or her arms straight out and hold a heavy object in each hand while you discuss with the other class members how sin can be like a heavy burden. During the discussion, place more heavy objects on the service member's hands. Remove the objects, and invite the service members to share what they learn about sin and repentance from this object lesson.

### 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).

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## Learn together

Each of the following activities can help service members understand what it means to repent. Following the guidance of the Spirit, select one or more of the learning activities that will work best with your class.

- Ask one of the service members to hide an object while the others are watching. Ask another service member 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 service members share that teach us that we cannot hide our sins from God? (See, for example, 2 Samuel 11–12; Jonah 1–2; Acts 5:1–11.) Invite the service members 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?
  - Identify principles of repentance in these verses. Invite them to share in small groups what they learned. Ask them to write down something they can do to apply the principles of repentance in their own lives.
- Show the video "[Within Bounds.](#)" Invite half the service members to look for things they learn about repentance from this video, 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?
- *Note: Use the following idea only if all the members of your class are male.* Read the following quote from President Dieter F. Uchtdorf: "Because of the eternal and unfathomable Atonement of our Savior, Jesus Christ, the priesthood of God can be available even if you have stumbled or have been unworthy

in the past. Through the spiritually refining and cleansing process of repentance, you can ‘arise and shine forth’! [D&C 115:5.] Because of the boundless, forgiving love of our Savior and Redeemer, you can lift up your eyes, become clean and worthy, and develop into righteous and noble sons of God—worthy

bearers of the most sacred priesthood of Almighty God” (“The Joy of the Priesthood,” *Ensign* or *Liahona*, Nov. 2012, 59). The power of the priesthood is dependent on your individual righteousness (see D&C 121: 34–37, 41–42). What can you do to more faithfully magnify your priesthood?

### **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 service members see the power of daily repentance in their lives?

*Ask the service members 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**

*Ask service members to share their feelings about the Savior and what it means to receive the divine gift of repentance. Invite them to examine their lives and determine what they need to change.*



## LESSON 5

# How can I feel the peace of forgiveness in my life?

No matter what we have done wrong in our lives, we can be reclaimed—cleansed, purified, sanctified, and forgiven—through the Atonement of Jesus Christ. To feel the peace that comes from forgiveness, we have to experience the change of heart described by Alma and experienced by Enos and the people of King Benjamin. We must also forgive others, letting go of feelings of anger, bitterness, or revenge. Forgiveness heals spiritual wounds and brings us the peace that only God can give. When we experience a change of heart and forgive others, we also receive power to forgive ourselves.

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### As a teacher, prepare yourself spiritually

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 service members having in which they need to forgive others? What do they need to learn about forgiving themselves? How can you help them learn to forgive so that they can find peace?

If the service members have questions about forgiveness in cases of abuse or other serious sins, suggest that they seek counsel from their bishop or branch president when they reach their advanced individual training base.

*Prayerfully study these scriptures and resources. Other resources may be included later in the outline as well. What will help the service members recognize the blessings that will come into their lives as they learn to forgive others and to forgive themselves?*

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

Mosiah 26:30 (Christ will forgive you as often as you repent)

Matthew 6:14–15; 18:21–35 (To receive forgiveness, we must forgive others)

Alma 5 (Change through repentance and forgiveness)

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

Alma 7:23–25 (Faith, hope, and charity)

Enos 1:1–17 (Finding forgiveness)

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

Mosiah 5:1–5 (Mighty change of heart)

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## Begin the learning experience

Use the following idea or think of your own to introduce the lesson.

- Ask the service members to think about a time when they have forgiven someone. Invite them to share their experiences, if they feel comfortable doing so. What happened as a result? How might things have been different if they had refused to forgive?

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## Learn together

Each of the following activities can help the service members understand how to be forgiven and how to forgive others. Following the guidance of the Spirit, select one or more of the learning activities that will work best with your class.

- Divide class members into groups, and invite each group to read selections from the talks provided in this outline or another talk of your choice. Ask service members 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, and help the service members calculate and compare the debts of the servant and his fellow servant (see “Weights and Measures” in the Bible Dictionary). What did the class learn from this parable about forgiveness? Invite the class members to find and share other scriptures that teach the importance of forgiving others (such as the scriptures suggested in this outline).
- Ask service members to compare examples of forgiving others found in the scriptures. You can 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 important to forgive others? Show the video “[Forgiveness: My Burden Was Made Light](#),” and ask the service members to share their impressions. What other examples of forgiveness could they share?
- Ask the class 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. Why is it important to learn to forgive ourselves? As part of this discussion, the class could watch the video “[Reclaimed](#)” and share what

## 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?

they learn from the video about forgiving themselves.

- Write the following questions on separate slips of paper, and give one to each service member: Why do we need to forgive everyone? 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 service members to ponder this question as they read Doctrine and Covenants 64:9–11. Then invite the class to share their thoughts and insights.
- If service members have questions about obtaining forgiveness for themselves, consider reviewing concepts from the previous lesson on repentance or the scripture passages provided earlier in this lesson. You might also invite service members to read Enos 1:1–17 and then ponder or discuss the following questions: How did Enos describe his prayer to the Lord? (See Enos 1:2.) Why do you think Enos called his experience a “wrestle”? What can his account of seeking forgiveness teach us about repenting and finding peace?

*Ask the service members to share what they learned today. Do they understand what it means to forgive others? Are they better able to forgive themselves? 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

*Encourage the service members to think of someone they need to forgive and to make a commitment to forgive that person.*



## LESSON 6

# How does the Holy Ghost communicate with us?

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 others and receive all the blessings the Lord has for us, it is essential that we learn to listen to and follow the promptings of the Holy Ghost.

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### As a teacher, prepare yourself spiritually

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 those you teach?

Have the service members 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?

*Prayerfully study the following scriptures and resources. Other resources may be included later in the outline as well.*

Proverbs 4:18 (Light of the just)	D&C 8:2–3 (Gives revelation to our minds and hearts)
1 Nephi 2:16–20 (Nephi’s example of being receptive to the Holy Ghost)	D&C 11:12–13 (Leads us to do good; fills our souls with joy)
1 Nephi 15:1–11 (Disobeying the commandments prevents us from receiving the Holy Ghost)	D&C 20:77 (By partaking of the sacrament, we renew our covenants and can always have the Spirit with us)
1 Nephi 16:14–29; 18:8–22; Alma 37:38–46 (The Liahona as a type of the Holy Ghost)	D&C 50:24 (Light of Christ)
2 Nephi 32:5 (The Holy Ghost shows us what we should do)	D&C 121:45–46 (If we are virtuous and charitable, the Holy Ghost will be our constant companion)
D&C 6:14–15 (Enlightens our minds)	David A. Bednar, “The Spirit of Revelation,” <i>Ensign or Liahona</i> , May 2011, 87–90
D&C 6:22–23 (Speaks peace to our minds)	

Boyd K. Packer, “The Gift of the Holy Ghost: What Every Member Should Know,” *Ensign*, August 2006, 46–52; *Liahona*, August 2006, 18–23

Videos: “[Patterns of Light: The Light of Christ](#)”; “[Patterns of Light: Discerning Light](#)”; “[Patterns of Light: Spirit of Revelation](#)”

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## Begin the learning experience

Use the following idea or think of one of your own to introduce the lesson.

- What does it mean to receive personal revelation from the Holy Ghost? Invite the service members to think about this question throughout the lesson. Each of the following activities can help the service members understand how to receive personal revelation from the Holy Ghost.

### 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 (see *Teaching, No Greater Call* [1999], 63).

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## Learn together

Invite class members to view and discuss the “*Patterns of Light*” videos, a three-part series featuring Elder David A. Bednar. These videos will help the service members understand how the Holy Ghost communicates with us. Use the LDS Media Library to access the videos.

- In part one, “[The Light of Christ](#),” Elder David A. Bednar discusses how we receive and perceive light from God. Part one centers on the properties of light and how the Light of Christ affects all men and women everywhere (see D&C 50:24). How does Elder Bednar describe the difference between light and darkness? (If necessary, explain that light chases darkness, darkness cannot overrule the light, light is warm, and darkness is cold.) Is your testimony your own source of light? What will increase light in your life? What is the Light of Christ? Discuss that it is more than conscience and natural behavior. It is the influence of God that encourages us and invites us toward greater light. How can you add light to your life?
- Part two of this series, “[Discerning Light](#),” explains how we recognize divine light and discern divine influence from our own thoughts. In part two, Elder Bednar discusses how to discern and act upon light from God. Help service members understand and apply this gospel principle. What covenants did we make at baptism? Explain that at one time or another in our lives, we may question whether inspiration comes from ourselves or from God. How does Elder Bednar explain how to recognize the promptings of the Holy Ghost?
- In [part three](#), Elder Bednar explains the patterns of light by which God communicates with us and how these patterns lead to the spirit of revelation. Discuss Elder Bednar’s three levels of light—specifically, a

light switch, a sunrise, and walking in the fog one step at a time. Discuss how each of these three levels of light illustrates how God communicates with us through the spirit of revelation. Ponder and consider where you are in your life concerning patterns of light in God's communication with you.

- If the class is large enough, divide class members into small groups of two or four people. Ask members of each group to share experiences they have had where they felt inspired by the Holy Ghost. After service members have discussed in their groups, ask some of them to share their experiences with the class. You may also want to share an experience you have had.

- If you have time, discuss the following questions: What methods does the Holy Ghost use to communicate with our hearts or inspire our thoughts? What do we feel when we have the Spirit with us? How can the Holy Ghost clarify what we should do with our lives? Why is it important for us to always keep the Spirit with us?
- What can you do to receive more guidance from the Holy Ghost? Ask service members to ponder what they can do in their own lives to receive more guidance from the Holy Ghost. Ask them to be more aware throughout the week of when they receive inspiration from the Holy Ghost and to record, where possible, their thoughts and feelings.

*Ask the service members what they learned today. Do they understand what it means to receive the Holy Ghost? What feelings or impressions have they received recently? Do they have any additional questions? Would it be worthwhile to spend more time on this doctrine?*

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

The Savior promised His ancient Apostles: "I will not leave you comfortless" (John 14:18). How can you help the service members access the guidance and comfort of the Holy Ghost during their training? What can you do to seek His influence in your life?

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## **Invite to act**

*Invite service members to act by:*

- Seeking to recognize and follow the promptings of the Holy Ghost when they come.
- Praying for the guidance of the Holy Ghost.
- Keeping the commandments and living more like the Savior.



## LESSON 7

# 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. Joseph Smith and the other living prophets today are like the prophets of old, such as Noah, Abraham, and Moses. "Surely the Lord God will do nothing, [except] he revealeth his secret unto his servants the prophets" (Amos 3:7).

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### As a teacher, prepare yourself spiritually

How has your life been influenced by the life and mission of Joseph Smith?  
How have you gained a testimony of Joseph Smith?

Do the service members have a testimony of the Prophet Joseph Smith? How can you help them strengthen it?

*As you prayerfully study these scriptures and resources, share your inspiration with service members. Other resources may be included later in the outline as well.*

2 Thessalonians 2:1–3 (Ancient apostles foresaw a time of apostasy after the Savior's ministry)

2 Nephi 3:3–25 (Ancient prophets foresaw Joseph Smith's mission as prophet and seer)

D&C 27:12–13 (Peter, James, and John restored the Melchizedek Priesthood to Joseph Smith)

D&C 35:17–18; 135:3 (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)

Joseph Smith—History 1:11–25 (God the Father and Jesus Christ appeared to Joseph Smith)

Neil L. Andersen, "Joseph Smith," *Ensign* or *Liahona*, Nov. 2014, 28–31

Tad R. Callister, "Joseph Smith—Prophet of the Restoration," *Ensign* or *Liahona*, Nov. 2009, 35–37

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](#), on the Church History 3-DVD set or on LDS Media Library

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## Begin the learning experience

Choose from the following ideas or think of your own to introduce the lesson.

- Invite a service member to draw a picture on the board that symbolizes what he or she knows concerning Joseph Smith and the Restoration, and have the other class members guess what he or she has drawn.
- Invite a service member to tell the class about something God restored through Joseph Smith and to share his or her testimony of Joseph Smith’s mission as a prophet.

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## Learn together

Each of the following activities can help the service members understand Joseph Smith’s role in the Restoration. Following the guidance of the Spirit, select one or more of the following activities that will work best with your class.

- Invite service members to make a list of the things the Lord revealed to us through Joseph Smith, and then read D&C 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 service members 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, the adversary, the scriptures, and prayer? Why are these truths important for us to understand today?
- Show the video [Joseph Smith: The Prophet of the Restoration](#), and ask the service members 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 them to read the portion of Elder Neil L. Andersen’s talk “Joseph Smith” where he issues the challenge to gain a testimony of Joseph Smith’s role as a prophet. Invite the service members to accept Elder Andersen’s challenge and to share their testimony of Joseph Smith with others.
- Invite the service members to read “Joseph Smith” in *True to the Faith* or Elder Tad R. Callister’s talk “Joseph Smith—Prophet of the Restoration.” Invite them to choose a few sentences they would use if they were asked to describe why Joseph Smith is important. Ask a service member to tell what sentences he or she chose and why.

Ask the service members to share what they learned today. What feelings or impressions do they have? Do they have any additional questions? Would it be worthwhile to spend more time on this topic?

## Teaching tip

“Use the current editions of the standard works and the lesson materials published by the Church. Consider the methods suggested in the lesson manual before consulting other resources for ideas. Any materials or ideas you use that are not found in the manual should emphasize truth and goodness” (*Teaching, No Greater Call* [1999], 91).

## 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 service members see how their testimonies of Joseph Smith should be reflected in their daily lives?

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## Invite to act

*Discuss with the service members why the mission of Joseph Smith is so important and how it can impact their lives. Invite them to share their testimony of Joseph Smith and the Restoration with others.*



## What lessons can I learn from 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 [person] would get nearer to God by abiding by its precepts, than by any other book” (introduction to the Book of Mormon). The Book of Mormon contains a promise and a description of how anyone can know that it is true (see Moroni 10:3–5).

### As a teacher, prepare yourself spiritually

*Prayerfully study these scriptures and resources. Other resources may be included later in the outline as well. What scriptures will help the service members understand that the Book of Mormon testifies of the Savior Jesus Christ?*

1 Nephi 1:9–10; Mosiah 3:5–7; Alma 7:10–11 (Prophecies of Christ)	Moroni 10:32 (Come unto Christ)
1 Nephi 13:20–28, 35–40 (The Book of Mormon restores lost truths)	Gordon B. Hinckley, “A Testimony Vibrant and True,” <i>Ensign</i> or <i>Liahona</i> , Aug. 2005, 2–6
2 Nephi 9:20–23 (Christ saves all men)	Boyd K. Packer, “The Book of Mormon: Another Testament of Jesus Christ—Plain and Precious Things,” <i>Ensign</i> or <i>Liahona</i> , May 2005, 6–9
2 Nephi 25:26 (We preach of Christ, and we know where our remission of sins comes from)	Henry B. Eyring, “A Witness,” <i>Ensign</i> or <i>Liahona</i> , Nov. 2011, 68–71
Mosiah 3:19 (The natural man is an enemy to God)	Tad R. Callister, “The Book of Mormon—a Book from God,” <i>Ensign</i> or <i>Liahona</i> , Nov. 2011, 74–76
3 Nephi 11:10–17 (Christ visits the people in the Americas)	Videos: <i>The Testaments of One Fold and One Shepherd</i> (DVD); <i>How Rare a Possession</i> (DVD)
3 Nephi 11:31–45 (Jesus teaches His doctrine)	
3 Nephi 17:5–10 (Christ heals the sick and blesses the children)	
Mormon 8:34–35 (The Book of Mormon was written for our day)	



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## Begin the learning experience

Use the following idea or think of your own to introduce the lesson.

- Show the service members a copy of the Book of Mormon, and call attention to the title of the book. Read the title page, and discuss its contents.

### 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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## Learn together

Each of the following activities can help service members understand how the Book of Mormon is another testament of Jesus Christ. Following the guidance of the Spirit, select one or more of the following activities that will work best for the class.

- Invite the service members to view the first eight minutes of the video *How Rare a Possession*. Discuss the importance of the Book of Mormon as another testament of Jesus Christ. Discuss how the Book of Mormon was written. What is its message?
- Have one of the service members in the class read the following quote from President Boyd K. Packer’s talk “The Book of Mormon: Another Testament of Jesus Christ—Plain and Precious Things”: “The central purpose of the Book of Mormon is its testament of Jesus Christ. Of more than 6,000 verses in the Book of Mormon, far more than half refer directly to Him” (pages 8–9). Ask service members to share their own experiences of the Book of Mormon and what it means to them—especially as it has taught them about Christ.
- Divide the class into pairs. Give each pair one of the following scriptures: Mosiah 3:5–7; 3 Nephi 11:31–33; 3 Nephi 17:5–10. Have each pair discuss the scriptures together. After five minutes, ask a representative of the pair to share what the scriptures mean to him or her with the rest of the class. You could also do a similar activity with the conference talks listed in this outline. Divide portions of the talks among the pairs, and invite a representative to explain to the class what he or she learned about the Book of Mormon from the talks.
- Write on the board these passages from the Book of Mormon that testify of and explain Christ’s mission: 2 Nephi 9:20–23; Mosiah 3:19; Alma 7:11–13; 3 Nephi 11:10–17. Assign each service member one of the scriptures. Have them read it to themselves and then ponder the significance of the scripture and what it means for them. Have them share their thoughts.
- Show a segment from the video *The Testaments of One Fold and One Shepherd*, which portrays Christ’s appearance to the Nephites on the American continent after His death and Resurrection in Jerusalem (begin showing the video at

59 minutes, 41 seconds). After the segment, ask the service members to explain what they saw concerning Jesus Christ. What did they learn from this segment? Invite them to think of and share how the Savior can help them in their own lives.

- Write the reference 1 Nephi 13:35–40 on the board. Explain that the Book

of Mormon restored the plain and precious things that were lost from the Bible and makes known unto all people that Christ is the Son of God and the Savior of the world. Have a service member read the scripture passage. What is the book that “proceeded forth from the mouth of the Jew”? How will the Book of Mormon establish the truth of the Bible?

*Ask the service members to share what they learned today. Do they understand how the Book of Mormon can help them come unto Christ? Would it be worthwhile to spend more time on this topic?*

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## Invite to act

*Invite service members to think about how this lesson can help them during the week. Have them pick a scripture from the lesson and ponder its significance for them during the next week. Challenge them to read the Book of Mormon daily, and testify that Jesus is the Christ.*

## Teaching in the Savior’s way

The Savior cared for and loved His fold as the one true Shepherd over all of us. He healed the sick and lame. How can you show the Master’s love for those you are teaching? Share your testimony of how the Savior’s love has changed your life.

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 service members you are teaching?



## LESSON 9

# How can we become like the 2,000 stripling warriors and Captain Moroni?

We can be like Helaman's 2,000 young soldiers, who were exemplary in their faith, prayerfulness, courage, strength, obedience, and integrity. We can also seek to develop the qualities of Captain Moroni by being firm in the faith of Christ and honorably leading by example in defending liberty, family, God, and country.

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### As a teacher, prepare yourself spiritually

*Prayerfully study the following scriptures and resources. Other resources may be included later in the outline as well. What will help service members understand the attributes they can develop as members of Christ's Church while serving during times of peace and war?*

Alma 43:9, 47; Alma 44:5 (Fighting for liberty, family, God, and country)

Alma 56:47–48 (Selfless service and faith in God)

Alma 48:11–17 (Characteristics of Captain Moroni)

Alma 57:19–21 (Firm and undaunted)

Alma 53:10–18 (Origins of Helaman's 2,000 stripling warriors, and the importance of covenants)

Alma 57:26–27 (Exceeding faith and trust in God)

Alma 53:20–21 (Helaman's young warriors were valiant, courageous, true, and obedient)

Alma 58:10–12 (Courage, determination, hope, prayer, and blessings of assurance)

Alma 58:40–41 (The stripling warriors were strict to remember and keep the commandments of God)

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## Begin the learning experience

*Note: This lesson is different from the other lessons. Do your best to manage class time so you can discuss as many scripture references as possible that will help service members understand the characteristics that people of faith exhibit during a time of war.*

Use the following curriculum and handouts to teach about Helaman's 2,000 stripling warriors. Before the class begins, distribute to each service member a copy of the handout on page 31, "Lessons We Can Learn from Helaman's 2,000 Stripling Warriors."

Each of the scripture references used in this lesson can help students understand the character traits, core values, and spiritual attributes these young men of faith exhibited during a time of war. Following the guidance of the Spirit, facilitate dialogue through group discussion using the following scriptures for lesson content.

- Summarize in your own words the background and origin of the stripling warriors, found in Alma 53:10–16.
- Have one of the service members read Alma 53:17–18 aloud. Discuss how the stripling warriors' covenant relates to class members' service in the military.

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## Learn together

Divide the students into groups of three or four. Invite the groups to use the student handout to list character traits, core values, and spiritual attributes mentioned in the scripture references listed in the left column.

Use the Teacher Resource Guide on page 32 to help you list on the board the virtues or qualities identified in the scriptures.

*Lead a class discussion on the virtues of the 2,000 stripling warriors. Make sure you summarize with the class the meaning of the identified virtues.*

### 1. Alma 53:20–22

- *Valiant for courage.* Ask the students what courage means. Point out that it is the quality of mind and spirit that enables a person to face difficulty, danger, or pain with firmness and without fear. Bravery implies true courage together with daring and intrepid boldness. Courage is linked to one's sense of self-worth and self-confidence. One gains confidence through practice and obedience. President Hugh B. Brown declared that "history rests on the shoulders of those who accepted the challenge of difficulties and drove through to victory in spite of everything" (in Conference Report, Oct. 1963, 87).
- *Valiant for strength and activity.* What do you think it means that these

## Teaching tip

Ask questions that require service members to find answers in the scriptures (see *Teaching, No Greater Call* [1999], 62).

## Teaching in the Savior's way

Faith in the Savior Jesus Christ was the ultimate source of power for Helaman's young warriors and for Captain Moroni. The attributes they possessed were immovable and made them people who were firm and undaunted in all things. Let the service members know that they can become men and women like Captain Moroni and the stripling warriors—military men and women of faith who follow the commandments of God and are Christlike in their actions.

young men were described as being valiant for strength and activity? These young men were physically fit, possessing great endurance in the battlefield.

- *Men of soberness.* Soberness is a quality that implies having self-control, showing mental and emotional balance, and not being extreme or extravagant but sensible and serious.
- *True at all times in whatsoever thing they were entrusted.* They were men of honesty and integrity. Integrity means strict adherence to high standards of moral and ethical behavior, to honor your word even when no one is watching, to be whole and complete. Aesop provided this moral to the fable of the fox and the mask: "A fine appearance is a poor substitute for inner worth" (*Aesop's Fables: A Classical Illustrated Edition* [Chronicle Books LLC, 1990], 73). In a letter to Alexander Hamilton on August 28, 1788, President George Washington wrote, "I hope I shall always possess firmness and virtue enough to maintain (what I consider the most enviable of all titles) the character of an honest man" ([teachingamericanhistory.org/library/washington](http://teachingamericanhistory.org/library/washington)).
- *Obedient to God's commandments.* See also James 1:22: "Be ye doers of the word, and not hearers only, deceiving your own selves."

### 2. Alma 56:47–48

- *Thought more on the liberty of their fathers than upon their lives.* This principle could be summarized as "selfless service" or "service before self." The Savior taught, "Greater love hath no man than this, that

a man lay down his life for his friends" (John 15:13).

- *Did not doubt.* These young men exhibited great faith and truly believed God would deliver them, if not physically then spiritually.
- *Remembered the words of their mothers.* They treasured up and remembered what they learned about the gospel. When we establish righteous habits, the blessings of heaven are manifested in our lives.

### 3. Alma 57:19–21

- *Firm and undaunted.* Some definitions for *firm* and *undaunted* could include not yielding under pressure, not being easily intimidated, not faltering or hesitating because of fear or discouragement, being ferociously persistent, and exhibiting mental toughness. After the Savior had fasted for 40 days, Satan came to tempt Him. Satan tempted him with physical pleasures, worldly possession, and power. The Savior's response was clear: "Get thee behind me, Satan: for it is written, Thou shalt worship the Lord thy God, and him only shalt thou serve" (Luke 4:8).
- *Performed every word of command with exactness.* The core value described in this verse could include excellence in all we do and precise obedience to God's commandments. These warriors were loyal to their leaders. Exactness implies striving for perfection. Don't demand more from others than you are willing to give yourself. Excellence is doing the common things of life uncommonly well. President Hinckley said: "Don't be a scrub! Rise to the

high ground of spiritual, mental, and physical excellence. . . . We are a people with a present and with a future. Don't muff your opportunities. Be excellent" ("The Quest for Excellence," *Ensign*, Sept. 1999, 5).

- *According to their faith it was done.* These warriors were able to make important things happen by their faith (see D. Todd Christofferson, "The Power of Covenants," *Ensign* or *Liahona*, May 2009, 19–23). How does faith become a powerful force in our lives?

#### 4. Alma 57:25–27

- *Miraculous power of God, because of their exceeding faith.* These warriors were preserved because of their exceeding faith. Their preservation in battle was miraculous and astonished the whole army. They put their trust in God continually.

#### 5. Alma 58:10–12

- *They did pour out their souls in prayer to God.* Why do we pray to God? What did they pray for? How did God answer their prayers? He visited them with assurance and spoke peace to their souls. God granted unto them great faith and hope in their deliverance and courage to conquer their enemies.
- *Fixed with determination.* Ask the students what virtue Helaman is describing in this statement. One way to explain this virtue is that they were resolute and committed. W. H. Murray, a Scottish soldier and mountaineer, wrote: "Until one is committed there is hesitancy, the chance to draw back,

always ineffectiveness" (*The Scottish Himalayan Expedition* [J. M. Dent and Sons, 1951], 6).

#### 6. Alma 58:40–41

- *Strict to remember God from day to day.* How can we remember God each day? When we partake of the sacrament each Sunday, we covenant to always remember Him and keep his commandments. God is a personal God who will answer your prayers and grant the righteous desire of your heart.
- *Observed to keep his statutes, judgments, and commandments continually.* Obedience is one way we can show our commitment to live Christlike lives.
- *Faith in the prophecies.* How can we know concerning the prophecies? When we study the scriptures, our faith increases, our appreciation for the Atonement of Christ grows, and our resolve to live better is strengthened.
- *Prayed for their leader (Captain Moroni) and had gratitude for God's blessings.* We should pray for our Church leaders and the leaders of our nation. We should also express gratitude for the blessings we receive. Elder David A. Bednar said, "Prayer becomes more meaningful as we counsel with the Lord in all our doings (see Alma 37:37), as we express heartfelt gratitude, and as we pray for others with real intent and a sincere heart" ("Pray Always," *Ensign* or *Liahona*, Nov. 2008, 44).

*Read aloud Alma 48:11–17 and discuss these verses, which are a powerful tribute to Captain Moroni, one of the great heroes of the Book of Mormon. Divide into groups of two and reflect on Moroni’s character. Think about the impact Moroni’s character had on those he led. While service members are reading these scriptures in their groups, have them ponder the following questions: What were the spiritual qualities of Moroni? How did he acquire these qualities, and how can we develop those same qualities? Can one person make a powerful difference? Take five minutes to discuss these ideas. Ask service members to share their impressions.*

- As directed by the Spirit, share the following quote: “Fasting and prayer can help develop within us courage and confidence. It can strengthen our character and build self-restraint and discipline. Often when we fast, our righteous prayers and petitions have greater power.

Testimonies grow. We mature spiritually and emotionally and sanctify our souls. Each time we fast, we gain a little more control over our worldly appetites and passions” (Joseph B. Wirthlin, “The Law of the Fast,” *Ensign*, May 2001, 73; *Liahona*, July 2001, 89).

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## **Invite to act**

*Invite service members to consider what kind of people they want to be in their military service. Invite them to become men and women of character and faith who obey God fearlessly.*

## Lessons We Can Learn from Helaman's 2,000 Stripling Warriors

SCRIPTURE	CHARACTER TRAITS	CORE VALUES	SPIRITUAL ATTRIBUTES
1. Alma 53:20–22			
2. Alma 56:47–48			
3. Alma 57:19–21			
4. Alma 57:26–27			
5. Alma 58:10–12			
6. Alma 58:40–41			

**Character Traits:** Features or virtues that make up or distinguish an individual.

**Core Values:** Values or principles that form the foundation of how we conduct ourselves. These are not values that change from time to time, situation to situation, or person to person, but rather, they define who we really are.

**Spiritual Attributes:** Qualities that help define a person's relationship with God.



## Teacher Resource Guide: Lessons We Can Learn from Helaman's 2,000 Stripling Warriors

SCRIPTURE	CHARACTER TRAITS	CORE VALUES	SPIRITUAL ATTRIBUTES
<b>1. Alma 53:20–22</b>	<ul style="list-style-type: none"> <li>• Valiant for courage</li> <li>• Valiant for strength and activity</li> <li>• Honest</li> <li>• Soberness (serious-minded, even-tempered, rock-solid)</li> </ul>	<ul style="list-style-type: none"> <li>• True at all times in whatsoever thing they were entrusted (integrity)</li> </ul>	<ul style="list-style-type: none"> <li>• Obedient to God's commandments</li> </ul>
<b>2. Alma 56:47–48</b>	<ul style="list-style-type: none"> <li>• Remember (they had prepared)</li> </ul>	<ul style="list-style-type: none"> <li>• Liberty and family more important than their lives (selfless service)</li> </ul>	<ul style="list-style-type: none"> <li>• Faith in God</li> </ul>
<b>3. Alma 57:19–21</b>	<ul style="list-style-type: none"> <li>• Firm and undaunted</li> </ul>	<ul style="list-style-type: none"> <li>• Perform every word or command with exactness (excellence in all we do)</li> </ul>	<ul style="list-style-type: none"> <li>• Exceeding faith and belief</li> </ul>
<b>4. Alma 57:26–27</b>	<ul style="list-style-type: none"> <li>• Minds are firm</li> </ul>	<ul style="list-style-type: none"> <li>• Trust in God at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Exceeding faith</li> </ul>
<b>5. Alma 58:10–12</b>	<ul style="list-style-type: none"> <li>• Courage</li> <li>• Fixed determination</li> </ul>		<ul style="list-style-type: none"> <li>• Pour our souls out in prayer</li> <li>• Visited with peace and assurance of our deliverance</li> <li>• Great faith</li> </ul>
<b>6. Alma 58:40–41</b>			<ul style="list-style-type: none"> <li>• Strict to remember God</li> <li>• Keep commandments</li> <li>• Understood prophecies (knowledge of scriptures)</li> <li>• Prayer of gratitude and continued blessing on their leader, Moroni</li> </ul>



## LESSON 10

# 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 companionship of the Holy Ghost, are protected from the emotional and spiritual damage of sexual sin, and are worthy to participate in the ordinances of the Gospel.

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### As a teacher, prepare yourself spiritually

How has living the law of chastity blessed you?

What doctrines will best help the service members feel the importance of chastity and virtue? What false ideas are service members exposed to that diminish the importance of chastity?

*Prayerfully study these resources. Other resources may be included later in the outline as well. How can you help service members understand and feel the importance of chastity and virtue?*

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)

Jeffrey R. Holland, “Personal Purity,” *Ensign*, Nov. 1998, 75–78; *Liahona*, Jan. 1999, 89–92

Jeffrey R. Holland, “Helping Those Who Struggle with Same-Gender Attraction,” *Ensign*, Oct. 2007, 42–45; *Liahona*, Oct. 2007, 40–43

David A. Bednar, “We Believe in Being Chaste,” *Ensign* or *Liahona*, May 2013, 41–44

Linda S. Reeves, “Protection from Pornography—a Christ-Focused Home,” *Ensign* or *Liahona*, May 2014, 15–17

“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?](#)”

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## Begin the learning experience

Use the following idea or think of your own to introduce the lesson.

- Invite someone from class to hold up a picture of Joseph resisting Potiphar’s wife (see *Gospel Art Book*, 11; Genesis 39:5–13) and summarize the story in his or her 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? (Note: Depending on the needs and concerns of service members, you may wish to include parts of the repentance or forgiveness lessons to help service members understand that they can be forgiven of sexual sins.)

### 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).

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## Learn together

Each of the following activities can help the service members understand the law of chastity. Following the guidance of the Spirit, select one or more of the learning activities that will work best with your class.

- Invite some of the members of your group 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 did the class 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 service members to explain what the analogies (such as the waterfall, airplane, or alligator) teach them about the law of chastity. What else did they learn from this video? Invite them to think of and share other analogies that teach the importance of chastity.
- Give each class member copies of the talks listed in this outline. You may want to divide the talks into sections and ask groups of class members to study different sections. Ask class members to use the talks to answer the question “Why is it important to be sexually pure?” Invite them to share statements or truths from the talks that they found meaningful or important. How can they use what they learn to help their friends understand why chastity is important to them?
- Invite members of the class to watch “[I Choose to Be Pure](#)” or “[True Confidence](#),” looking for answers to the question “Why is chastity important?” Ask them to share their thoughts and contrast the views expressed in the video

with what the world teaches. What can members of the class do to support each other in their efforts to obey the law of chastity?

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### **Invite to act**

*Challenge service members to be chaste in their thoughts, communications, and actions.*

### **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 fellow service members? (See the video "[Know and Love Us](#)" on the LDS Media Library.)



## LESSON 11

# How can I prepare now to become a righteous husband and father or wife and mother?

“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.” (“The Family: A Proclamation to the World,” *Ensign* or *Liahona*, Nov. 2010, 129).

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### As a teacher, prepare yourself spiritually

What have you done, and what are you doing, to prepare to be a righteous husband and father or wife and mother? How has your preparation blessed your life?

What experiences could the service members have now that would help them prepare to be righteous husbands and fathers or wives and mothers? How will their preparation bless their families now and in the future? If they are already married, what can they do to fulfill their roles and responsibilities in their families?

*Prayerfully study these scriptures and resources. Other resources may be included later in the outline as well. What resources will help the group members prepare to fulfill their roles as spouses and parents?*

Proverbs 31:10–31; 2 Nephi 1:20–23;  
Alma 56:47–48; Moroni 7:45–46; D&C  
88:123–25; D&C 121:41–46 (Character-  
istics of righteous men and women)

1 Nephi 2:1–3 (Lehi receives revela-  
tion from the Lord for the safety of  
his family)

1 Nephi 16:14–32 (Nephi helps  
provide for his family when they are  
starving in the wilderness)

D&C 42:22 (Spouses should love each  
other and be faithful)

D&C 58:26–28; 107:99–100 (The  
importance of work)

D&C 88:78–80, 118; 90:15 (Seek  
learning)

Abraham 1:1–4, 18–19 (Abraham  
seeks the blessings of the priesthood  
for the sake of his posterity)

Ezra Taft Benson, "To the Fathers in Israel," *Ensign*, Nov. 1987, 48–51

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

L. Tom Perry, "Becoming Goodly Parents," *Ensign* or *Liahona*, Nov. 2012, 26–28

M. Russell Ballard, "Mothers and Daughters," *Ensign* or *Liahona*, May 2010, 18–21; see also the video "[Mothers and Daughters](#)"

Mary N. Cook, "Seek Learning: You Have a Work to Do," *Ensign* or *Liahona*, May 2012, 120–22

"Education," *For the Strength of Youth* (2011), 9–10

Videos: "[How Do I Love Thee?](#)"; "[Motherhood: An Eternal Partnership with God](#)"; "[Fathers Can Use the Priesthood to Bless Their Families](#)"

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## Begin the learning experience

Use the following idea or think of your own to introduce the lesson.

- Invite the service members to think about what it takes to be a successful husband and father or wife and mother. Write this question on the board: *How can I prepare now to become a righteous husband and father or wife and mother?* Ask class members how they would answer the question. Discuss responses.

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## Learn together

Each of the following activities can help service members understand how to become righteous husbands and fathers or wives and mothers. Following the guidance of the Spirit, select one or more that will work best for the group:

- Invite the service members to read the seventh paragraph of "The Family: A Proclamation to the World" and look for what their responsibilities will be when they become husbands and fathers or wives and mothers. Divide the service members 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 what that group discussed.
- Write on the board the headings *Spiritual Attributes*, *Personal Relationships*, and *Knowledge and Skills*. Ask service members to think of skills and attributes a husband, father, wife, or mother may need (such as heeding the Spirit, teaching children, seeking guidance through prayer, communicating, or providing for the family), and write them under the appropriate heading. Invite the service members to read Elder L. Tom Perry's letters to

## 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 loved, prayed for, and continually served His disciples. He knew their interests, hopes, and desires and what was happening in their lives. What do you know about the service members you are serving? What can you do to help them become righteous husbands, fathers, wives, and mothers?

his mother (in his talk "Becoming Goodly Parents") or watch one of the videos suggested in this outline. Ask them to look for the skills and attributes of righteous mothers and fathers and share what was meaningful to them. What can the members of the class do now to develop these skills and attributes?

- Assign service members a few verses to read from some of the scriptures suggested in this outline. Invite individuals to draw a picture or symbol or write a brief sentence representing the characteristics of a righteous husband and father or wife and mother found in the assigned verses. Share the pictures or sentences with the class, and discuss together how class members can acquire these characteristics.
- Ask service members to read Abraham 1:1–2 and write on the

board all of the blessings Abraham wanted in the future. How could these blessings help service members become good fathers or mothers? What examples of righteous husbands and fathers or wives and mothers have service members seen that they would like to emulate?

- Read the following quote: "There is nothing that has come or will come into your family as important as the sealing blessings. There is nothing more important than honoring the marriage and family covenants you have made or will make in the temples of God" (Henry B. Eyring, "Families under Covenant," *Ensign* or *Liahona*, May 2012, 62–65). Discuss with the class how they can prepare to make temple covenants or continue to keep covenants they have already made. How will temple covenants bless the lives of their spouse, children, and family members?

*Ask the service members to share what they learned today. Do they understand how to prepare for their future roles as husbands and fathers or wives and mothers? 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

*Invite service members to set goals that will help them to strengthen their families and prepare to become righteous husbands and fathers or wives and mothers.*







