

# Doctrinal Mastery Lessons

# Doctrinal Mastery: Acquiring Spiritual Knowledge, Part 1

## Introduction to Doctrinal Mastery and Act in Faith

*This lesson presents a scenario involving two young women. This scenario will introduce the purposes of the doctrinal mastery initiative and the principles of acquiring spiritual knowledge and will help you act in faith as you seek answers to questions.*

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### Possible Learning Activities

#### We can build our foundation on Jesus Christ

*This lesson incorporates a scenario designed to help students see the relevance and importance of doctrinal mastery. The scenario is divided into four parts. The various parts of the scenario can be discussed as a class, in small groups, or by a combination of the two. Each component of the scenario is designed to introduce students to elements of doctrinal mastery.*

*Read the first paragraph of the scenario to the class. Consider having two students read aloud the parts of Veronica and Ana in parts 1–4 throughout this lesson.*

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#### Doctrinal mastery scenario, part 1

Ana and Veronica met shortly after they were baptized and became members of The Church of Jesus Christ of Latter-day Saints. Recently, Ana has come across some information through social media that has caused her to question the truthfulness of the Church. Ana explains to Veronica what she has been thinking.

*Ana: I feel like I am losing my testimony. Everything about the Church used to seem so simple and clear. I mean, I really felt good when I studied the gospel and attended church. But I'm not sure anymore. I've seen some social media posts that have caused me to question the Church. I'm not sure I want to keep attending. I don't know what to do.*

*Veronica: That sounds really hard. I'm sorry you've been feeling confused. Can I share with you an experience I had a few months ago?*

*Ana: I would like that.*

*Veronica: Some people at school told me they had some questions about the Church. They even wanted to show me a video that tried to disprove the Church. I said I was happy to talk about their questions, but I told them that I believe the restored Church of Jesus Christ is true because I've had spiritual experiences that helped me feel its truth. I know these experiences came from God and that no matter what others say is the truth, I want to be true to God and to the testimony He gave me. Then we talked about a couple of their questions, but they weren't really listening to me. I realized that they didn't seem to want answers about the Church. They were just trying to get me to doubt my faith. .*

*Ana: Did they discourage you?*

*Veronica: No. I didn't know the answer to some of their questions, but I have received answers to my prayers and find joy in living the gospel. The Holy Ghost helped me know what to say in that situation and reminded me of some doctrinal mastery concepts we studied in seminary. Afterwards, through personal study and speaking with my parents, I found answers to some of the questions I couldn't answer before. If someone asked me those questions again, I could share what I learned.*

Read the first paragraph in the "Introduction to Doctrinal Mastery" section of the *Doctrinal Mastery Core Document*.

- What is something in the paragraph that stood out to you, and why did it catch your attention?
- What evidence do you see that Veronica is building a foundation upon Jesus Christ as she begins to understand and believe His doctrine? (see Helaman 5:12.)
- According to the first paragraph of "Introduction to Doctrinal Mastery," what are some of the ways we are blessed when we build our foundation on Jesus Christ?

## We receive blessings by building our foundation on Jesus Christ

In your copy of the *Doctrinal Mastery Core Document*, consider marking the following blessings of building your foundation on Jesus Christ: **As we build our foundation on Jesus Christ, we will deepen our conversion, be protected against the influences of the adversary, and bless the lives of others.**

- What blessings of building your foundation on Jesus Christ do you desire? Why?

Your study of the scriptures at home and in seminary can help you build your foundation on Jesus Christ. Doctrinal mastery can assist you in these efforts and help protect you against the influences of the adversary throughout your life.

Doctrinal mastery has two desired outcomes for you: (1) learn and apply divine principles for acquiring spiritual knowledge, and (2) master the doctrine of the gospel of Jesus Christ and the scripture passages in which that doctrine is taught.

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Consider inviting students to discuss part 2 in pairs or small groups. It may be helpful to remind students that in part 1, Veronica said she didn't know the answers to some of the difficult questions she was asked, but that did not discourage her or cause her to doubt her faith. She intended to search for answers to those questions so she would be prepared to share what she learned.

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### Doctrinal mastery scenario, part 2

*Ana: It's amazing that you were able to respond to those difficult questions with so much faith, even though you weren't sure about the answers! How were you able to react like that?*

To help you consider how you might respond if you were in Veronica's position, read paragraphs 1–2 in the "Acquiring Spiritual Knowledge" section of the *Doctrinal Mastery Core Document*.

- What do you think Veronica understands or has applied from these paragraphs that helped her when others tried to weaken her faith?
- If you were in Veronica's place, how would you respond to Ana?

*Ana: I can see how that would help. But I wonder sometimes if it is even all right to have questions about the Church and to ask people about them. I have questions, and I'm not sure I can talk about them.*

Read paragraph 3 in the "Acquiring Spiritual Knowledge" section of the *Doctrinal Mastery Core Document*.

- According to what you read in this paragraph, what words of encouragement could Veronica give to Ana?

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When students have completed part 2, consider inviting a few students to practice what they would say to Ana by sharing with the class.

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## As we act in faith, we can find answers to our questions

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Invite two students to assume the roles of Ana and Veronica and read the next portion of the scenario. Remind students of their suggested words of encouragement to Ana and to suppose that Ana is responding to those words.

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### Doctrinal mastery scenario, part 3

*Ana: Thank you, Veronica. I guess it is okay to ask questions—I just need to be sincere when I ask and listen to the Holy Ghost.*

*Veronica: I've seen how the Lord helps me find answers to my sincere questions. I learned in seminary that there are three principles that really help with hard questions:*

- *Act in faith.*
- *Examine concepts and questions with an eternal perspective.*

— Seek further understanding through divinely appointed sources.

Ana: That sounds familiar. Where can I find those?

Veronica: There is a document we use in seminary called the Doctrinal Mastery Core Document. I downloaded it on my Gospel Library app. Do you want to see what it says?

Read paragraphs 5–7 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*, looking for what it means to act in faith.

- What words or phrases from these paragraphs would you share with Ana to help her act in faith?

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When students finish discussing the previous question, resume reading part 4 of the scenario.

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#### Doctrinal mastery scenario, part 4

Ana: That makes sense. I need to remember the things I've learned and the spiritual witnesses I've received. I may not have all the answers now, but that doesn't mean I should stop trying to live the gospel. As I try to be obedient, answers will come in the Lord's time.

Veronica: It makes me so happy to hear you say that. I think there is a scripture that would help you, too.

Ana: What does it say?

Veronica: I'll text it to you.

Ana: Sounds good. Veronica, I am so glad I talked with you. I was really worried, but I feel so much better now.

The scripture Veronica texted to Ana is Proverbs 3:5–6. Read this passage, and look for a principle about acting in faith.

- What principle did you identify from Proverbs 3:5–6?

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Consider writing the principle students identify on the board. It will likely be similar to the following: **If we trust in the Lord with all our hearts and lean not unto our own understanding, the Lord will direct our paths.**

Consider the needs of the class, and ask some or all of the following questions to help students think about what they have learned.

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- What evidence of this principle do you see in Veronica and Ana's story?
- What are some ways we can demonstrate that we trust the Lord with all our hearts when we have questions about the gospel?
- What are the dangers of relying just on our own understanding as we seek answers to our gospel questions?
- What are some of the ways the Lord has directed your path as you have asked questions and sought answers?

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Students may benefit by having time to ponder their answers to the following question. Consider displaying the question for students to see. This may also be a good opportunity for students to record their answers in their study journals.

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- What is something you have felt prompted to do as a result of what you have learned today?

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## Commentary and Background Information

Act in faith.

Elder Dale G. Renlund of the Quorum of the Twelve Apostles taught that we must each act in faith.

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Faith deepens as we act in ways that anchor us more firmly to [Jesus Christ].

Now, it would be nice if increased faith were transmitted like the flu or the common cold. Then a simple “spiritual sneeze” would build faith in others. But it does not work that way. The only way faith grows is for an individual to act in faith. These actions are often prompted by invitations extended by others, but we cannot “grow” someone else’s faith or rely solely on others to bolster our own. For our faith to grow, we must choose faith-building actions, such as praying, studying the scriptures, partaking of the sacrament, keeping the commandments, and serving others. (Dale G. Renlund, “Unwavering Commitment to Jesus Christ,” *Ensign* or *Liahona*, Nov. 2019, 23)

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Elder Neil L. Andersen of the Quorum of the Twelve Apostles taught one way we can act in faith when we have questions.

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Faith never demands an answer to every question but seeks the assurance and courage to move forward, sometimes acknowledging, “I don’t know everything, but I do know enough to continue on the path of discipleship.” (Neil L. Andersen, “Faith Is Not by Chance, but by Choice,” *Ensign* or *Liahona*, Nov. 2015, 66)

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### **Proverbs 3:5. “Lean not unto thine own understanding”**

President Bonnie H. Cordon, Young Women General President, explained what it means to “lean not unto [our] own understanding.”

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When we *spiritually* lean to our own understanding, we lean away from our Savior. If we lean, we are not centered; we are not balanced; we are not focused on Christ. . . . Each of us can trust in the Lord and lean *not*. We can center our lives on the Savior by coming to know Him, and He will direct our paths. (Bonnie H. Cordon, “Trust in the Lord and Lean Not,” *Ensign* or *Liahona*, May 2017, 6, 9)

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## **Supplemental Learning Activity**

**What is doctrinal mastery?**

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The video “What is Doctrinal Mastery” explains how the doctrinal mastery initiative can bless students.  
<https://www.churchofjesuschrist.org/media-library/video/2018-04-0010-what-is-doctrinal-mastery?lang=eng>

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# Doctrinal Mastery: Acquiring Spiritual Knowledge, Part 2

## Eternal Perspective and Divinely Appointed Sources

*As you seek to acquire spiritual knowledge, there are three guiding principles that are practiced as part of doctrinal mastery. The first principle, to act in faith, was introduced in the previous lesson. This lesson will explore the second and third principles, which are to examine concepts and questions with an eternal perspective and to seek further understanding through divinely appointed sources (see Doctrinal Mastery Core Document, “Acquiring Spiritual Knowledge,” paragraphs 8–12).*

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### Possible Learning Activities

#### A limited perspective

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Teach this lesson when it would be most beneficial to students. This may be at the beginning of an academic school year.

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Three guiding principles for acquiring spiritual knowledge are: (1) act in faith, (2) examine concepts and questions with an eternal perspective, and (3) seek further understanding through divinely appointed sources.

In a previous lesson, you learned about the first principle—act in faith. In this lesson you will learn about the second and third principles.

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Display the following image to the class.

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- What information about this family can you determine from the image?

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Display the following image to the class.

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- What additional information about this family do you have when you see the full image?
- In what ways can your attempts to find answers to gospel questions sometimes be like trying to understand an image when you can only see a portion of it?
- How might we compare the full perspective of the second image to the perspective that Heavenly Father and Jesus Christ have?

## Examine concepts and questions with an eternal perspective

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*Write Examine Concepts and Questions with an Eternal Perspective on the board.*

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- What do you think it means to examine concepts and questions with an eternal perspective?

Read paragraphs 8–10 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*. Look for and mark specific words or phrases that help you better understand what it means to examine concepts and questions with an eternal perspective.

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**Invite students to report on what they found and how what they found helps them understand the principle on the board. Then invite students to consider marking the following sentence in paragraph 8: “To examine doctrinal concepts, questions, and social issues with an eternal perspective, we consider them in the context of the plan of salvation and the teachings of the Savior.”**

**Take some time to allow students to think about their answers to the next question. Then encourage any students who are willing to share their answers. As students share their responses, many will likely testify of gospel truths.**

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- What doctrinal concepts, questions, or social issues become clearer for you when you “consider them in the context of the plan of salvation and the teachings of the Savior”?

Examining concepts and questions with an eternal perspective takes practice. Each year in seminary you will have multiple opportunities to practice applying this principle.

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Provide students an opportunity to practice this skill by having them select a scenario and answer the questions that follow. Consider using one of the following provided scenarios or create one that may be more relevant. It may be good for students to work in pairs or small groups.

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- Eric is discouraged and wonders, “Why is life so hard sometimes?”
- Juan struggles to feel his self-worth and often has negative thoughts about his body.
- Monica sees people who break the commandments and seem to have fun with nothing bad happening to them. She wonders, “Why should I continue to keep the commandments?”

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It may be helpful to point out that the following questions are also found in paragraph 8 of the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*.

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- What do I already know about Heavenly Father, His plan, and how He deals with His children that can help me see these scenarios with an eternal perspective?
- What gospel teachings relate to or clarify this concept or issue?

### Seek further understanding through divinely appointed sources

Think of the last time you really wanted an answer to a question. List in your study journal the sources you turned to. Where do you typically turn when you have questions?

The Old Testament prophet Isaiah gave a warning about why we need to be careful where we turn for answers. Read Isaiah 5:20, and look for what Isaiah says about how people can be confused about the truth.

- In what ways do you see what is described by the prophecy in Isaiah 5:20 happening in the world today?

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Write *Seek Further Understanding through Divinely Appointed Sources* on the board.

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Read paragraphs 11–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*, looking for what you can learn about seeking further understanding through divinely appointed sources.

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Invite students to share with each other what they learned from these paragraphs and why they think what they learned is important. Invite them to consider marking the following statements in paragraphs 11 and 12: **“He [the Lord] has established sources through which He reveals truth and guidance to His children”** and **“As we turn to the Lord’s divinely appointed sources for answers and direction, we can be blessed to discern between truth and error.”**

The following possible questions could help students understand the importance of seeking understanding through divinely appointed sources. Consider having a discussion with students using one or more of these questions or other questions that help deepen understanding.

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- What can you learn about the Lord from His efforts to reveal truth and guidance to His children?
- Why is it essential to include divinely appointed sources in your quest for truth?
- Which of the divinely appointed sources mentioned in paragraph 11 have recently helped you know truth? How have they helped you?

Elder Neil L. Andersen of the Quorum of the Twelve Apostles gave the following guidance for seeking truth:

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Spiritual questions deserve spiritual answers from God. ... We might remind the sincere inquirer that Internet information does not have a “truth” filter. Some information, no matter how convincing, is simply not true. (Neil L. Andersen, “Joseph Smith,” *Ensign* or *Liahona*, Nov. 2014, 28–29)

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- What stood out to you from Elder Andersen’s statement?



Take a moment to reflect on and make a list of what sources you frequently turn to when you have questions and seek to know truth. Review your list and identify which of these sources are divinely appointed. Consider any changes you want to make to help you seek truth through divinely appointed sources.

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## Commentary and Background Information

### Examine concepts and questions with an eternal perspective

The Prophet Joseph Smith taught about God's eternal perspective:

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When [God's] commandments teach us, it is in view of eternity; for we are looked upon by God as though we were in eternity; God dwells in eternity, and does not view things as we do. (*Teachings of Presidents of the Church: Joseph Smith* [2007], 475)

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### Isaiah 5:20. "Woe unto them that call evil good, and good evil"

Elder David A. Bednar of the Quorum of the Twelve Apostles warned about false ideas:

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Spiritually dangerous ideas and actions frequently can appear to be attractive, desirable, or pleasurable. Thus, in our contemporary world, each of us needs to be aware of beguiling bad that pretends to be good. As Isaiah warned, "Woe unto them that call evil good, and good evil; that put darkness for light, and light for darkness; that put bitter for sweet, and sweet for bitter! (Isaiah 5:20)." (David A. Bednar, "Watchful unto Prayer Continually," *Ensign or Liahona*, Nov. 2019, 33)

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### Seek further understanding through divinely appointed sources

President Dallin H. Oaks of the First Presidency cautioned us about what information we rely on:

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We live in a time of greatly expanded and disseminated information. But not all of this information is true. We need to be cautious as we seek truth and choose sources for that search. We should not consider secular prominence or authority as qualified sources of truth. We should be cautious about relying on information or advice offered by entertainment stars, prominent athletes, or anonymous internet sources. Expertise in one field should not be taken as expertise on truth in other subjects.

We should also be cautious about the motivation of the one who provides information. That is why the scriptures warn us against priestcraft (see 2 Nephi 26:29). If the source is anonymous or unknown, the information may also be suspect. (Dallin H. Oaks, "Truth and the Plan," *Ensign or Liahona*, Nov. 2018, 25)

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President Henry B. Eyring of the First Presidency taught about the essential role of the Holy Ghost in discerning truth from falsehood:

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Just as the Holy Ghost strengthens us against evil, He also gives us the power to discern truth from falsehood. The truth that matters most is verified only by revelation from God. Our human reason and the use of our physical senses will not be enough. We live in a time when even the wisest will be hard-pressed to distinguish truth from clever deception. (Henry B. Eyring, "The Holy Ghost as Your Companion," *Ensign or Liahona*, Nov. 2015, 104)

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# Doctrinal Mastery: Acquiring Spiritual Knowledge, Part 3

## Review of Doctrinal Mastery

*Doctrinal mastery helps students (1) learn and apply divine principles for acquiring spiritual knowledge and (2) master the doctrine of the gospel of Jesus Christ and the scripture passages in which that doctrine is taught. Asking questions and seeking answers can help students achieve doctrinal mastery as they acquire spiritual knowledge. These are some of the principles for acquiring spiritual knowledge: act in faith, examine concepts and questions with an eternal perspective, and seek further understanding through divinely appointed sources.*

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This lesson is intended to be a midyear review of the concepts associated with doctrinal mastery and acquiring spiritual knowledge.

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## Possible Learning Activities

### Learning to ask God

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Consider writing on the board *Who? What? Why? When? Where? How?* and asking some or all of the following questions.

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- How would life be different if you were unable to ask questions?
- What role does asking questions play in your life?
- What prevents us from asking questions?

The Lord wants us to ask questions in our search for truth. Read the following statement by President Dieter F. Uchtdorf, then of the First Presidency, looking for how we can be blessed when we ask spiritual questions.

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My dear young friends, we are a question-asking people. We have always been, because we know that inquiry leads to truth. ...

... Inquiry is the birthplace of testimony. Some might feel embarrassed or unworthy because they have searching questions regarding the gospel.

But they needn't feel that way. Asking questions isn't a sign of weakness. It's a precursor of growth. God commands us to seek answers to our questions [see James 1:5–6] and asks only that we seek "with a sincere heart, with real intent, having faith in Christ" [Moroni 10:4]. When we do so, the truth of all things can be manifested to us "by the power of the Holy Ghost" [Moroni 10:5]. Fear not. Ask questions. Be curious, but doubt not! Always hold fast to faith and to the light you have already received. (Dieter F. Uchtdorf, "The Reflection in the Water" [Church Educational System fireside for young adults, Nov. 1, 2009], [broadcasts.ChurchofJesusChrist.org](http://broadcasts.ChurchofJesusChrist.org))

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- What stands out to you in President Uchtdorf's statement?
- What do you learn about God from His invitation for us to ask questions?

Read paragraph 3 in the "Acquiring Spiritual Knowledge" section of the Doctrinal Mastery Core Document, looking for what you can learn about asking questions.

- What do you learn about asking questions and seeking answers?

### Principles for acquiring spiritual knowledge

You may have noticed the following truth: **Asking questions and seeking answers is vital to our effort to learn truth.**

Think of a question that you would like the Lord’s help with. It may be a question about a situation you are facing or about something you want to know. Or maybe your question is related to a doctrine or practice of the Church. Write your question in your study journal.

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Have students review the principles of acquiring spiritual knowledge. There are a variety of ways to do this, including the following:

Divide students into small groups. Assign each group one of the principles of acquiring spiritual knowledge: act in faith, examine concepts and questions with an eternal perspective, and seek further understanding through divinely appointed sources. If needed, give students a few minutes to review their assigned principle in paragraphs 4–12 in the “Acquiring Spiritual Knowledge” section of the Doctrinal Mastery Core Document. Invite students to share with the class or write on the board a summary of their assigned principle.

An alternative activity is provided in the “Supplemental Learning Activities” section of this lesson.

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### Apply the principles for acquiring spiritual knowledge

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Select or adapt one of these three approaches:

1. Invite students to think about the questions they wrote in their study journals as they answer the following three questions.

2. Invite a willing student to share the question they wrote in their study journal. Help the class practice using the principles of acquiring spiritual knowledge by discussing the following three questions in relation to the student’s question.

3. If students struggled to think of questions or do not want to share the questions they wrote down, provide a relevant question to discuss as a class.

If discussing a question as a class, write the question on the board so that students can see it and refer to it throughout the discussion.

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- How can you act with faith in Jesus Christ as you seek an answer to this question?
- What are some ways you can examine this question with an eternal perspective to help you see it as the Lord does?
- What are some divinely appointed sources the Lord has provided that can help you find an answer to this question?

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If students need help thinking of divinely appointed sources, direct them to some helpful sources—for example, doctrinal mastery passages, the Guide to the Scriptures, Gospel Topics, or the General Handbook.

Encourage students to continue to practice using the principles of acquiring spiritual knowledge as they seek answers to their questions. Consider concluding class with a testimony or personal experience about inquiring of the Lord and receiving answers.

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## Commentary and Background Information

### Asking questions

President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles taught about the Lord’s invitation to ask:

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No message appears in scripture more times, in more ways than, “Ask, and ye shall receive.” [Matthew 21:22; James 4:3; 1 John 3:22; 1 Nephi 15:11; Enos 1:15; Mosiah 4:21; Doctrine and Covenants 4:7; and Moses 6:52 are examples.] (Boyd K. Packer, “Reverence Invites Revelation,” *Ensign*, Nov. 1991, 21)

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## Supplemental Learning Activities

### Reviewing the principles of acquiring spiritual knowledge

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Give students a copy of the following handout. Invite students to match each statement from the Doctrinal Mastery Core Document with the corresponding principle of acquiring spiritual knowledge. Invite students to try to complete this activity without using the Doctrinal Mastery Core Document. As needed, students can use the Doctrinal Mastery Core Document to check their answers.

As a variation, create word strips using the statements on the handout. Create headings for the three principles of acquiring spiritual knowledge, and place them on the board or on a wall in the classroom. Invite students to place the word strips under the appropriate heading.

These are the correct answers: (1) c; (2) a; (3) b; (4) b; (5) c; (6) a; (7) b; (8) a; (9) c.

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#### Principles for Acquiring Spiritual Knowledge

Match one of the three principles for acquiring spiritual knowledge with each of the following supporting statements. The principles can be used more than once.

- a) Principle 1: Act in faith
- b) Principle 2: Examine concepts and questions with an eternal perspective
- c) Principle 3: Seek further understanding through divinely appointed sources

\_\_\_1. As part of the Lord’s appointed process for obtaining spiritual knowledge, He has established sources through which He reveals truth and guidance to His children. These sources include the light of Christ, the Holy Ghost, the scriptures, parents, and Church leaders.

\_\_\_2. We act in faith when we choose to trust God and turn to Him first through sincere prayer, a study of His teachings, and obedience to His commandments.

\_\_\_3. To examine doctrinal concepts, questions, and social issues with an eternal perspective, we consider them in the context of the plan of salvation and the teachings of the Savior.

\_\_\_4. We seek the help of the Holy Ghost in order to see things as the Lord sees them (see 1 Corinthians 2:5, 9–11). This allows us to reframe the question (to see the question differently) and view ideas based on the Lord’s standard of truth rather than accepting the world’s premises or assumptions.

\_\_\_5. We can also learn truth through other trustworthy sources. However, sincere seekers of truth should be wary of unreliable sources of information.

\_\_\_6. As we seek to develop our understanding and to resolve concerns, it is important that we rely on the testimony that we already have of Jesus Christ, the Restoration of His gospel, and the teachings of His ordained prophets.

\_\_\_7. As we stay anchored to our trust in our Heavenly Father and His plan of salvation, we are able to see issues more clearly.

\_\_\_8. As we continue to seek for answers, we must live by faith—trusting that we will eventually receive the answers we seek.

\_\_\_9. As we turn to the Lord’s divinely appointed sources for answers and direction, we can be blessed to discern between truth and error. Learning to recognize and avoid unreliable sources can protect us from misinformation and from those who seek to destroy faith.

### **Videos about acquiring spiritual knowledge**

A few selected videos have been produced to help students understand the principles of acquiring spiritual knowledge. Consider supplementing the lesson with one or more of these videos.

“[Act in Faith: The Stonemason](#)” (4:57), available on ChurchofJesusChrist.org. In this video, Elder Richard G. Hinckley of the Seventy helps us understand what we should do when we are faced with a question or concern that we do not know the answer to.

“[Examining Questions with an Eternal Perspective](#)” (2:56), available on ChurchofJesusChrist.org. In this video, a young woman named Lauren demonstrates the skill of reframing to help her examine concepts and questions with an eternal perspective.

“[Divinely Appointed Sources](#)” (9:16), available on ChurchofJesusChrist.org. In this video, various young people share experiences they had that illustrated the importance of using divinely appointed sources in their search for truth.

# Doctrinal Mastery: Moses 1:39

## God's Work and Glory

After the Lord had shown Moses His vast creations, Moses asked the Lord to “tell me ... why these things are so” (Moses 1:30). This doctrinal mastery lesson addresses the Lord’s answer that His work and glory is “to bring to pass the immortality and eternal life” of Heavenly Father’s children (Moses 1:39). This scripture helps us understand the doctrine that men and women can become like God and that God is devoted to that work and purpose.

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### Possible Learning Activities

#### Know the doctrine

Think about your typical activities each day.

- What are some of the most important tasks, projects, or purposes you have in your life?
- What do you think is the most important work of Heavenly Father and Jesus Christ?

Read Moses 1:39, looking for what the Lord told Moses was His most important work.

A truth we can learn from this verse is **God’s work and glory is to bring about the immortality and eternal life of man.**

- How are immortality and eternal life different?

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Listen carefully to students’ answers. If it is clear that students need more help understanding the difference between immortality and eternal life, display or provide the following statement and invite students to read it silently. Then have them finish the statements:

*Immortality is . . .*

*Eternal life is . . .*

If students demonstrate a clear understanding of immortality and eternal life, do not spend too much time here.

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Immortality is to live forever as a resurrected being. Through the Atonement of Jesus Christ, everyone will receive this gift. Eternal life, or exaltation, is to inherit a place in the highest degree of the celestial kingdom, where we will live in God’s presence and continue as families (see D&C 131:1–4). Like immortality, this gift is made possible through the Atonement of Jesus Christ. However, it requires our “obedience to the laws and ordinances of the Gospel” (Articles of Faith 1:3) (*True to the Faith: A Gospel Reference* [2004], 52).

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Read the following statements from Elder Dieter F. Uchtdorf of the Quorum of the Twelve Apostles:

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While we may look at the vast expanse of the universe and say, ‘What is man in comparison to the glory of creation?’ God Himself said we are the reason He created the universe! His work and glory—the purpose for this magnificent universe—is to save and exalt mankind. In other words, the vast expanse of eternity, the glories and mysteries of infinite space and time are all built for the benefit of ordinary mortals like you and me...that we might reach our potential as [Heavenly Father’s] sons and daughters (Dieter F. Uchtdorf, “You Matter to Him,” *Ensign* or *Liahona*, Nov. 2011, 20).

Imagine that — the most powerful being in the universe — the being who formed stars, nebulae, and galaxies has your eternal happiness as His greatest priority. (Dieter F. Uchtdorf, *Church News*, October 27, 2019)

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The purpose behind all the work of your Father in Heaven and His Son Jesus Christ is to help you inherit eternal life. To obtain eternal life and become exalted means to become like Them.

- What does this truth tell you about the way Father in Heaven and Jesus Christ feel about you?

- What does this truth tell you about yourself?
- What have our Heavenly Father and Jesus Christ done to bring about your immortality and eternal life?

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If students struggle to answer the third question, invite a few volunteers to take turns reading the statement by Brother Brian K. Ashton. List on the board some of the examples students identify.

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If students do not struggle, consider writing on the board some of their answers to the third question.

---

Brother Brian K. Ashton, former counselor in the Sunday School General Presidency, shared some examples of ways Heavenly Father helps us in our daily lives to progress toward eternal life:

---

It is Heavenly Father who gives us our daily bread, which includes both the food we eat and the strength we need to keep His commandments. The Father gives good gifts. He hears and answers our prayers. Heavenly Father delivers us from evil when we let Him. He weeps for us when we suffer. Ultimately, all of our blessings come from the Father.

Heavenly Father guides us and gives us the experiences we need based on our strengths, weaknesses, and choices so that we might bear good fruit. The Father chastens us when necessary because He loves us. He is a “Man of Counsel” [Moses 7:35], who will counsel with us if we ask.

It is Heavenly Father who sends both the influence and the gift of the Holy Ghost into our lives. Through the gift of the Holy Ghost, the glory—or intelligence, light, and power—of the Father can dwell in us. (Brian K. Ashton, “The Father,” *Ensign* or *Liahona*, Nov. 2018, 94)

---

- When have you noticed Heavenly Father and Jesus Christ helping you in one or more of these ways?

---

Invite students to answer the following question in their study journals. Consider inviting a few students to share, if it is not too personal, what they have written and their love and testimony of their Father in Heaven and their Savior, Jesus Christ.

---

- How is your Heavenly Father currently helping you in these or other ways to reach your potential and become like Him?
- What have you learned about Heavenly Father from His efforts to help you become more like Him?

## Practice application

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Invite students to recall the principles of acquiring spiritual knowledge that they have learned about in seminary:

1. Act in faith.
2. Examine concepts and questions with an eternal perspective.
3. Seek further understanding through divinely appointed sources.

To review these principles, students will read paragraphs 5–12 of the Acquiring Spiritual Knowledge section the *Doctrinal Mastery Core Document*, looking for words or phrases from each principle that could be applied in the following practice application activity.

Share or display the following scenario. Consider dividing the class into small groups to discuss the following question and develop a response.

---

Isaac notices one of his friends, Jim, eating alone at lunch. As he sits down to join him, Jim seems deep in thought. He looks over at Isaac and says, “Hey, at church on Sunday my minister said that your church teaches that you can become like God. That sounds kind of arrogant to me. Do you really believe that?”

Isaac doesn't know what to say at first.

- Why would it be important to understand Jim's beliefs about God before seeking to answer his question?

### Act in Faith

Read paragraphs 5–7 in Acquiring Spiritual Knowledge section of the *Doctrinal Mastery Core Document*. Consider underlining words or phrases that would be helpful to apply in this scenario.

- What words or phrases did you underline? How might they be applied in this scenario?

---

Additional follow-up questions may be helpful. For example:

- How would it be an act of faith for Isaac to share his testimony of Heavenly Father's plan with Jim?
- 

### Examine concepts and questions with an eternal perspective:

Read paragraphs 8–10 in the Acquiring Spiritual Knowledge Section of the *Doctrinal Mastery Core Document*. Consider underlining words or phrases that would be helpful to apply in this scenario.

- What words or phrases did you underline? How might they be applied in this scenario?

---

A possible follow-up question could be:

- What aspects of the plan of salvation could you teach Jim to help him understand his potential to become like his Father in Heaven?
- 

### Seek further understanding through divinely appointed sources

Read paragraphs 11–12 in the Acquiring Spiritual Knowledge section of the *Doctrinal Mastery Core Document*. Consider underlining words or phrases that would be helpful to apply in this scenario.

- What words or phrases did you underline? How might they be applied in this scenario?

---

A possible follow-up question could be:

- Where could Isaac look to find answers to Jim's question?

Provide students time to look up scriptures they might use to answer Jim's question. Encourage them to use Moses 1:39 in their response. Some other scriptures they might use could include Psalm 82:6; Matthew 5:48; Acts 17:28–29; Romans 8:16–17; Galatians 4:7; 2 Peter 1:4; 1 John 3:2; Revelation 3:21; 3 Nephi 27:27; Doctrine and Covenants 93:20. If the Topical Guide is available, students could also look up the heading "Man, Potential to Become like Heavenly Father."

Be sure to allow students sufficient time to look for answers to these questions in their scriptures. Students may need five to seven minutes to find answers. List the following scripture references on the board to guide students in their search.

When students have finished invite students to take turns responding to Jim's question as if they were Isaac. Consider acting out Jim's role to help them practice.

---

### Memorize the reference and key scripture phrase

---

If necessary, provide each student with a piece of paper so they can write down the key scripture phrase and reference.

---



Take a piece of paper and fold it in quarters. Unfold the paper to show the four sections. Using repetition to help you memorize, in each section write the following key scripture phrase and scripture reference: *Moses 1:39: "This is my work and my glory—to bring to pass the immortality and eternal life of man."*

Then turn the paper over, and in each of the four sections write the scripture reference followed by just the first letters of the words in the key scripture phrase.

Finally, try restating the key scripture phrase to someone near you while looking at only the first letters of the words in the key scripture phrase.

### **Review the Passage**

---

In a future lesson, provide students another opportunity to review the scripture reference and key scripture phrase using this same paper.

---

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## **Supplemental Learning Activity**

### **Video Presentation**

Watch the video "[Earthly Father, Heavenly Father](#)" (3:59), from ChurchofJesusChrist.org, looking for similarities between what the father in this video does for his children and what God does to prepare us to become like Him and live the kind of life He lives.

[Translation: If this video does not exist, please remove the entire "Supplemental Learning Activity" section.]

# Doctrinal Mastery: Abraham 3:22–23

## Foreordination

*In a vision of the premortal life, the Lord showed Abraham His spirit children, among whom were many of the noble and great. Abraham learned that in the premortal world, he and many others were chosen to fulfill specific missions during their mortal lives.*

---

## Possible Learning Activities

### Know the doctrine

---

The following activity will help students assess their knowledge and understanding of their purpose on earth.

Consider displaying the following question and possible responses.

---

Our lives on earth are filled with many tasks and activities that demand our attention. So many demands for our attention can make it difficult to know how to spend our limited mortal time and often lead us to wonder why we are here. Some people may have a clear sense of what they were born to do. For others, it may not be as clear. Ponder the following question and determine how you might respond. You will not share your response with others.

- Which of the following responses best represents how you feel about what were you born to do?
  - a. I know and have a good understanding of what I was born to do.
  - b. I don't know specifics about what I was born to do, but I have a general idea.
  - c. Others may know what they were born to do, but I don't yet. I believe I will find out one day.
  - d. I don't believe it is possible for someone to truly know what they were born to do.

Think for a moment about where someone might typically turn to figure out what they were born to do.

- Why do you think it would be important to turn to God for help to figure this out?

From Abraham 3:22–23, we learn that **Heavenly Father chose leaders from among His noble and great spirit children before they were born**. This does not only mean that God chose prophets and other leaders from among His children. It also means that “in the premortal spirit world, God appointed certain spirits to fulfill specific missions during their mortal lives. This is called foreordination” (*True to the Faith: A Gospel Reference* [2004], 69).

In this lesson you will study the doctrinal mastery passage Abraham 3:22–23 and the doctrine of foreordination. As you study, ponder what the Lord would have you know about who you are and what you were foreordained to do.

---

Provide the following handout to students. Have them work through it individually or in small groups.

---

The Doctrine of Foreordination		
Scripture passage	Who was foreordained?	What does the passage teach about the doctrine of foreordination?
Example: Abraham 3:22–23	Abraham, unnamed others	Many were chosen before they were born.

Jeremiah 1:4–5		
Moses 4:2		
Doctrine and Covenants 138:53–56		

---

The doctrine of foreordination applies to all members of the Church, not just to the Savior and His prophets. Before the creation of the earth, faithful women were given certain responsibilities and faithful men were foreordained to certain priesthood duties. Although you do not remember that time, you surely agreed to fulfill significant tasks in the service of your Father. As you prove yourself worthy, you will be given opportunities to fulfill the assignments you then received. (*True to the Faith: A Gospel Reference* [2004], 70)

---

Note, however, that “foreordination does not guarantee that individuals will receive certain callings or responsibilities. Such opportunities come in this life as a result of the righteous exercise of agency, just as foreordination came as a result of righteousness in the premortal existence” (*True to the Faith*, 69).

---

Consider discussing the following questions as a class or displaying them and inviting students to answer them in their study journals.

---

- Think about the individuals who were identified as foreordained in the scriptures you read. How do you think a knowledge of their foreordination may have influenced their actions in mortality?
- How do you feel about the Savior and these other individuals fulfilling their foreordained missions? What may have been different in your life or in the world if they had not done so?
- In your own words, how would you explain the doctrine of foreordination?

## Practice application

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Invite students to recall the principles of acquiring spiritual knowledge that they have learned about in seminary:

1. Act in faith.
2. Examine concepts and questions with an eternal perspective.
3. Seek further understanding through divinely appointed sources.

Explain that these principles will be studied and applied in the following practice application activity.

---

Read the following real-life scenario described by Brother Randall L. Ridd, former counselor in the Young Men General Presidency. Identify the questions or concerns the family in his story had and how using the principles of asking questions and seeking answers helped the family resolve their concerns.

You may want to watch the video of this talk, [“The Choice Generation”](#) (ChurchofJesusChrist.org), from time codes 5:43–7:13, or read the following statement.

---

Knowing who you really are makes decisions easier. I have a friend who learned this truth in a very personal way. His son was raised in the gospel, but he seemed to be wandering spiritually. He frequently declined opportunities to exercise the priesthood. His parents were disappointed when he declared that he had decided not to serve a mission. My friend

prayed earnestly for his son, hoping that he would have a change of heart. Those hopes were dashed when his son announced that he was engaged to be married. The father pleaded with his son to get his patriarchal blessing. The son finally agreed but insisted on visiting the patriarch alone.

When he returned after the blessing, he was very emotional. He took his girlfriend outside, where he could talk to her privately. The father peeked out the window to see the young couple wiping away each other's tears.

Later the son shared with his father what had happened. With great emotion he explained that during the blessing, he had a glimpse of who he was in the premortal world. He saw how valiant and influential he was in persuading others to follow Christ. Knowing who he really was, how could he not serve a mission? (Randall L. Ridd, "The Choice Generation," *Ensign* or *Liahona*, May 2014, 57)

---

- What stands out to you from this account?
- How does this scenario relate to the teachings in Abraham 3:22–23?
- What evidence do you see of the members of this family using the principles of acquiring spiritual knowledge?

---

Consider asking specific follow-up questions, such as:

- What did individuals in this scenario do to act in faith?
- How did they approach their concerns with an eternal perspective?
- What divinely appointed sources helped them through this experience?

On the board, list student responses to the following question. Students will use this list later for a more in-depth search of divinely appointed sources.

---

- In addition to a patriarchal blessing, what are some other divinely appointed sources that could help you better understand your divine identity and purpose?

Choose one or two divinely appointed sources you want to use to help you better understand the work you were foreordained to do. One source you might consider using is John C. Pingree Jr., "I Have a Work for Thee," *Ensign* or *Liahona*, Nov. 2017, 32–35. Search the sources you find, looking for specific teachings about how to discover and understand *your* divine identity and purpose. Record any impressions you receive.

---

After students have had sufficient time to study, consider discussing the following questions as a class or in small groups or allowing students to record their answers in their study journals.

---

- What insights or impressions did you have as you searched these sources?
- What do you feel inspired to do because of what you have learned?

### Memorize the reference and key scripture phrase

---

The key scripture phrase for Abraham 3:22–23 is *As spirits we "were organized before the world was."* Write the key scripture phrase on the board and invite students to copy it into their study journal using a pencil so it can be erased.

Invite students to repeat the key scripture phrase several times while erasing one or two words each time. Once the key scripture phrase is erased, invite students to repeat it from memory.

---

### Review the passage

---

Complete the following review activity in a lesson to be taught in the near future.

Invite the students to review the scripture reference and key scripture phrase for Abraham 3:22–23, *As spirits we “were organized before the world was.”* by inviting a few the students to repeat the key scripture phrase aloud as a class.

Repeat this a few times until students know both the scripture reference and the key scripture phrase.

---

## Commentary and Background Information

### Prophets and apostles teach about why youth today were foreordained to come to earth at this time

President Russell M. Nelson taught:

---

Your Heavenly Father has known you for a very long time. You, as His son or daughter, were chosen by Him to come to earth at this precise time, to be a leader in His great work on earth. You were chosen *not* for your bodily characteristics but for your *spiritual* attributes, such as bravery, courage, integrity of heart, a thirst for truth, a hunger for wisdom, and a desire to serve others. (Russell M. Nelson, “Decisions for Eternity,” *Ensign* or *Liahona*, Nov. 2013, 107)

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## Supplemental Learning Activity

The following handout may be used to help students understand how to access various divinely appointed sources.

### Accessing Divinely Appointed Sources

#### How do I search the scriptures?

To gain additional insights into the verses you read, use the footnotes, the [Topical Guide](#), the [Bible Dictionary](#), the [Guide to the Scriptures \(scriptures.ChurchofJesusChrist.org\)](#), and other study helps (see “Lesson 7: Study Aids in the Latter-day Saint Editions of the Scriptures,” *Scripture Study—The Power of the Word Teacher Manual* [2001]).

#### [What is the Gospel Library app, and how do I use it?](#)

“The Gospel Library app brings together scriptures, general conference talks, magazines, hymns, videos, lesson manuals, and more to help you nourish your spirit and find answers to your questions” (“Gospel Library App,” ChurchofJesusChrist.org).

If you don’t know where to find something in the Gospel Library app, tap the search button (🔍) to open the search panel.

Start typing what you’re looking for in the search bar (for example, “premortal”). As you type, search suggestions will appear below the search bar. If one of the suggestions matches what you’re looking for, you can select it. Otherwise, tap **search** or the search icon (🔍) to start a full search across all of your installed items.

A full search will bring up a list of search result categories, with relevant results from the items installed in the app. You can search further results by tapping on the categories to find the specific content you’re looking for.

# Doctrinal Mastery: Genesis 1:26–27

## God created man and woman in His own image

*As part of the creation, Heavenly Father created male and female in His own image. All human beings are children of God. As spirit sons and daughters of Heavenly Parents, each of us has a divine nature and destiny.*

---

### Possible Learning Activities

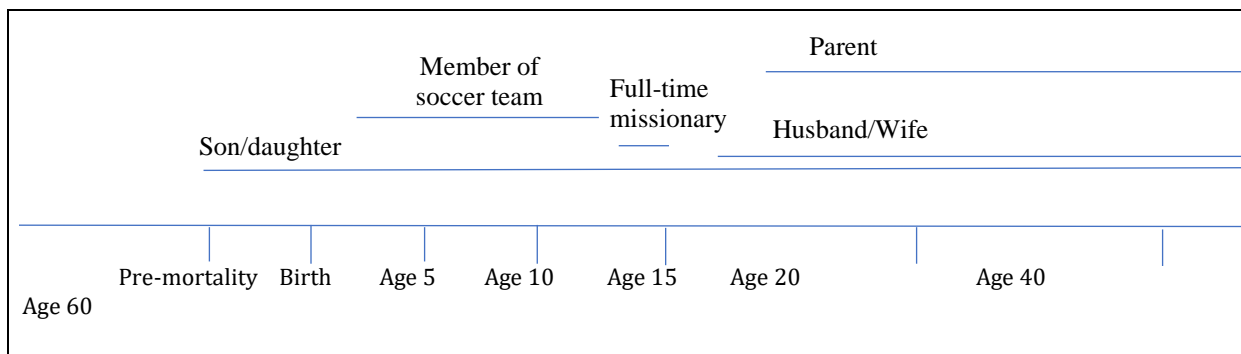
#### Know the doctrine

---

Draw a sample timeline on the board and invite students to create their own personal timeline in their study journal. A sample timeline is provided below.

---

Draw a horizontal line representing your life and label it with various identities you have had in the past, currently have, or anticipate having in the future. This could include, “friend,” “student,” or a job or calling you have had. Below is an example of what a timeline could look like.



- What are some identities you chose to put on your timeline? Why?
- In what ways do these identities influence the choices you make?

Read Genesis 1:26–27 and the following statement from “The Family: A Proclamation to the World,” looking for what you can learn about your eternal identity.

---

All human beings—male and female—are created in the image of God. Each is a beloved spirit son or daughter of heavenly parents, and, as such, each has a divine nature and destiny. Gender is an essential characteristic of individual premortal, mortal, and eternal identity and purpose. (“The Family: A Proclamation to the World,” ChurchofJesusChrist.org)

---

- What doctrine does Genesis 1:26–27 and the statement from “The Family: A Proclamation to the World” teach about your identity?

One doctrine you may have identified is **we are children of God, created in His image.**

---

If students have questions about gender, see some of the additional resources in the **Commentary and Background Information** section.

---

If you have not already done so already, add “child of God” to your timeline.

- What are some ways Satan tries to distract us from remembering we are children of God?

President Dallin H. Oaks of the First Presidency shared a caution that can help us avoid being distracted from our identity as a child of God:

---

Be careful how you characterize yourself. Don't characterize or define yourself by some temporary quality. The only *single* quality that should characterize us is that we are a son or daughter of God. That fact transcends all other characteristics, including race, occupation, physical characteristics, honors, or even religious affiliation. ...

We have our agency, and we can choose any characteristic to define us. But we need to know that when we choose to define ourselves or to present ourselves by some characteristic that is temporary or trivial in eternal terms, we de-emphasize what is most important about us and we overemphasize what is relatively unimportant. This can lead us down the wrong path and hinder our eternal progress. (Dallin H. Oaks, "How to Define Yourself," *New Era*, June 2013, 48)

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- What are your thoughts about this statement by President Oaks?

---

Consider inviting students to answer one or both of the following questions in their study journal. After students write, they could discuss what they wrote as a class or in small groups.

---

- What is an experience you have had that has helped you know and feel that you are a child of God?
- What feelings do you have when you think about your potential as a child of God to become like Him?

## Practice application

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Invite students to recall the principles of acquiring spiritual knowledge that they have learned about in seminary:

- Act in faith.
  - Examine concepts and questions with an eternal perspective.
  - Seek further understanding through divinely appointed sources.
- 

Review the principles of acquiring spiritual knowledge by reading paragraphs 5–12 in the *Doctrinal Mastery Core Document*, looking for any questions you might have about these principles.

- What questions do you have about these principles of acquiring spiritual knowledge?
- What words or phrases are unclear or confusing to you?

Choose one or more of the scenarios listed below. Consider how the truths taught in Genesis 1:26–27 and the principles of acquiring spiritual knowledge could help the person in the scenario you chose.

- Hunter is frequently complimented about the way he looks. He spends a lot of time and effort maintaining and improving his physical appearance. If Hunter could use one word to define himself it would be *attractive*.
- Gloria is a talented athlete. Her dream is to play professional volleyball someday. If Gloria could use one word to define herself it would be *athletic*.
- Kofi does very well in school. He usually has the highest grade in every class he takes. If Kofi could use one word to define himself it would be *smart*.
- Jessica has many friends. She loves making people laugh and feeling accepted by others. If Jessica could use one word to define herself it would be *popular*.

---

Display the questions and activities below or provide them as a handout for the students. Invite each group to use the materials below to help the person in their assigned scenario.

---

### Examine concepts and questions with an eternal perspective

- What potential dangers could the person you chose face by identifying himself or herself more in this way than as a child of God?
- How could placing a greater emphasis in his or her identity as a child of God influence this person’s attitude or behavior?

**Seek further understanding through divinely appointed sources**

Take some time to find scriptures or a statement from a Church leader that could help the person you chose better understand the significance of his or her identity as a child of God. Examples of scriptures you might use include Genesis 1:26–27 and Romans 8:16–17. It might also be beneficial to search “Child of God” or “Divine Identity” in the search function of the Gospel Library app.

---

If students struggle to find meaningful scriptures or statements, consider providing them with some or all of the statements found in the Commentary and Background Information.

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- What scriptures or statements did you find that could help the person you chose?

**Act in faith**

- What could this person do to remember and act on his or her identity as a child of God?

---

When the students have finished their discussion, invite volunteers to share their answers to some of the questions above.

---

**Memorize the reference and key scripture phrase**

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Write the following scripture and key statement of doctrine on the board:

Genesis 1:26–27  
*God created man in his own image.*

Invite the class to recite the scripture reference and key statement of doctrine written on the board. When students are familiar with both the scripture reference and the key statement of doctrine, erase several words and ask them to recite these again. Continue to erase words and have students recite the statement of doctrine and the scripture reference until the majority of the words have been erased.

---

**Review the passage**

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Complete this review activity in an upcoming lesson.

Before class, write the following scripture and truth on a piece of paper: *God created man in his own image—Genesis 1:26–27*. Cut the statement on the paper into separate words or short phrases, and give the pieces of paper to students. Explain that students will have one minute to put this phrase together in the right order as many times as they can. Each time students put the phrase in the right order, have them quickly mix the pieces up and do it again. For large classes, make multiple copies of the statement and divide students into groups.

After the minute has passed, invite a student to read Genesis 1:26–27 aloud. Ask the class to follow along, looking for how this scripture helps teach the truth that God created man in His own image. Ask students to report what they found.

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**Commentary and Background Information**



## **You are a child of God**

President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles made this declaration:

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You are a child of God. He is the father of your spirit. Spiritually you are of noble birth, the offspring of the King of Heaven. Fix that truth in your mind and hold to it. However many generations in your mortal ancestry, no matter what race or people you represent, the pedigree of your spirit can be written on a single line. You are a child of God! (Boyd K. Packer, “To Young Women and Men,” *Ensign*, May 1989, 54)

---

## **We are created in the image of God**

President Russell M. Nelson provided counsel for how we should see ourselves.

---

Ponder the magnificence of what you see when you look in the mirror. Ignore the freckles, the unruly hair, or the blemishes, and look beyond to see the real you—a child of God, created by Him in His image. (Russell M. Nelson, “Your Body: A Magnificent Gift to Cherish,” *Ensign* or *Liahona*, Aug. 2019, 52)

We are eternal beings—spirit children of heavenly parents. The Bible records that “God created man in his own image, ... male and female created he them.” (Genesis 1:27) ... In truth, not one of us can *ever stop* being a child of God! (Russell M. Nelson, “Decisions for Eternity,” *Ensign* or *Liahona*, Nov. 2013, 106)

---

## **Gender is a part of our eternal, divine identity**

Elder David A. Bednar of the Quorum of the Twelve Apostles explained:

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“Gender is an essential characteristic of individual premortal, mortal, and eternal identity and purpose” [“The Family: A Proclamation to the World”] and in large measure defines who we are, why we are here upon the earth, and what we are to do and become. For divine purposes, male and female spirits are different, distinctive, and complementary. (David A. Bednar, “Marriage Is Essential to His Eternal Plan,” *Ensign* or *Liahona*, June 2006, 83)

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President Dallin H. Oaks of the First Presidency explained the following about how the term gender is used in that statement:

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The intended meaning of gender in the family proclamation and as used in Church statements and publications since that time is biological sex at birth. (Dallin H. Oaks, in “General Conference Leadership Meetings Begin,” Oct. 2, 2019, [newsroom.ChurchofJesusChrist.org](https://newsroom.ChurchofJesusChrist.org))

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Elder Ronald A. Rasband of the Quorum of the Twelve Apostles encouraged us to be loving to those who struggle with gender issues:

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Particularly vulnerable ... are those youth and young single adults who struggle with gender issues. They need to be encircled in the arms of their Savior and know they are loved. So often the Lord calls on us; He expects us to be His welcoming, loving arms. We need to encourage their friends to do the same. (Ronald A. Rasband, “Jesus Christ Is the Answer” [evening with a General Authority, Feb. 8, 2019])

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## **What does my identity as a child of God teach me about my eternal potential?**

President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles shared the following experience:

---

Some years ago I returned home to find our little children had discovered some newly hatched chicks under the manger in the barn. As our little girl held one of them, I said in a teasing way, “That will make a nice watchdog when it grows up, won’t it?” She looked at me quizzically, as if I didn’t know much.

So I changed my approach: “It won’t be a watchdog, will it?” She shook her head, “No, Daddy.” Then I added, “It will be a nice riding horse.”

She wrinkled up her nose and gave me that “Oh, Dad!” look. Even though she was only four years old, she knew that the little chick would grow up to be either a hen or a rooster—much like its mother or father.

All animal life produces after its own kind, and little ones grow up to look and to be like their parents. That is true of people too. Small boys and girls grow up to be big boys and girls, then men and women.

I testify that God is indeed our Father. When we reach our full growth and destiny, we have the promise that we may be like Him. Just as all life follows the pattern of its parents, so can we grow toward the image of our Heavenly Father if we will live righteously and be obedient to His commandments. (Boyd K. Packer, “Special Witness: We May Be Like Him,” *Friend*, 2004, 45)

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## Supplemental Learning Activity

### We were created in the image of God

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The following video could be used to help students understand what it means to be created in the image of God.

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Watch “[God’s Greatest Creation](#)” (2:52), from ChurchofJesusChrist.org. In this video, President Russell M. Nelson explained how the creation of our bodies is a manifestation of God’s majesty and power.

### Gender practice application scenario

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The following scenario could be used if students would benefit from a discussion on gender. Help them practice using the principles of acquiring spiritual knowledge.

---

While sitting in science class, Anna’s teacher explains that biological sex is different than gender and that it is up to each person to choose which gender they identify with. Anna feels a little confused about what her teacher has said. She knows what the family proclamation teaches. But this information from school makes Anna wonder if she is understanding the doctrine well.

When Anna returns home, she reviews and begins practicing the following three principles of acquiring spiritual knowledge (see *Doctrinal Mastery Core Document* [2020], “Acquiring Spiritual Knowledge,” paragraph 3).

#### Act in faith

- How could Anna place her faith in the Savior in this situation?

#### Examine concepts and questions with an eternal perspective

- What do you know about Heavenly Father and Jesus Christ that could help Anna to see gender identity with an eternal perspective?
- What could you share with Anna to help her respond in love to those who believe differently about gender or who express different gender identities?

#### Seek further understanding through divinely appointed sources

- What divinely appointed sources might Anna use to understand or learn more about gender questions?

# Doctrinal Mastery: Genesis 2:24

## Marriage Is Ordained of God

*In the Garden of Eden, God joined Adam and Eve together through marriage. He commanded them to have children and to be unified as equal partners.*

*Discussing same-sex marriage and same-sex attraction. Discussing same-sex marriage and same-sex attraction requires great sensitivity. Some of your students may have loved ones in same-sex relationships or may experience same-sex attraction themselves. If your class discusses these topics, ensure that the discussion proceeds with kindness, compassion, and civility. For more information about the Church's teachings regarding same-sex marriage and same-sex attraction, see [ChurchofJesusChrist.org/topics/gay](http://ChurchofJesusChrist.org/topics/gay).*

---

## Possible Learning Activities

### Know the doctrine

Imagine that you have a friend who does not want to get married because he thinks that he could accomplish more in life without a spouse or a family.

- What would you say to him?

Elder David A. Bednar of the Quorum of the Twelve Apostles shared the following:

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One of the great tasks of our time ... is to help people understand the true meaning and purpose of marriage. (David A. Bednar, *The Divine Pattern of Eternal Marriage, Ensign*, Sep. 2020, 41)

---

- Why do you think helping people to understand the true meaning and purpose of marriage is one of the great tasks of our time?

This lesson will focus on this important truth: **Marriage between a man and a woman is ordained of God.** The word ordain means to order, decree, or appoint by virtue of superior authority.

---

Display this truth for students to see, and discuss the following question.

This segment of the lesson may lead to a discussion about same-sex marriage or same-sex attraction. Help focus the class discussion by using the statements cited in this lesson. Additional statements can be found in the Commentary and Background Information section.

---

- What are some of the ways this truth is under attack in the world today?

This truth is also taught in "The Family: A Proclamation to the World."

---

Invite students to mark the following statement in "The Family: A Proclamation to the World," which is printed at the back of their study journals. Students may also access this document in the Gospel Library app. Consider bringing to class additional copies for those who may not have access to the family proclamation.

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We, the First Presidency and the Council of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints, solemnly proclaim that marriage between a man and a woman is ordained of God and that the family is central to the Creator's plan for the eternal destiny of His children. ("The Family: A Proclamation to the World," [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org))

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The Lord's standard of marriage has been in place since the creation of Adam and Eve, when the Lord joined them together as husband and wife in the Garden of Eden (see Genesis 2:24).

To gain a deeper understanding of this truth, read Doctrine and Covenants 49:15–17 and paragraph 8.1 in the *Doctrinal Mastery Core Document*. As you read, look for words or phrases that describe why marriage between a man and a woman is ordained of God.

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Invite students to read the passages silently, and encourage them to mark words and phrases that are significant. Different students or groups of students may also be assigned to read each passage. Then discuss the following question as a class.

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Consider writing students' responses on the board.

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- What did you learn from these passages about why marriage between a man and a woman is ordained of God?

President Dallin H. Oaks of the First Presidency and Elder David A. Bednar of the Quorum of the Twelve Apostles explained some of the reasons why eternal marriage between a man and a woman is essential to our Heavenly Father's plan:

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Consider giving a student the following statements by President Oaks and Elder Bednar and the following questions before class. The student could come prepared to share his or her answers during this portion of the lesson.

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These statements may also be read aloud and discussed in class.

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President Dallin H. Oaks:

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"Our theology begins with heavenly parents. Our highest aspiration is to be like them." (Dallin H. Oaks, "Apostasy and Restoration," *Ensign*, May 1995, 84.)

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Elder David A. Bednar:

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Reason 1: The natures of male and female spirits complete and perfect each other, and therefore men and women are intended to progress together toward exaltation ... The unique combination of spiritual, physical, mental, and emotional capacities of both males and females were needed to implement the plan of happiness. Alone, neither the man nor the woman could fulfill the purposes of his or her creation. ...

... Reason 2: By divine design, both a man and a woman are needed to bring children into mortality and to provide the best setting for the rearing and nurturing of children. ... Marriage between a man and a woman is the authorized channel through which premortal spirits enter mortality. (David A. Bednar, "Marriage Is Essential to His Eternal Plan," *Ensign*, Jun. 2006, 83–84)

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- What did you learn from President Oaks and Elder Bednar that helps you better understand why marriage between a man and a woman is ordained of God?
- How does marriage help us to become more like our Heavenly Parents?

## Practice application

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Consider briefly reviewing the principles of acquiring spiritual knowledge and assessing if students need a brief refresher on what they are and how to use them. Display these principles on the board:

1. Act in faith.
2. Examine concepts and questions with an eternal perspective.
3. Seek further understanding through divinely appointed sources.

Working individually, in pairs, or in small groups, consider inviting students to draw or select a gospel-art picture or simple symbol that, for them, best represents one of these principles. Invite students to share their work and why they chose or created it as they did.

Share the following scenario with the class. Display the scenario and the questions that follow it for students to see. Then divide the class into small groups to respond to the questions.

---

One day at lunch, Jasmine and her friend Reyna are discussing their beliefs about marriage. During the conversation, Reyna is surprised that Jasmine believes marriage should only be between a man and a woman. Reyna asks, “Why does the Church oppose same-sex marriage? Shouldn’t any two people who love each other be able to get married?”

#### **Act in faith**

- How could Jasmine lovingly respond to Reyna’s question in a way that demonstrates her faith in Jesus Christ and the plan of salvation?
- What could someone who has questions about same-sex marriage do to show they are willing to act in faith?

#### **Examine concepts and questions with an eternal perspective**

- Why is it important to view this issue in the context of the plan of salvation?
- What have you studied today that could help answer questions about same-sex marriage?

#### **Seek further understanding through divinely appointed sources**

- What are some other divinely appointed sources that could help you better understand that marriage between a man and a woman is ordained of God? List at least two.

---

When the students have finished their discussion, invite a few volunteers to share their responses. Give different students opportunities to share insights related to each of the principles for acquiring spiritual knowledge.

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Prayerfully consider if there is someone with whom the Lord would like you to share what you have learned today. Be sure to be sensitive when sharing about the Church’s position on same-sex marriage. Take note of the following statement by President Dallin H. Oaks of the First Presidency:

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When same-sex marriage was declared legal in the United States, the First Presidency and Quorum of the Twelve declared: “The gospel of Jesus Christ teaches us to love and treat all people with kindness and civility—even when we disagree. We affirm that those who avail themselves of laws or court rulings authorizing same-sex marriage should not be treated disrespectfully” [“Response to the Supreme Court Decision Legalizing Same-Sex Marriage in the United States,” enclosure to First Presidency letter, June 29, 2015]. (Dallin H. Oaks, “Two Great Commandments,” *Ensign* or *Liahona*, Nov. 2019, 75)

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#### **Memorize the reference and key scripture phrase**

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Give students 15 seconds to read and memorize the scripture reference Genesis 2:24 and key scripture phrase.

Next invite students to close their scriptures, and give them a moment to write the scripture reference and phrase from memory in their study journal.

After, invite students again to open to Genesis 2:24, and give them another 15 seconds to memorize the scripture reference and phrase if needed.

Then invite students to close their scriptures a second time and write the scripture reference and phrase from memory.

Last, invite students to recite from memory the scripture reference and phrase with a partner.

---

## Review the passage

Do this review activity in a lesson in the near future.

Write the following on the board, and invite students to see if they can fill in the blanks:

Genesis 22:2: A \_\_\_ ... shall \_\_\_ unto his \_\_\_: and \_\_\_ shall \_\_\_ \_\_\_.

As needed, repeat the scripture reference and key scripture phrase.

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## Commentary and Background Information

### Remaining faithful amid difficult circumstances

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles spoke words of comfort to those who do not experience ideal circumstances related to family relations during this lifetime.

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To declare the fundamental truths relative to marriage and family is not to overlook or diminish the sacrifices and successes of those for whom the ideal is not a present reality. Some of you are denied the blessing of marriage for reasons including a lack of viable prospects, same-sex attraction, physical or mental impairments, or simply a fear of failure that, for the moment at least, overshadows faith. Or you may have married, but that marriage ended, and you are left to manage alone what two together can barely sustain. Some of you who are married cannot bear children despite overwhelming desires and pleading prayers.

Even so, everyone has gifts; everyone has talents; everyone can contribute to the unfolding of the divine plan in each generation. Much that is good, much that is essential—even sometimes all that is necessary for now—can be achieved in less than ideal circumstances. So many of you are doing your very best. And when you who bear the heaviest burdens of mortality stand up in defense of God’s plan to exalt His children, we are all ready to march. With confidence we testify that the Atonement of Jesus Christ has anticipated and, in the end, will compensate all deprivation and loss for those who turn to Him. No one is predestined to receive less than all that the Father has for His children. (D. Todd Christofferson, “Why Marriage, Why Family,” *Ensign or Liahona*, May 2015, 52)

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### Distinction between same-sex attraction and same-sex behavior

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The Church distinguishes between same-sex attraction and homosexual behavior. People who experience same-sex attraction or identify as gay, lesbian, or bisexual can make and keep covenants with God and fully and worthily participate in the Church. Identifying as gay, lesbian, or bisexual or experiencing same-sex attraction is not a sin and does not prohibit one from participating in the Church, holding callings, or attending the temple. (“Same-Sex Attraction,” Gospel Topics, [topics.ChurchofJesusChrist.org](https://topics.ChurchofJesusChrist.org))

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### The divine truth about marriage

President Russell M. Nelson taught about the eternal nature of the institution of marriage between a man and a woman:

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Our commission as apostles is to teach nothing but truth. That commission does *not* give us the authority to modify divine law. ... The truth is ... that in the beginning—in *the beginning*—marriage was ordained by God! And to this day it is defined by Him as being between a man and a woman. God has not changed *His* definition of marriage. (Russell M. Nelson, “The Love and Laws of God” [Brigham Young University devotional, Sept. 17, 2019], 3–4, [speeches.byu.edu](https://speeches.byu.edu))

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# Doctrinal Mastery: Moses 7:18

## “The Lord Called His People Zion”

*The prophet Enoch established Zion among his people, who were unified in heart and mind, dwelt in righteousness, and had no poor among them (see Moses 7:18). The Lord desires us to establish Zion in our day.*

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### Possible Learning Activities

#### Know the doctrine



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Display images similar to those above and explain the following information.

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The tallest trees in the world are found in the northern part of California in the United States. Redwood trees can live to be more than 2,000 years old, grow more than 300 feet (92 meters) high, and weigh more than 1,000,000 pounds (460 metric tons). This is especially impressive because the roots of redwoods are only about 3–6 feet (1–2 meters) deep.

Although redwoods have shallow roots, they spread out several hundred feet (more than 100 meters) and become intertwined with the roots of other trees. This interconnection enables redwoods to stand strong for hundreds of years amid winds and floods (see Richard H. Winkel, “Web of Friendship,” *New Era*, Aug. 2003, 10–11).

- How might our experiences with the people in our lives compare to the way redwoods grow and remain strong?

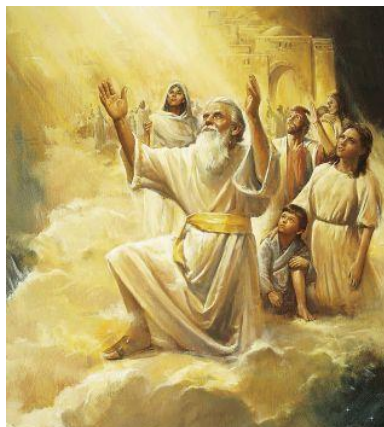
Similar to redwood trees, which rely on one another for strength, we have many opportunities to be strengthened by others during our time on earth.

- Who are some people that you can rely on for strength?

---

Display an image of Enoch and his people being taken into heaven.

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The people of Enoch are an example of a group of people who righteously found strength from one another. You might recall that these people were taken into heaven after they established a city and a people of Zion (see Moses 7:19–21).



Read Moses 7:18 to review why the Lord called His people Zion.

- What truth can we learn from Moses 7:18?

From Moses 7:18, we learn that the Lord calls His people Zion when they are of one heart and one mind, live righteously, and care for one another.

- How did the Savior exemplify the characteristics of Zion during His life?
- How can your interactions with other people help you develop and strengthen these characteristics?

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After inviting a student to read the following statement by Joseph Smith, invite the students to discuss the questions that follow with a partner or in a small group.

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Read the following statement by the Prophet Joseph Smith (1805–44):

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We ought to have the building up of Zion as our greatest object. (*Teachings of Presidents of the Church: Joseph Smith* [2007], 186)

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- Why do you think the building up of Zion should be “our greatest object,” or goal?
- What efforts have you made to build up Zion?
- What effect have these efforts had on your relationships with others? with the Lord?

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If students would benefit from additional understanding about how to build up Zion, consider sharing the statement by Elder D. Todd Christofferson found in the Commentary and Background Information section.

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## Practice application

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The following activity is intended to help students review the principles of acquiring spiritual knowledge and prepare for the practice application. Display the following quiz or provide it to students as a handout.

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Review the three principles of acquiring spiritual knowledge in your *Doctrinal Mastery Core Document*. Match the sentence with the appropriate principle of acquiring spiritual knowledge.

1. Learning to recognize and avoid unreliable sources can protect us from misinformation and from those who seek to destroy faith.

2. As we seek to develop our understanding and to resolve concerns, it is important that we rely on the testimony that we already have of Jesus Christ, the Restoration of His gospel, and the teachings of His ordained prophets.

3. We seek the help of the Holy Ghost in order to see things as the Lord sees them.

A. Act in faith.

B. Examine concepts and questions with an eternal perspective.

C. Seek further understanding through divinely appointed sources.

---

Share the following scenario with students and invite them to practice using the principles of acquiring spiritual knowledge to help with this circumstance.

---

Recently Tim has felt annoyed with his parents and siblings. He sometimes speaks to them unkindly and is often unwilling to participate in family activities.

One day at church, Tim learns about the people of Enoch establishing Zion. Tim's Sunday School teacher invites the class to consider how they can make their homes more like Zion.

As Tim ponders this question, he recognizes that he has become disconnected from his family and feels sorry for the contention he has caused. He desires to make changes to help his home be more like Zion.

### **Act in faith**

- What are three to five actions Tim could take that would help his home become more like Zion? Explain why you chose what you did.
- How do the actions you chose relate to one of the characteristics of Zion listed in Moses 7:18—namely, (1) being one in heart and in mind, (2) dwelling in righteousness, and (3) caring for one another?

### **Examine concepts and questions with an eternal perspective**

- How could Tim approach his challenge with an eternal perspective?

### **Seek further understanding through divinely appointed sources**

Tim wants to better understand how and why he should strive to build up Zion in his home.

- How could Moses 7:18 help Tim?
- What are some other scripture passages, statements by Church leaders, hymn lyrics, or other resources he could study?

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Other scriptures Tim might use include: Exodus 20:12; Mosiah 4:14–15; Mosiah 18:21; 3 Nephi 11:29–30; Doctrine and Covenants 97:21

After students finish their discussion, invite a few volunteers to share their answers with the class. Be sure something related to each of the three principles for acquiring spiritual knowledge is shared.

---

Consider how you can help your family (1) become one in heart and in mind, (2) dwell in righteousness, and (3) care more effectively for one another.

- What are some ways you can make your home more like Zion this week?

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List student ideas on the board. Student ideas might include writing a letter of appreciation to a family member, doing an act of service, completing household responsibilities without complaining, spending more quality time with family, or actively participating in family scripture study or prayer.

Invite students to write in their study journals what they will do. After a few minutes allow willing students to share with the class what they are going to do. It may be helpful to invite students to share their plans with a classmate. Students can follow up with each other in two or three days and again after a week to see how their plans worked.

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### **Memorize the reference and key scripture phrase**

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Consider dividing students into pairs or small groups for the following activity, where they will choose hand gestures to represent Moses 7:18. Let students know that they don't need a separate hand gesture for every word, and encourage them to use gestures that are in harmony with the sacred nature of the topic.

When students have finished, have them use their hand gestures to repeat the reference and key scripture phrase three times.

If there is time, consider inviting a few volunteers to share their hand gestures with the class.

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## Review the passage

Use the following doctrinal mastery review activity in a lesson that will be taught in the near future.

Provide students with copies of the following quiz, or display the quiz for students to see.

Give them time to match the key scripture phrases to their references by writing the correct letter in the blank. The correct answers are 1-e, 2-d, 3-b, 4-c, 5-a.

---

1 _____	“The Lord called his people Zion, because they were of one heart and one mind.”	A. Abraham 3:22–23
2 _____	“A man ... shall cleave unto his wife: and they shall be one.”	B. Moses 1:39
3 _____	“This is my work and my glory—to bring to pass the immortality and eternal life of man.”	C. Genesis 1:26–27
4 _____	“God created man in his own image.”	D. Genesis 2:24
5 _____	As spirits we “were organized before the world was.”	E. Moses 7:18

---

## Commentary and Background Information

### What is Zion?

There are numerous meanings for the word *Zion* in the scriptures. *Zion* can refer to the Lord’s covenant people who are “pure in heart” (Doctrine and Covenants 97:21), to the Church and its stakes (see Doctrine and Covenants 82:14), or to specific geographical locations, such as the latter-day New Jerusalem (see Articles of Faith 1:10). For more information about Zion, see “Zion” (Gospel Topics, [topics.ChurchofJesusChrist.org](https://www.churchofjesuschrist.org)).

### The building up of Zion

The Prophet Joseph Smith (1805–44) taught:

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The building up of Zion is a cause that has interested the people of God in every age; it is a theme upon which prophets, priests and kings have dwelt with peculiar delight; they have looked forward with joyful anticipation to the day in which we live; and fired with heavenly and joyful anticipations they have sung and written and prophesied of this our day; but they died without the sight; we are the favored people that God has made choice of to bring about the Latter-day glory. (*Teachings of Presidents of the Church: Joseph Smith* [2007], 186)

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### Becoming a people of Zion

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles taught:

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Zion is Zion because of the character, attributes, and faithfulness of her citizens. Remember, “the Lord called his people Zion, because they were of one heart and one mind, and dwelt in righteousness; and there was no poor among them”

(Moses 7:18). If we would establish Zion in our homes, branches, wards, and stakes, we must rise to this standard. It will be necessary (1) to become unified in one heart and one mind; (2) to become, individually and collectively, a holy people; and (3) to care for the poor and needy with such effectiveness that we eliminate poverty among us. We cannot wait until Zion comes for these things to happen—Zion will come only as they happen. (D. Todd Christofferson, “Come to Zion,” *Ensign or Liahona*, Nov. 2008, 38)

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# Doctrinal Mastery: Abraham 2:9–11

## The Abrahamic Covenant

*The Lord appeared to Abraham and explained the covenant He would make with him, which would come to be known as the Abrahamic covenant. As members of The Church of Jesus Christ of Latter-day Saints, we are heirs to the responsibilities and blessings of the Abrahamic covenant, and so we have a responsibility to bless all the nations of the earth with the gospel.*

---

### Possible Learning Activities

#### Know the doctrine

In 30 seconds, list as many words as you can that describe you. Next, circle three of the words that describe you best.

- How do these characteristics influence how you spend your time each day?

Elder David A. Bednar of the Quorum of the Twelve Apostles taught the following about our identity:

---

You may enjoy music, athletics, or be mechanically inclined, and someday you may work in a trade or a profession or in the arts. As important as such activities and occupations can be, they do not define who we are. First and foremost, we are spiritual beings. We are sons [and daughters] of God and the seed of Abraham. (David A. Bednar, “Becoming a Missionary,” *Ensign or Liahona*, Nov. 2005, 47)

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- How does knowing you are a son or daughter of God influence the way you spend your time each day?
- What do you know about Abraham and the covenant God made with him?

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If needed, help students understand that God blessed Abraham by making a covenant with him, which is known as the Abrahamic covenant. Members of the Church today are considered the seed of Abraham and are heirs to the blessings and responsibilities of the Abrahamic covenant.

Students will learn more details about this covenant in this lesson.

---

Read Abraham 2:9–11, looking for the blessings God promised Abraham as well as the responsibilities God expected both Abraham and his posterity to fulfill. It may be helpful to list these blessings and responsibilities in your study journal.

- How would you summarize the Abrahamic covenant in your own words?

---

If students need additional help to summarize the Abrahamic covenant, consider using the statement under the heading “What is the Abrahamic covenant?” in the “Commentary and Background Information” section. Alternatively, students could look up the definition in one of the scripture study helps, like the Guide to the Scriptures or the Bible Dictionary.

---

- What does this covenant teach you about Heavenly Father’s desires and love for His children?

Think back to the statement by Elder Bednar from the beginning of the lesson.

- Of all of the ways Elder Bednar could have described us, why do you think he included our identity as the “seed of Abraham” in his description?

Although God made His covenant with Abraham thousands of years ago, it was not completely fulfilled in ancient times.

Read 1 Nephi 15:18, looking for when the Lord will fulfill the Abrahamic covenant.

- What did you learn from this verse about your responsibility as the seed of Abraham?

One truth we learn from 1 Nephi 15:18 and Abraham 2:11 is: **As the seed of Abraham, we have a responsibility to minister to and bless all the families of the earth with the blessings of the gospel.**

- What are some of the ways you can help to fulfill these responsibilities?

One way we can help fulfill the Abrahamic covenant is by participating in the latter-day gathering of Israel. President Russell M. Nelson taught:

---

The Lord has commenced to gather Israel and fulfill covenants He made to Abraham, Isaac, and Jacob. We not only teach this doctrine, but we participate in it. We do so as we help to gather the elect of the Lord on both sides of the veil. (Russell M. Nelson, “The Gathering of Scattered Israel,” *Ensign or Liahona*, Nov. 2006, 80)

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- What are some of the ways we can help gather the Lord’s people on both sides of the veil?
- What blessings have you experienced through your efforts to participate in the gathering of Israel?

### Practice application

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Consider reviewing the principles of acquiring spiritual knowledge using the following activity. Invite students to first try to complete the activity without using the *Doctrinal Mastery Core Document*. If they need help, direct them to paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*. The correct answers are (1) a; (2) c; (3) b.

---

Try to answer the following questions without using paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*.

1. Which principle is described by this statement: “Remember that although Heavenly Father has revealed all that is necessary for our salvation, He has not yet revealed all truth”?
  - a. Act in faith.
  - b. Examine concepts and questions with an eternal perspective.
  - c. Seek further understanding through divinely appointed sources.
2. Which principle is described by this statement: “Sincere seekers of truth should be wary of unreliable sources of information”?
  - a. Act in faith.
  - b. Examine concepts and questions with an eternal perspective.
  - c. Seek further understanding through divinely appointed sources.
3. Which principle is described by this statement: “Seek the help of the Holy Ghost in order to see things as the Lord sees them”?
  - a. Act in faith.
  - b. Examine concepts and questions with an eternal perspective.
  - c. Seek further understanding through divinely appointed sources.

Consider the following scenario.

Adriana has been hearing a lot of teachings lately in which the youth of the Church are invited to help fulfill the Abrahamic covenant by participating in the gathering of Israel. This sounds exciting to her, but she doesn’t really know where to start. She also wonders if she will have enough time to do what is required of her with all the other things she has going on in her life.

Use the principles of acquiring spiritual knowledge and the doctrine taught in Abraham 2:9–11 to help guide Adriana through her situation.

### Seek further understanding through divinely appointed sources:

- Where could you find resources that would help Adriana know how to participate in the gathering of Israel?

---

Give students time to find resources that could help Adriana know how to participate in the gathering of Israel. Consider displaying or giving students a copy of the statements by President Nelson in the

“Commentary and Background Information” section under the heading “What can I do to help fulfill the Abrahamic covenant and participate in the gathering of Israel?”

It may also be beneficial to give students some time in class to study portions of President Nelson’s talk entitled “Hope of Israel” ([worldwide youth devotional, June 3, 2018], supplement to the *New Era* and *Ensign*, ChurchofJesusChrist.org). As students study, they could look for specific ways President Nelson taught the youth they can participate in the gathering of Israel.

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- What scriptures or statements by Church leaders did you find that would help Adriana know how to participate in the gathering of Israel?

### Examine concepts and questions with an eternal perspective:

Recall that Adriana wondered if she had enough time to participate in the gathering of Israel with everything else she had going on in her life.

- What do you understand about the Abrahamic covenant and the gathering of Israel that could help Adriana with this concern?
- How does the Savior feel about the gathering and those that participate in it? Why might this be helpful for Adriana to know?

### Act in faith:

After studying some of the resources you have shared with her, Adriana now has clearer vision of what she can do to participate in the gathering of Israel. One thing she feels prompted to do is invite some of her friends to attend church and Young Women activities, but she is not sure how they would respond.

- What advice would you give Adriana to help her act in faith?

### Memorize the reference and key scripture phrase

---

Show students pictures of the following: Abraham, youth sharing the gospel, and youth attending the temple. As students look at the pictures, invite them to recite the reference and key scripture phrase multiple times: Abraham 2:9–11: *The Lord promised Abraham that his seed would “bear this ministry and Priesthood unto all nations.”*

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### Review the passage

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Repeat the previous activity in a future lesson.

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## Commentary and Background Information

### What is the Abrahamic covenant?

The Gospel Topics entry entitled “Abrahamic Covenant” explains:

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Abraham made covenants with God when he received the gospel, when he was ordained a high priest, and when he entered into celestial marriage. In these covenants, God promised great blessings to Abraham and his family. These blessings, which extend to all of Abraham’s seed, are called the Abrahamic covenant.

Among the promises made to Abraham were the following:

- His posterity would be numerous (see Genesis 17:5–6; Abraham 2:9; 3:14).
- His seed, or descendants, would receive the gospel and bear the priesthood (see Abraham 2:9).

- Through the ministry of his seed, “all the families of the earth [would] be blessed, even with the blessings of the Gospel, which are the blessings of salvation, even of life eternal” (Abraham 2:11).

(“Abrahamic Covenant,” Gospel Topics, topics.ChurchofJesusChrist.org)

---

### **What can I do to help fulfill the Abrahamic covenant and participate in the gathering of Israel?**

President Nelson shared the following:

---

Every child of our Heavenly Father deserves the opportunity to *choose* to follow Jesus Christ, to accept and receive His gospel with all of its blessings—yes, all the blessings that God promised to the lineage of Abraham, Isaac, and Jacob, who, as you know, is also known as Israel.

My dear extraordinary youth, you were sent to earth at this precise time, the most crucial time in the history of the world, to help gather Israel. There is *nothing* happening on this earth right now that is more important than that. There is *nothing* of greater consequence. Absolutely *nothing*.

This gathering should mean *everything* to you. This *is* the mission for which you were sent to earth.

So my question to you is “Are you willing to enlist in the youth battalion of the Lord to help gather Israel?” ...

*Anytime* you do *anything* that helps *anyone*—on either side of the veil—take a step toward making covenants with God and receiving their essential baptismal and temple ordinances, you are helping to gather Israel. It is as simple as that. (Russell M. Nelson and Wendy Nelson, “Hope of Israel” [worldwide youth devotional, June 3, 2018], supplement to the *New Era* and *Ensign*, 11, 15, ChurchofJesusChrist.org)

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President Nelson also emphasized the role missionary work plays in fulfilling the Abrahamic covenant:

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Ours is the responsibility to help fulfill the Abrahamic covenant. Ours is the seed foreordained and prepared to bless all people of the world. That is why priesthood duty includes missionary work. After some 4,000 years of anticipation and preparation, this is the appointed day when the gospel is to be taken to the kindreds of the earth. This is the time of the promised gathering of Israel. And we get to participate! Isn’t that exciting? The Lord is counting on us and our sons—and He is profoundly grateful for our daughters—who worthily serve as missionaries in this great time of the gathering of Israel. (Russell M. Nelson, “Covenants,” *Ensign* or *Liahona*, Nov. 2011, 88)

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# Doctrinal Mastery: Genesis 39:9

## “How Then Can I Do This Great Wickedness?”

When tempted by Potiphar’s wife, Joseph resisted her and expressed the serious nature of sexual sin. His example illustrates the importance of obedience to the Lord’s law of chastity.

*Handling sensitive topics. This lesson will focus on obedience to the Lord’s law of chastity. Because it is helpful for parents and children to discuss sensitive matters together, consider informing parents of this lesson topic well in advance. This will give parents the opportunity to discuss these truths at home with their children either before or after this class.*

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## Possible Learning Activities

### Know the doctrine

Imagine if a friend were to ask you the following questions. Consider how confident you would feel in responding.

---

The following questions are intended to help students self-assess their understanding of the law of chastity. Consider writing the following questions on the board, but do not spend time discussing them at this point in the lesson.

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- What is the law of chastity?
- Why does God care if we are sexually pure?

The account of Joseph fleeing temptation from Potiphar’s wife in Genesis 39:1–12 illustrates the importance of obeying the Lord’s law of chastity.

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Display an image of Joseph with Potiphar’s wife. If students do not know what happened in this account, spend time reading Genesis 39:1–12 with students.

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- What do you remember from these verses about what Joseph did to resist temptation?

Read Genesis 39:9, looking for the question Joseph asked as he faced the temptation to commit sexual sin. If you have not already, consider marking this question in a distinctive way so it stands out from the rest of the verse.

One truth we can learn from Genesis 39:9 is that **sexual immorality is a sin against God**.

Sexual immorality refers to any inappropriate sexual activity and is sometimes referred to as breaking the law of chastity.

- In what ways do you see Satan trying to tempt youth and adults today to break or distort the Lord’s law of chastity?

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Be sure students have a copy of *For the Strength of Youth* (2011), which can be found in the Gospel Library app. Give them a few minutes to study the section entitled “Sexual Purity” either on their own or together as a class.

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To help you better understand the Lord’s law of chastity, study the section entitled “Sexual Purity” in *For the Strength of Youth* (2011). As you study, look for details that would help you answer the following questions, which appeared at the beginning of the lesson.

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When students have finished studying the section “Sexual Purity” in *For the Strength of Youth*, use the following questions to discuss what students learned and what questions they still have.

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- What is the law of chastity?
- Why does God care if we are sexually pure?
- What questions do you still have about the Lord's law of chastity?

---

If detailed questions arise, consider how best to help students find answers for themselves. Be prepared to direct students to their parents, Church leaders, or other helpful sources such as *True to the Faith: A Gospel Reference* (2004) or [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org). Some students may be guilty of committing sexual sin. Consider how to best address their needs in a sensitive way. Remind students that they can repent to receive forgiveness, find peace, and enjoy the full blessings of the gospel. The Savior can help—He is “mighty to save and to cleanse from all unrighteousness” (Alma 7:14).

---

Elder David A. Bednar of the Quorum of the Twelve Apostles spoke of the Savior's power to forgive. As you read the following statement by Elder Bednar, consider what might be most helpful to share with someone struggling with sexual sin.

---

Some of you who receive this message need to repent of sexual or other sins. The Savior is often referred to as the Great Physician. ... From the Atonement of the Savior flows the soothing salve that can heal our spiritual wounds and remove guilt. However, this salve can only be applied through the principles of faith in the Lord Jesus Christ, repentance, and consistent obedience. The results of sincere repentance are peace of conscience, comfort, and spiritual healing and renewal.

Your bishop or branch president is the spiritual physician's assistant who is authorized to help you repent and heal. (David A. Bednar, “We Believe in Being Chaste,” *Ensign* or *Liahona*, May 2013, 44)

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- What stands out to you from Elder Bednar's words?
- What would you want someone struggling with sexual sin to know and remember about the Savior?

## Practice application

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Take a moment to review the principles of acquiring spiritual knowledge with the students. One way to do this would be to invite a student to read a sentence from one of the principles of acquiring spiritual knowledge and ask the class to identify the correct principle. Repeat this activity several times with different students to help them become more familiar with each principle.

Distribute the following handout. Decide whether it would be best to work on this handout as a class or have students go through it on their own. If students do this on their own, take time to discuss their responses as a class after they have finished.

---

### Situation

“I hear youth my age talk about sharing nude (naked), immodest, or inappropriate pictures of themselves or others on their phones. I can tell they don't think it's a big deal. They feel it's just a normal part of relationships with others and it's just messing around.”

### Examine concepts and questions with an eternal perspective

- What are some incorrect assumptions people might have that could cause them to think this issue is not a big deal?
- How could understanding God's feelings about sexual purity influence the kind of media you view and share?

### Seek further understanding through divinely appointed sources

- What does Genesis 39:9 help you understand about why you should not view or share inappropriate media?
- What other divinely appointed sources could you use to find answers to other questions about the law of chastity?

**Act in faith**

- What might it look like to act in faith if you were asked to participate in sharing inappropriate pictures of yourself or others?
- If you were faced with this situation, what could you do to invite the Savior’s help and power into your life?

**Memorize the reference and key scripture phrase**

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The key scripture phrase for Genesis 39:9 is “How then can I do this great wickedness, and sin against God?”

Write the following on the board

Genesis \_\_:\_\_ How \_\_\_ can I \_\_\_ this great \_\_\_\_, and \_\_\_ against \_\_\_?

Invite students to fill in the blanks. Once they have done so, invite them to take turns repeating the phrase and the reference 5 times with a partner. After they each repeat it 5 times, erase the phrase and reference completely and have them repeat the exercise without being able to see the reference or phrase.

---

**Review the passage**

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Complete this review activity in a lesson in the near future.

Invite students to work with a partner using a fill-in-the-blank exercise. Give each student a note card or sticky note. Invite each student to write the reference and key phrase (Genesis 39:9: *How then can I do this great wickedness, and sin against God?*), excluding whatever words (and numbers from the reference) they choose. Then invite them to exchange cards/notes to see if they can remember and repeat the phrase and reference by using only that card/note.

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**Commentary and Background Information**

**Genesis 39:1–9. Satan’s temptations to break the law of chastity**

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In the world today, Satan has led many people to believe that sexual intimacy outside of marriage is acceptable. But in God’s sight, it is a serious sin. It is an abuse of the power He has given us to create life. The prophet Alma taught that sexual sins are more serious than any other sins except murder and denying the Holy Ghost (see Alma 39:3–5).

Sometimes people try to convince themselves that sexual relations outside of marriage are acceptable if the participants love one another. This is not true. Breaking the law of chastity and encouraging someone else to do so is not an expression of love. People who love each other will never endanger one another’s happiness and safety in exchange for temporary personal pleasure. (*True to the Faith: A Gospel Reference* [2004], 29)

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**Repentance from sin**

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles emphasized the cleansing that can come through sincere repentance.

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In such serious matters the path of repentance is not easily begun nor painlessly traveled. But the Savior of the world will walk that essential journey with you. He will strengthen you when you waver. He will be your light when it seems most dark. He will take your hand and be your hope when hope seems all you have left. His compassion and mercy, with all their cleansing and healing power, are freely given to all who truly wish complete forgiveness and will take the steps that lead to it. (Jeffrey R. Holland “Personal Purity,” *Ensign*, Nov. 1998, 78)

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## Supplemental Learning Activities

### The Savior can help us live the law of chastity

As our love for the Savior grows, our capacity increases to do what He would have us do and become what He would have us be. Study the following scripture references, looking for teachings that strengthen your understanding, desire, and commitment to live God’s laws, including the law of chastity.

Isaiah 41:10

1 Corinthians 10:13

Ether 12:27

---

To help students deepen their understanding, consider allowing them to answer the questions in small groups or pairs. Consider displaying these questions so students can refer back to them.

---

- What do you learn from these verses that you want to remember?
- What experiences have you had that give you strength to obey God’s laws?

### Video presentation—“I Choose to Be Pure”

Before or after the practice application activity, you may want to show the video “[I Choose to Be Pure](#)” (4:19). In this video, available on [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org), several teenagers of different faiths share their feelings about sexual purity.

[Translation: If this video does not exist in your language, please remove the previous paragraph and heading.]

# Doctrinal Mastery: Exodus 20:3–17

## The Ten Commandments

*On Mount Sinai, the Lord revealed the Ten Commandments to Moses and the children of Israel. The Lord's commandments provide us with direction and help us become more like Him.*

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## Possible Learning Activities

### Know the doctrine

The following parable told by President Dallin H. Oaks of the First Presidency can help us understand the desires Heavenly Father has for us, His children.

You may want to watch the video "[The Challenge to Become](#)," located on ChurchofJesusChrist.org, from time codes 2:44 to 3:38, or read the following statement:

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A wealthy father knew that if he were to bestow his wealth upon a child who had not yet developed the needed wisdom and stature, the inheritance would probably be wasted. The father said to his child:

"All that I have I desire to give you—not only my wealth, but also my position and standing among men. That which I have I can easily give you, but that which I am you must obtain for yourself. You will qualify for your inheritance by learning what I have learned and by living as I have lived. I will give you the laws and principles by which I have acquired my wisdom and stature. Follow my example, mastering as I have mastered, and you will become as I am, and all that I have will be yours." (Dallin H. Oaks, "The Challenge to Become," Ensign, Nov. 2000, 32)

---

- What do you think President Oaks is teaching about Heavenly Father with this parable?

Read paragraph 9.1 in the *Doctrinal Mastery Core Document*, looking for one of the ways God helps us to become like Him.

- How could knowing the Lord's purpose for commandments change the way you view them?

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Consider dividing students into small groups and having them list as many commandments as they can in one minute. Then invite them to switch lists with another group, and give them an additional 30 seconds to add to the list. Then return the list to the original group.

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Perhaps the most well-known example of commandments is the Ten Commandments, which are found in Exodus 20:3–17. The Lord revealed them to Moses and the children of Israel at Mount Sinai.

---

If students made a list of commandments, consider asking them to identify any of the commandments on their lists that are part of the Ten Commandments.

---

The Ten Commandments are found in Exodus 20:3–17.

Read paragraph 9.4 in the *Doctrinal Mastery Core Document*, looking for the purpose of the Ten Commandments.

You may want to mark the doctrinal statement "**the Ten Commandments are a vital part of the gospel and are eternal principles that are necessary for our exaltation.**" Exaltation is "the highest state of happiness and glory in the celestial kingdom" (Guide to the Scriptures, "Exaltation," scriptures.ChurchofJesusChrist.org).

With the purpose of the Ten Commandments in mind, read through Exodus 20:3–17 and consider how each of the Ten Commandments is designed to help us achieve the highest state of happiness and become like our Heavenly Father.

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Invite students to answer the following questions with one of the Ten Commandments in mind. They can use these questions to think about other commandments as well.

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- How would living this commandment help someone become like our Heavenly Father?

- When have you felt closer to or more like Heavenly Father and Jesus Christ because you obeyed this commandment?

## Practice application

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To help students review the principles of acquiring spiritual knowledge, consider writing *Act ...*, *Examine ...*, and *Seek ...* on the board. Invite students to complete the wording of each principle and summarize what each principle means using their own words.

Then share the following scenario with the class.

---

Joe has some friends who occasionally participate in behaviors that are against the commandments of God, such as using inappropriate language, disregarding the Sabbath day, and cheating on their homework. Joe likes his friends, but he has been feeling more uncomfortable around them lately because they seem less and less concerned about respecting Joe's standards while he is around them.

One day at lunch, Joe's friend Seth said he wanted Joe to look at something on his phone. Joe asked, "Is it the type of thing I would want to look at?"

Upon hearing Joe's response, Seth became angry and said, "I'm tired of you always being so judgmental of me and our other friends. Why are some of the things we do such a big deal to you? Do you really think God will love you any less if you have a little fun every once in a while?"

- What thoughts do you have about Joe's situation?

Think about how you can use the principles of acquiring spiritual knowledge and what you have studied about the commandments in this lesson to help Joe.

---

Consider displaying the questions Seth asked Joe in the scenario, along with the following discussion questions. Then invite the students to work together in pairs or small groups to answer the discussion questions.

As an alternative to the following discussion, consider inviting students to write a note to Seth from Joe's perspective. In the note, students could respond to Seth's concerns using each of the three principles of acquiring spiritual knowledge.

---

## Act in faith

- What might make it hard for Joe to do the right thing in this situation?
- What are some faithful actions Joe could take that would help him?

## Examine concepts and questions with an eternal perspective

- What do you know about the Lord and His plan that would make it worthwhile for Joe to remain true to his standards?

One thing that could help both Joe and his friends would be to identify false assumptions in the questions being asked and reframe the questions with the Lord's perspective in mind.

- What are some of the false assumptions in Seth's questions?
- Based on what you know about the Lord, how could you change Seth's questions to reflect a more accurate and eternal perspective?

## Seek further understanding through divinely appointed sources

Find scriptures or statements by Church leaders that Joe could use to help his friends better understand why he chooses to remain faithful to the Lord and His commandments.

Examples of scriptures you might consider using include Mosiah 2:41 and Alma 41:10.

- What did you find that would be helpful for Joe's situation?

---

When the students have finished their discussion, invite members of each group to share their insights and answers. Be sure to discuss insights related to each of the principles of acquiring spiritual knowledge as a class.

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### **Memorize the reference and key scripture phrase**

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Help students come up with a way to remember the reference and key scripture phrase for Exodus 20:3–17: *The Ten Commandments*.

Since this should not be difficult for students to remember, consider also using this time to review the references and key scripture phrases of some previously studied doctrinal mastery passages.

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### **Review the passage**

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Take time in an upcoming lesson to review this and other references and key scripture phrases from some of the Old Testament doctrinal mastery passages.

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Type equation here.

# Doctrinal Mastery: Joshua 24:15

## “Choose You This Day Whom Ye Will Serve”

After the Israelites obtained the land of Canaan, Joshua gathered them together and encouraged them to choose to remain faithful to the Lord in their new land. Heavenly Father has given us agency so we can act for ourselves and choose to serve Him.

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### Possible Learning Activities

#### Know the doctrine

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Invite a student to read the following statement. Then discuss the questions that follow:

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President Thomas S. Monson (1927–2018) related a story that illustrates the importance of considering where our choices lead us:

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In Lewis Carroll’s classic novel *Alice’s Adventures in Wonderland* ... [Alice] comes to a crossroads with two paths before her, each stretching onward but in opposite directions. As she contemplates which way to turn, she is confronted by the Cheshire Cat, of whom Alice asks, “Which path shall I follow?”

The cat answers, “That depends where you want to go. If you do not know where you want to go, it doesn’t matter which path you take” [adapted from Lewis Carrol, *Alice’s Adventures in Wonderland* [1898], 89].

Unlike Alice, we know where we want to go, and it does matter which way we go, for the path we follow in this life leads to our destination in the next life. (Thomas S. Monson, “Choices,” *Ensign or Liahona*, May 2016, 86)

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- What are some decisions we might make without thinking about where those decisions will lead us?

Think for a moment about where your current choices are leading you. As you study this lesson, look for truths that would help you make choices that lead to happiness.

At the end of the prophet Joshua’s life, he gathered the Israelites together to remind them of how the Lord had miraculously led them out of Egypt and blessed them to obtain the promised land of Canaan. The people who lived in Canaan before the Israelites obtained it engaged in many wicked practices, including worshipping false gods. Some of these people were the Amorites.

Read Joshua 24:15, looking for the choice Joshua invited his people to make.

- How does this verse relate to the statement you read by President Monson?
- What truths can you identify from the choice Joshua gave the Israelites as recorded in Joshua 24:15?

Among other truths, Joshua 24:15 teaches that **we can use our agency to choose whether or not to serve the Lord.**

---

For the following activity, consider dividing the class into pairs to read 2 Nephi 2:27 and the following statement by Elder Dale G. Renlund. Then invite students to discuss the questions that follow.

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Read 2 Nephi 2:27 and the following statement by Elder Dale G. Renlund of the Quorum of the Twelve Apostles, looking for why our choice to serve the Lord is necessary to fulfill Heavenly Father’s plan for us to become like Him.

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Our Heavenly Father’s goal in parenting is not to have His children *do* what is right; it is to have His children *choose* to do what is right and ultimately become like Him. (Dale G. Renlund, “Choose You This Day,” *Ensign or Liahona*, Nov. 2018, 104)

---

- What do you think the difference is between *doing* what is right and *choosing* to do what is right?



- Why is choosing to do what is right necessary in Heavenly Father’s plan for our exaltation?
- What are some examples of how the Lord has blessed you when you have chosen to do what is right?

## Practice application

In this practice application, you will have an opportunity to respond to a scenario using the doctrine you have studied in Joshua 24:15 as well as the principles of acquiring spiritual knowledge.

---

Consider inviting a student to read the scenario aloud to the class.

Adapt this scenario if it is not a good fit for your culture or the needs of your students. A possible alternative scenario and related questions can be found in the “Supplemental Learning Activity” section at the end of this lesson.

---

Kaylee and Amber have both made plans to move away from home after they finish high school in a few months. One day as they are discussing their future plans, Kaylee says, “I am so excited to move out of my parents’ house. They are always bothering me about everything from waking up on time to going to church on Sundays. It will be nice to finally be on my own so I can live my life however I want.”

Amber is also excited to have more independence, but she is grateful for the guidance her parents have given her. She is beginning to realize that both she and Kaylee will have many important decisions to make when they are on their own, and many of those decisions will have an impact on their futures and on their relationship with God.

---

Consider dividing the class into groups of three and providing each group with a copy of the following handout. Assign each member of the group to lead the discussion about one of the principles of acquiring spiritual knowledge by using the corresponding questions for each principle.

In the Act in Faith section, students might identify choices such as paying tithing, obeying the Word of Wisdom, keeping the Sabbath day holy, and studying the scriptures regularly.

---

Use the following questions to discuss how the principles of acquiring spiritual knowledge could guide both Kaylee and Amber in their decisions.

### Act in faith

- What are some examples of choices Kaylee and Amber will have to make when they move away from home that would impact their relationship with God?
- What could Kaylee and Amber begin doing now to prepare to make those choices?

### Examine concepts and questions with an eternal perspective

Focus on one of the choices you just identified.

- How could keeping an eternal perspective help guide Kaylee and Amber as they make this choice?
- What are some of the consequences, good or bad, that Kaylee and Amber might experience in the future based on the decisions they make?

### Seek further understanding through divinely appointed sources

- How could the scriptures and statements you have studied in this lesson help Kaylee and Amber make their decisions?
- What are some other divinely appointed sources Kaylee and Amber could study to receive guidance for their situations? (Take a moment to find one or more. If needed, you could study “Agency and Accountability” in *For the Strength of Youth* [2011], 2–3, or you could search for scriptures under the topic “Agency” in the Guide to the Scriptures or Topical Guide [scriptures.ChurchofJesusChrist.org].)

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When students have finished their discussions, invite volunteers to share their responses and insights.

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Invite students to consider what they learned that will help them use their agency to serve the Lord.

---

## Memorize the reference and key scripture phrase

The key scripture phrase for Joshua 24:15 is “choose you this day whom ye will serve.”

---

Before class, write the reference and words to the key scripture phrase on the board in a scrambled pattern. Invite students to write the phrase three times. The first time, they can see all the words. The second time, cover or erase half of the words. And the final time, invite them to do it without any word help.

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## Review activity

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Use the following review activity in a lesson that will be taught in the near future.

Write the following on the board: Joshua 24:\_\_\_ “Choose \_\_\_\_\_.”

---

Invite the students to fill in the blanks from memory.

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## Commentary and Background Information

### Joshua 24:15. Considering the impact of our choices.

President Dallin H. Oaks of the First Presidency taught about the importance of maintaining an eternal perspective when we are faced with choices:

---

The restored gospel of Jesus Christ encourages us to think about the future. It explains the purpose of mortal life and the reality of the life to follow. It teaches great ideas about the future to guide our actions today.

In contrast, we all know persons who are concerned only with the present: spend it today, enjoy it today, and take no thought for the future.

Our present and our future will be happier if we are always conscious of the future. As we make current decisions, we should always be asking, “Where will this lead?” (Dallin H. Oaks, “Where Will This Lead?” *Ensign* or *Liahona*, May 2019, 60)

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## Supplemental Learning Activity

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The following scenario could be used in place of the scenario in the lesson.

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You see that many of your peers and even some adults frequently play games or use social media on their phones during church classes and meetings. You begin to wonder, “Does it really matter how I use my phone at church, as long as I’m not doing anything *bad*?”

---

Divide the class into groups of three. Assign each member of the group to lead the discussion about one of the principles of acquiring spiritual knowledge by using the corresponding questions for each principle.

Display the questions so students can see them, or provide each group with these questions as a handout.

---

**Act in faith**

- What are some possible actions you could take to act in faith in this scenario?
- How can we use technology in a way that strengthens our ability to worship and serve the Lord?

**Examine concepts and questions with an eternal perspective**

- How does a correct understanding of Heavenly Father’s character and the plan of salvation help you make this choice?
- Why does it matter if you are distracted, by your phone or by something else, in settings intended for worship or gospel learning?

**Seek further understanding through divinely appointed sources**

- How could you use Joshua 24:15 in this scenario?
- How might humbly seeking personal revelation through the Holy Ghost help you in this situation?

## Doctrinal Mastery: Psalm 24:3–4

### “Who Shall Stand in His Holy Place?”

*Through the psalmist, the Lord taught us to become clean and pure in order to prepare to enter His temple and, eventually, His presence.*

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### Possible Learning Activities

#### Know the doctrine

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Consider asking students to share their answers to the following question with a partner so that everyone has a chance to respond.

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- When was the last time that you were very muddy or dirty?

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Consider displaying an image of a temple and briefly discussing the cleanliness and beauty of temples before asking the following question.

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Ponder why you would love to be in the Lord’s house. How would it feel to be there right now?

- How would you feel if you were invited to enter the temple while you were very muddy or dirty?

The book of Psalms is a collection of sacred songs, poems, and prayers. In addition to offering up praises to God, the text of many of the Psalms can provide insights into our relationship with God and how we can become closer to Him.

Read Psalm 24:3–4, looking for how the teachings in these verses relate to being in the temple. “The hill of the Lord” and “his holy place” (verse 3) can refer to both the temple and the presence of the Lord.

- What truths can we learn from Psalm 24:3–4?

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Students may use different words to express the following truth. If so, it may be helpful to use students’ wording instead of the lesson’s wording. Doing so will validate students and help them continue to connect with the truth.

---

One truth you may have identified from Psalm 24:3–4 is that **when we have clean hands and a pure heart, we can worship Heavenly Father and Jesus Christ in the temple and eventually dwell in Their presence.**

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Consider writing the truth on the board so that students can refer to it while completing the following activity.

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For the following activity, consider inviting students to work in pairs. Each student could write one definition and then share it with their partner. If students struggle writing a definition, provide assistance.

---

Imagine you are writing an entry in the Guide to the Scriptures for the phrases “clean hands” and “a pure heart.”

Write a one- or two-sentence definition for each phrase in your study journal. You may want to use scriptures to help with your definition. (For example, Mosiah 5:2 could be used to help define the meaning of “a pure heart.”)

- Why do you think clean hands and a pure heart are required to enter the temple and to dwell in the Lord’s presence?

Elder David A. Bednar of the Quorum of the Twelve Apostles explained how we can have clean hands and a pure heart.

You may want to watch the video “[Clean Hands and a Pure Heart](#),” located on ChurchofJesusChrist.org, from time code 7:48 to 8:54, or read the following statement:

---

Please notice that both clean hands and a pure heart are required to ascend into the hill of the Lord and to stand in His holy place.

Let me suggest that hands are made clean through the process of putting off the natural man and by overcoming sin and the evil influences in our lives through the Savior's Atonement. Hearts are purified as we receive His strengthening power to do good and become better. All of our worthy desires and good works, as necessary as they are, can never produce clean hands and a pure heart. It is the Atonement of Jesus Christ that provides both a *cleansing and redeeming power* that helps us to overcome sin and a *sanctifying and strengthening power* that helps us to become better than we ever could by relying only upon our own strength. (David A. Bednar, "Clean Hands and a Pure Heart," *Ensign or Liahona*, Nov. 2007, 82)

---

- From Elder Bednar's statement, what do you learn about the Savior's role in our having clean hands and a pure heart?

---

Consider displaying an image of the Savior as students write in their study journals.

---

- What would it be like to meet the Savior knowing that you are clean and pure like He is?
- How are you preparing to be clean and pure when you meet the Savior again?

### Practice application

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Review the principles of acquiring spiritual knowledge. If students need a reminder of the principles, direct them to paragraphs 5–12 of the "Acquiring Spiritual Knowledge" section of the *Doctrinal Mastery Core Document*.

---

- What are the principles of acquiring spiritual knowledge that we have discussed in seminary?
- What experiences have you had where one or more of these principles helped you?
- What did you learn about the principles of acquiring spiritual knowledge?

Consider how you can use what you have learned and apply your knowledge and experience with these principles in the following scenario:

Dillon is excited to go to the temple and is preparing for his temple recommend interview. As he reviews the questions before his interview, he pauses on one of them, realizing that he has not been living that standard. Dillon wants to attend the temple to feel closer to Christ but is unsure whether he should bring up the problem when he visits with his bishop.

**Segment 1.** This segment will focus on using divinely appointed sources.

Spend a few minutes looking for sources that you think might help Dillon. You could use the scriptures, the Gospel Library app, or ChurchofJesusChrist.org. Find something that could help Dillon understand why he needs to be clean and pure to enter the house of the Lord.

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While students are searching through divinely appointed sources, it may be helpful to give them assistance, suggestions, and praise.

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Share at least one scripture, statement, or other source you found that could help Dillon.

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After sufficient time, invite several students to share with the class the sources they found. Following each response, ask the other class members to discuss how they think that particular source could help Dillon.

---

**Segment 2.** This segment will focus on examining concepts and questions with an eternal perspective and acting in faith.

---

Encourage students to use what they learned from Psalm 24:3–4 and the divinely appointed sources they found as they discuss the following questions. Display these questions on the board.

---

- What are some eternal truths you know about Heavenly Father and Jesus Christ that could help Dillon prepare to enter the temple?
- How could you use these truths about Heavenly Father and Jesus Christ as well as Psalm 24:3–4 to invite Dillon to act in faith as he prepares to enter the temple?

### Memorize the reference and key scripture phrase

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Appealing to multiple senses can help students remember words and phrases more easily. Help students choose appropriate hand gestures or signs to remind them of the significant words in this doctrinal mastery key scripture phrase.

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Choose a few simple hand gestures or signs that would help you remember the key scripture phrase for Psalm 24:3–4: “Who shall stand in His holy place? He that hath clean hands and a pure heart.” Then practice reciting the doctrinal mastery passage and key scripture phrase by using only the hand gestures or signs.

### Review activity

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In a lesson in the near future, have students practice their hand gestures that remind them of the scripture reference and key scripture phrase.

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## Commentary and Background Information

### Worthiness to enter the temple

President Russell M. Nelson taught about being worthy to enter the temple:

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I would like to speak to our youth. We encourage you to qualify for limited-use temple recommends. You will be asked only those questions applicable to you in your preparation for the ordinances of proxy baptism and confirmation. We are very grateful for your worthiness and willingness to participate in that sacred temple work. We thank you!

Individual worthiness to enter the Lord’s house requires much individual spiritual preparation. But with the Lord’s help, nothing is impossible. In some respects, it is easier to build a temple than it is to build a people prepared for a temple. Individual worthiness requires a total conversion of mind and heart to be more like the Lord, to be an honest citizen, to be a better example, and to be a holier person. (Russell M. Nelson, “Closing Remarks,” *Ensign* or *Liahona*, Nov. 2019, 121–22)

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### What is the bishop’s role in helping members prepare to worthily attend the temple?

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The bishop has the responsibility of making inquiries into our personal worthiness. This interview is of great importance to you as a member of the Church, for it is an occasion to explore with an ordained servant of the Lord the pattern of your life. If anything is amiss [inappropriate or out of place] in your life, the bishop will be able to help you resolve it. Through this procedure, as you counsel with the common judge in Israel, you can declare or can be helped to establish your worthiness to enter the temple with the Lord’s approval. (*Preparing to Enter the Holy Temple* [booklet, 2002], 3)

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### How do we resolve our mistakes?

Elder C. Scott Grow of the Quorum of the Seventy spoke about how to determine when an act should be confessed to the bishop:

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Most of the mistakes people make can be resolved through personal prayer and sincere repentance. Some mistakes, especially those regarding immorality, require confession to the bishop before you can receive the Lord's forgiveness.

As you think about mistakes you have made, you may be feeling guilty, unsettled, unhappy, or even miserable. If you are experiencing any of those feelings, then you probably need to talk with your bishop about those mistakes. (C. Scott Grow, "Why and What Do I Need to Confess to My Bishop?" *New Era*, Oct. 2013, 29)

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### **What does the Lord require us to confess to a bishop as part of the repentance process?**

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Serious sins, such as moral transgressions, abuse of family members, affiliation with apostate groups or practices, or serious violations of the laws of the land, must be confessed to the bishop or branch president ... . If a person's conscience, which is the Light of Christ given to all people, raises a question in the person's mind about whether something should be discussed with the bishop or branch president, it should probably be discussed. (*Endowed from on High: Temple Preparation Seminar Teacher's Manual* [2003], 11)

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# Doctrinal Mastery: Proverbs 3:5–6

## “Trust in the Lord with All Thine Heart”

*The book of Proverbs is a collection of brief but wise statements that teach lessons about life and the gospel of Jesus Christ. One of the proverbs from the ancient Israelites urges us to trust in the Lord with all of our hearts.*

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### Possible Learning Activities

#### Know the doctrine

Imagine a child asks her parents lots of questions. Though her loving parents answer many of them, they only partially answer others, and they purposefully leave some of her questions unanswered for a time.

- What are some reasons why parents might choose not to immediately and completely answer all of their child’s questions?
- How might it bless a child not to receive an immediate answer?
- How might the child’s trust in her parents affect how the child reacts when they don’t tell her the answers immediately?

Similarly, we ask many questions of our Heavenly Father. Though He hears us and gives us assurances and hope, He might only partially answer some of our questions, and He might even leave some questions unanswered for a time.

President Dallin H. Oaks of the First Presidency suggested we do the following as we wait for answers to our questions:

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*First*, remember that God loves His children and will surely do what is best for each of us. *Second*, remember this familiar Bible teaching, which has been most helpful to me on a multitude of unanswered questions:

“Trust in the Lord with all thine heart; and lean not unto thine own understanding.

“In all thy ways acknowledge him, and he shall direct thy paths” (Proverbs 3:5–6). (Dallin H. Oaks, “Trust in the Lord,” *Ensign* or *Liahona*, Nov. 2019, 26)

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Take a moment to write down in your study journal an important question that you are seeking an answer to. As you continue your study, ponder how Proverbs 3:5–6 may help you answer your question.

Proverbs are a collection of wise sayings. Some proverbs are thought to be authored by King Solomon, but as a whole the book of Proverbs is considered to be a collection of wisdom from the ancient Israelites.

Read Proverbs 3:5–6, looking for what the Lord does if we trust in Him with all our hearts.

One principle we can learn from these verses is that **if we trust in the Lord with all our hearts, then He will direct our paths.**

Though the Lord might not answer every question we ask in our time and way, He promises to “direct [our] paths.” He will help us know what we should do in our individual situations as we trust in Him.

- What do you know about the Lord that helps you to trust in Him?
- How might remembering the attributes of the Lord that you just listed help you face difficult or unanswered questions?

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Invite students to think about the questions they are seeking an answer to as they complete the following activity. Students may benefit from answering the questions for the activity in their journal before discussing them as a class.

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- What is one way you could do each of the following?
  - Trust in the Lord with all your heart.



- Lean not to your own understanding.
- In all your ways acknowledge the Lord.
- How might the Lord direct your paths (or guide you) as you trust in Him?

## Practice application

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This practice application is intended to help students apply what they have learned about the principle of acquiring spiritual knowledge. As students work, observe how well they are implementing the principles they have learned in paragraphs 5–12 of the *Doctrinal Mastery Core Document*. Provide assistance where needed, but allow students to wrestle with the scenario and the principles so they can demonstrate what they know and also improve.

Share the following scenario.

---

Robert is struggling. His parents were married in the temple, but now they are getting divorced. Robert has always had a testimony of eternal families, but he wonders, “Will I be sealed to my parents in eternity?”

Pick one of the three principles of acquiring spiritual knowledge (Act in Faith; Examine Concepts and Questions with an Eternal Perspective; Seek Further Information through Divinely Appointed Sources). As you read the following statement from President Henry B. Eyring of the First Presidency, look for ways President Eyring applied the principle you chose to his own worries about his family being together forever:

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The Savior sent the Prophet Elijah to Joseph Smith to restore the keys of the priesthood (see Doctrine and Covenants 110). With those keys came the sealing power, offering God’s greatest gift to His children—eternal life in families bound together forever. ...

... For some, that eternal joy may seem a faint or even a fading hope. Parents, children, brothers, and sisters may have made choices that seem to disqualify them from eternal life. You may even wonder whether you have yet been qualified through the Atonement of Jesus Christ.

A prophet of God once offered me counsel that gives me peace. I was worried that the choices of others might make it impossible for our family to be together forever. He said, “You are worrying about the wrong problem. You just live worthy of the celestial kingdom, and the family arrangements will be more wonderful than you can imagine.”

To all of those whose personal experience or whose marriage and children—or absence thereof—cast a shadow over their hopes, I offer my witness: Heavenly Father knows and loves you as His spirit child. While you were with Him and His Beloved Son before this life, They placed in your heart the hope you have of eternal life. With the power of the Atonement of Jesus Christ working and with the Holy Spirit guiding, you can feel now and will feel in the world to come the family love your Father and His Beloved Son want so much for you to receive.

I testify that as you live worthy of the celestial kingdom, the prophetic promise that “family arrangements will be more wonderful than you can imagine” will be yours. (Henry B. Eyring, “The Hope of Eternal Family Love,” *Ensign* or *Liahona*, Aug. 2016, 4–5)

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- How does President Eyring’s statement illustrate the principles of acquiring spiritual knowledge?

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Help students discuss how Robert could practice using the principles of acquiring spiritual knowledge to answer his question. The following questions provide an example of what students might discuss.

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- What is one meaningful way Robert could practice the principle of acquiring spiritual knowledge that you chose?
- If Robert followed your suggestion, what difference do you think it would make in his life?

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Invite several students to share their answers. It is important for the class to share a variety of ideas so that they understand how to apply the principles of acquiring spiritual knowledge to this situation. Follow the promptings of the Holy Ghost as you listen and ask follow-up questions. Some possible follow-up questions include:

- How might Robert seek the Lord’s help as he tries to implement your suggestion?
  - What scriptures about God’s character could help Robert trust in the Lord in this situation?
  - Where could Robert turn to learn more about the Lord’s doctrine about eternal families?
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## Memorize the reference and key scripture phrase

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On the board, write the reference and key scripture phrase for Proverbs 3:4–5: *Trust in the Lord with all thine heart...and he shall direct thy paths*. Invite students to repeat the reference and key scripture phrase multiple times.

Divide the class in half. Assign the phrase “*Trust in the Lord with all thine heart*” to the first half of the class, and the phrase “*and he shall direct thy paths*” to the second half. Invite the students to repeat their assigned phrase in unison when you point to their half of the class.

After doing this a few times, erase the words on the board and repeat the activity.

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## Review the passage

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This could be done by repeating the activity above, or by inviting students to write the scripture reference and key scripture phrase (Proverbs 3:5–6: *Trust in the Lord with all thine heart...and he shall direct thy paths*.) multiple times in their study journal.

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## Commentary and Background Information

### A statement on children, sealings, and divorce

The August 2015 issue of the *New Era* includes a statement that helps answer the question “If my parents were sealed in the temple and then got divorced, which one am I sealed to?”

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For Latter-day Saint children of divorce, questions like this can add to the sadness and uncertainty that divorce brings. But here’s a fact you need to know: children can be sealed to only two parents. So if you were born to your parents after they were sealed in the temple (born in the covenant) or were sealed to them in the temple yourself, you are still sealed to them—both of them—even after a divorce. This is true even if your parents’ temple sealing to each other is canceled. The important thing to remember is that Heavenly Father loves all of you and wants the best for you, both now and in eternity. If you keep your covenants, your relationships in the next life will be fair and right. You can seek peace in these matters by praying and, if you feel you need extra support, by counseling with your bishop. (“To the Point,” *New Era*, Aug. 2015, 41)

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## Supplemental Learning Activities

### Trust in the Lord

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After students read Proverbs 3:5–6, the following video could be used to help students understand the bolded truth in the “Know the passage and doctrine” section of the lesson.

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Watch the video “[Trust in the Lord](#)” (3:30), from ChurchofJesusChrist.org. In this video, Sister Bonnie H. Cordon, Young Women General President, explained what it means to trust in the Lord and features youth sharing their thoughts and experiences.

[Translation: Please remove the previous two paragraphs and the header if this video does not exist in your language.]

### **An alternative practice application**

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If the following scenario would be more relevant to students, consider using it instead of the scenario found in the lesson.

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A young woman feels more attracted to other young women than she does to young men. She is confused by these feelings and is not certain what to do about them. She wonders what place she can have in the Church if she has feelings of same-sex attraction.

- How could the principles of acquiring spiritual knowledge and the truths found in Proverbs 3:5–6 help someone in this situation?

In her efforts to receive guidance and direction, the young woman searches for recent counsel from modern-day prophets and Church leaders on the Church’s same-sex attraction web page, ChurchofJesusChrist.org/topics/gay.

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Either select a few statements from this website or give students time to visit the website and find statements on their own. After giving students time to read a few of the statements, ask the following questions:

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- What did you learn from the statements you studied that could be helpful to the young woman in this scenario?
- How can acting in faith bring hope to someone who experiences same-sex attraction?
- In what ways can an eternal perspective help someone who experiences same-sex attraction feel that they belong in the Church?

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For an example of someone trying to live according to these principles, consider having students watch “[Laurie’s Story](#)” from 3:04 to 7:50 or “[Ricardo’s Story](#)” (7:14). Both videos are available on ChurchofJesusChrist.org/topics/gay.

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# Doctrinal Mastery: Isaiah 1:18

## Repentance through Jesus Christ

Isaiah taught about the Savior's ability to cleanse us of our sins through His Atonement. The Lord promised that if we repent, our sins that are "as scarlet ... shall be as white as snow" (Isaiah 1:18).

**The Atonement of Jesus Christ.** President Russell M. Nelson taught: "It is doctrinally incomplete to speak of the Lord's atoning sacrifice by shortcut phrases, such as 'the Atonement' or 'the enabling power of the Atonement' or 'applying the Atonement' or 'being strengthened by the Atonement.' ...

"There is no amorphous entity called 'the Atonement' upon which we may call for succor, healing, forgiveness, or power. ... The Savior's atoning sacrifice—the central act of all human history—is best understood and appreciated when we expressly and clearly connect it to Him" (Russell M. Nelson, "Drawing the Power of Jesus Christ into Our Lives," *Ensign or Liahona*, May 2017, 40).

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## Possible Learning Activities

### Know the doctrine

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Consider bringing a stained article of clothing or cloth to show the class.

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Think about times when you have spilled something on your clothing, causing it to become stained.

- How do you feel when this happens?
- How might our sins be like stains?

As you study today's lesson, seek the Spirit's guidance to help you know what the Lord would have you do when you feel stained by sin.

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Display the following images, and share the following explanation about the colors scarlet and crimson. It might also be useful to bring to class something that is bright red to show the students.

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These images represent the colors scarlet and crimson, which are bright red colors that come from certain dyes.

Sister Sharon Eubank of the General Relief Society Presidency shared how scarlet dye was used during Old Testament times:

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The scarlet dye of the Old Testament was not only colorful but also colorfast, meaning that its vivid color stuck to the wool and would not fade no matter how many times it was washed [see “Scarlet, Crimson, Snow, and Wool,” *Ensign*, Dec. 2016, 64–65]. (Sharon Eubank, “Christ: The Light that Shines in Darkness,” *Ensign* or *Liahona*, May 2019, 75)

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In Isaiah 1:18, the prophet Isaiah likened scarlet and crimson to the sins we commit.

- How might scarlet and crimson be effective symbols of our sins and the impact they can have on our spirits?

Isaiah used these symbols to teach a powerful message about the cleansing from sin that we can experience through the Savior’s atoning sacrifice.

Read Isaiah 1:18, looking for the Lord’s message taught by Isaiah.

- What stands out to you from this verse?

You may want to cross-reference Alma 5:27 and Mormon 9:6 with Isaiah 1:18 in your scriptures. Then read one or both of these verses, looking for the Savior’s role in cleansing us of our sins.

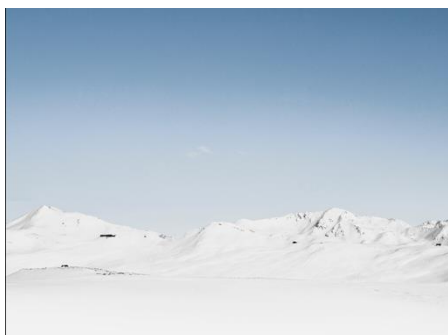
- What is a truth you learn from Isaiah 1:18 and these other scripture passages?

One truth we can learn from these verses is that **through His Atonement, Jesus Christ can cleanse us from our sins.**

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Consider displaying images of snow and of a lamb and asking the following questions to help students better understand the truths taught in Isaiah 1:18.

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- How are snow and wool appropriate symbols of what will happen to our sins if we repent?
- What are some reasons why people may not want to repent or think they cannot repent of their sins?

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Consider writing on the board students’ responses to the previous question and referring to these responses as the following question is discussed.

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- How could a greater understanding of Jesus Christ and the truths taught in Isaiah 1:18 help someone who may not want to repent or think they cannot repent of their sins?

## Practice application

Use the three principles of acquiring spiritual knowledge you have developed to evaluate the following scenario. If you need to review these principles, see paragraphs 5–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*.

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This activity is intended to allow students to practice using the principles of acquiring spiritual knowledge. Help students where needed, but also allow them opportunities to practice on their own or in small groups with other students.

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Share the following scenario with students, or invite a student to read it aloud to the class. If needed, adapt the scenario and the activity to better meet students' needs.

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Gwen feels discouraged by her sins. Although she tries to do what is right, recently she has fallen to temptation more frequently and has committed some sins that are more serious. In a moment of despair Gwen says, "The sins I have committed are so bad that God would never want me back. I don't think I could ever be clean again."

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Invite students to write a response to Gwen that would help her better understand the Savior's willingness and power to forgive her. Alternatively, if students have a friend or a family member in a similar circumstance to Gwen, they could write a note to that person instead.

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Display the following guidelines for students to consider as they write their responses.

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1. Suggest specific ways Gwen could act in faith and view her concern with an eternal perspective. It might be helpful to include suggestions of what Gwen could do to feel God's love for her.
2. Share one or more scripture passages or other divinely appointed sources that could give Gwen direction and comfort. Isaiah 1:18 and Doctrine and Covenants 58:42–43 might be good places to start. It might also be useful for you to search for terms such as "Repentance" and "Forgiveness" in the Topical Guide or Guide to the Scriptures or by using the keyword search feature in the Gospel Library app.
3. Share your testimony of Jesus Christ's power and willingness to forgive because of His atoning sacrifice.

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After students have finished, invite a few volunteers to share their responses with the class. It might also be helpful to ask students to share insights they gained as they pondered and studied, or experiences they have had that are not too personal to share.

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During this discussion, consider using some or all of the statements found in the "Commentary and Background Information" section.

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Jesus Christ makes it possible for us to be cleansed of our sins as we exercise faith in Him and repent. Ponder how you can better apply the principle of repentance in your own life. Consider recording your thoughts and impressions in your study journal.

If you would like to increase your understanding about how you can repent of your sins, consider studying the "Repentance" section in *For the Strength of Youth* (2011), 28–29).

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Testify of the Savior's power and willingness to forgive. Consider giving a few students an opportunity to share their testimonies of Jesus Christ as well.

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## Memorize the reference and key scripture phrase

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You can help students memorize the reference and key scripture phrase for Isaiah 1:18 by inviting them to do something like the following:

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Think of a memory aid for Isaiah 1:18 to help you remember the key scripture phrase: *Though your sins be as scarlet, they shall be as white as snow.*

When you have your memory aid figured out, consider sharing it with someone. You may also want to recite the reference and key scripture phrase throughout the day.

## Review the passage

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Do this activity as part of a lesson in the near future.

If students were asked to think of a memory aid to remember Isaiah 1:18 and the key scripture phrase, *Though your sins be as scarlet, they shall be as white as snow.*, consider the following review:

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- What is the reference to the key scripture phrase, *Though your sins be as scarlet, they shall be as white as snow*?
- What memory aid do you use to remember this?

If you do not have a memory aid for Isaiah 1:18, consider working with someone or coming up with one on your own.

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## Commentary and Background Information

### The Savior can forgive us of our sins

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles testified of the Savior’s power to forgive us of our sins.

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However late you think you are, however many chances you think you have missed, however many mistakes you feel you have made or talents you think you don’t have, or however far from home and family and God you feel you have traveled, I testify that you have *not* traveled beyond the reach of divine love. It is not possible for you to sink lower than the infinite light of Christ’s Atonement shines. (Jeffrey R. Holland, “The Laborers in the Vineyard,” *Ensign or Liahona*, May 2012, 33)

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Brother Tad R. Callister, former Sunday School General President, shared a misconception that some people have about the Savior’s Atonement.

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On occasion, I have met with good Saints who have had trouble forgiving themselves, who have innocently but incorrectly placed limits on the Savior’s redemptive powers. Unwittingly, they have converted an infinite Atonement to a finite one that somehow falls short of their particular sin or weakness. But it is an infinite Atonement because it encompasses and circumscribes every sin and weakness, as well as every abuse or pain caused by others. (Tad R. Callister, “The Atonement of Jesus Christ,” *Ensign or Liahona*, May 2019, 85–86)

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### Repentance is a blessing

President Russell M. Nelson spoke of the need for each of us to repent and the blessings we can receive from doing so.

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“Does *everyone* need to repent?” The answer is yes.

Too many people consider repentance as punishment—something to be avoided except in the most serious circumstances. But this feeling of being penalized is engendered by Satan. He tries to block us from looking to Jesus Christ [see Doctrine and Covenants 6:36], who stands with open arms [see Deuteronomy 26:8; 2 Nephi 1:15; Mormon 6:17; Doctrine and Covenants 6:20], hoping and willing to heal, forgive, cleanse, strengthen, purify, and sanctify us. ...

Whether you are diligently moving along the covenant path, have slipped or stepped from the covenant path, or can’t even see the path from where you are now, I plead with you to repent. Experience the strengthening power of daily repentance—of doing and being a little better each day.

When we choose to repent, we choose to change! We allow the Savior to transform us into the best version of ourselves. (Russell M. Nelson, “We Can Do Better and Be Better,” *Ensign or Liahona*, May 2019, 67)

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## Supplemental Learning Activity

## Alternative way to begin the lesson

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Consider using the following object lesson to begin the lesson.

Display a clean, clear glass with water in it. While students are watching, add one or two drops of red food coloring to the water, then ask the following question.

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- How is what happened to this water similar to what happens to our spirits when we sin?

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Add a capful (about 1 tablespoon, or 15 milliliters) of chlorine bleach to the glass of water, and stir it gently. Immediately the water will begin to lose the red tint. By the end of class the water should be as clear as it was before the food coloring was added. (Do not allow students to drink the water; it now contains poisonous chemicals.)

After the water loses its red tint, ask the following question.

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- How is the Atonement of our Savior Jesus Christ similar to the bleach?

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Give students sufficient time to ponder the following paragraph before continuing with the lesson.

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Think about any sins that you might currently be struggling with, or think about how you have felt when you have sinned in the past. As you study today's lesson, seek the Spirit's guidance to help you know what the Lord would have you do when you feel stained by sin.



# Doctrinal Mastery: Assessment Review

## Moses 1:39 through Isaiah 1:18

This doctrinal mastery assessment review is designed to help students review the 12 doctrinal mastery passages from Moses 1:39 to Isaiah 1:18. It is intended to assist in preparation for the upcoming doctrinal mastery assessment.

*Use this review and administer the doctrinal mastery assessment any time after teaching the Isaiah 1:18 doctrinal mastery lesson. The assessment will need to be given before students begin the second half of the course.*

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## Possible Learning Activities

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Inform students that this lesson experience will prepare them to be formally assessed on their understanding and application of the 12 doctrinal mastery passages studied during the first half of the course.

Consider the needs of your students and select the portions of this lesson that will best assist them in the areas where they may need the most help to prepare for the doctrinal mastery assessment.

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## The importance of doctrinal mastery

During this half of the course, you have had the opportunity to study 12 doctrinal mastery passages from Moses 1:39 to Isaiah 1:18. Have you ever paused to consider why we study doctrinal mastery passages in seminary?

- What are some of the benefits you see from the doctrinal mastery program?
- What opportunities have you had to apply what you have learned from doctrinal mastery?

In this lesson, you will review the doctrinal mastery passages you have learned during this half of the course. Use the following activities to help you prepare for the doctrinal mastery assessment.

## Review Activity 1: Scripture references and key scripture phrases

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The quizzes in Review Activities 1 and 2 are intended to help students review the references and key scripture phrases for the 12 doctrinal mastery passages from Moses 1:39 to Isaiah 1:18. Choose the quiz that will best meet the needs of your students.

Alternatively, it may be beneficial to use other methods to help students review these references and key scripture phrases. Some ideas include allowing students to quiz each other; stating the key scripture phrase or the reference aloud and allowing students to guess the corresponding reference or key scripture phrase; or using the idea found in the “Supplemental Learning Activities” section at the end of the lesson. Be sure to save time for the other review activities.

Display the following quiz or provide it for students as a handout.

---

Match the key scripture phrases to their references by writing the correct letter in each blank. After completing the quiz, if you would like more practice, consider using activities in the Doctrinal Mastery mobile app.

- \_\_\_ 1. The Ten Commandments.
- \_\_\_ 2. “This is my work and my glory—to bring to pass the immortality and eternal life of man.”
- \_\_\_ 3. “Choose you this day whom ye will serve.”
- \_\_\_ 4. “The Lord called his people Zion, because they were of one heart and one mind.”
- \_\_\_ 5. “God created man in his own image.”

- \_\_\_ 6. “How then can I do this great wickedness, and sin against God?”
- \_\_\_ 7. The Lord promised Abraham that his seed would “bear this ministry and Priesthood unto all nations.”
- \_\_\_ 8. As spirits we “were organized before the world was.”
- \_\_\_ 9. “Trust in the Lord with all thine heart ... and he shall direct thy paths.”
- \_\_\_ 10. “A man ... shall cleave unto his wife: and they shall be one.”
- \_\_\_ 11. “Though your sins be as scarlet, they shall be as white as snow.”
- \_\_\_ 12. “Who shall stand in his holy place? He that hath clean hands, and a pure heart.”

- a. Abraham 3:22–23
- b. Moses 1:39
- c. Genesis 1:26–27
- d. Genesis 2:24
- e. Moses 7:18
- f. Abraham 2:9–11
- g. Genesis 39:9
- h. Exodus 20:3–17
- i. Joshua 24:15
- j. Psalm 24:3–4
- k. Proverbs 3:5–6
- l. Isaiah 1:18

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Answer: 1-h, 2-b, 3-i, 4-e, 5-c, 6-g, 7-f, 8-a, 9-k, 10-d, 11-l, 12-j

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## Review Activity 2: Scripture references and key scripture phrases

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Display the following quiz or provide it for students as a handout.

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Fill in the blanks with the missing words and numbers from the key scripture phrases and references.

- |   |
|---|
| <p>1. “How then can I do this great _____, and sin against _____?” (Genesis ____:____).</p> <p>2. The Lord promised _____ that his seed would “bear this _____ and Priesthood unto all nations” (_____).</p> <p>3. ____ Ten _____ (see Exodus 20:3–17).</p> <p>4. “Who shall _____ in his holy place? He that hath clean _____, and a pure _____” (Psalm 24:3–4).</p> <p>5. “A man ... shall _____ unto his wife: and they shall be _____” (_____).</p> <p>6. “The Lord called his people _____, because they were of one _____ and one mind” (_____ 7:18).</p> |
|---|

7. As \_\_\_\_\_ we “were \_\_\_\_\_ before the world was” (Abraham 3:22–23).
8. “God \_\_\_\_\_ man in his own \_\_\_\_\_” (Genesis 1:26–27).
9. “This is my work and my \_\_\_\_\_—to bring to pass the immortality and \_\_\_\_\_ life of man” (\_\_\_\_\_).
10. “Choose you \_\_\_\_\_ day whom ye will \_\_\_\_\_” (\_\_\_\_\_ 24:15).
11. “Though your sins be as \_\_\_\_\_, they shall be as white as \_\_\_\_\_” (\_\_\_\_\_ 1:18).
12. “\_\_\_\_\_ in the Lord with all thine \_\_\_\_\_ ... and he shall \_\_\_\_\_ thy paths” (Proverbs 3:5–6).

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Answer: (1) wickedness, God, 39:9; (2) Abraham, ministry, Abraham 2:9–11; (3) The, Commandments; (4) stand, hands, heart; (5) cleave, one, Genesis 2:24; (6) Zion, heart, Moses; (7) spirits, organized; (8) created, image; (9) glory, eternal, Moses 1:39; (10) this, serve, Joshua; (11) scarlet, snow, Isaiah; (12) Trust, heart, direct.

After correcting the quiz, consider helping students study doctrinal mastery passages they are still not familiar with. Students may want to practice using the Doctrinal Mastery mobile app if available.

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### Review Activity 3: Demonstrate understanding of the doctrine

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The following activity will help students demonstrate understanding of doctrinal mastery passages by showing how the doctrine in the passages could be applied in real-life situations. Keep in mind that multiple doctrinal mastery passages could be applied to each scenario.

This activity may be done in groups, individually, or as a class, or consider a combination of all three. Encourage students to use their scriptures. Students could also come up with their own scenarios for the doctrinal mastery passages.

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For each of the following scenarios, select one or more doctrinal mastery passages that could apply to each situation, and explain why.

1. While talking with a group of your friends, one of them says, “I’ve noticed that getting married and having a family are important to you. Why is that?”
2. You have been asked to briefly explain teachings about Heavenly Father’s plan of salvation in a Sunday School lesson next week.
3. A younger sibling asks you, “How can we become like God?”
4. One of your friends who is a member of the Church asks, “Why is the law of chastity so important?”

### Review Activity 4: Apply the doctrine

---

The following activities are intended to help students practice using some of the principles of acquiring spiritual knowledge to apply the doctrine taught in the doctrinal mastery passages.

Consider displaying the principles of acquiring spiritual knowledge where students can refer to them as they go through these practice application scenarios or the ones students thought of.

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As part of the doctrinal mastery assessment, you will share how you have been able to apply the principles of acquiring spiritual knowledge to your life.

If needed, review paragraphs 5–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* to review the following principles: (1) “Act in faith,” (2) “Examine concepts and questions with an eternal perspective,” and (3) “Seek further understanding through divinely appointed sources.”

- Why do you think it can be helpful to use these principles when we seek answers to our questions or concerns?
- In what ways have you been able to use these principles in your own life?

You will also have an opportunity in the assessment to share a specific doctrinal mastery passage that is significant to you. To help you prepare for this, consider how you might respond to the following questions:

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Consider inviting the students to discuss their answers to the following questions with a partner or small group. It may be beneficial to give students time to think about their answers before they begin discussing.

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- What is a doctrinal mastery passage from the Old Testament or Pearl of Great Price that has been especially meaningful to you?
- Why is that passage significant to you?

### **Doctrinal Mastery Assessment Study Guide**

This study guide can help you prepare for the doctrinal mastery assessment.

#### **Old Testament Doctrinal Mastery Assessment 1 Study Guide**

##### **Memorize the reference and key scripture phrase**

Be familiar with the doctrinal mastery scripture references and key scripture phrases. You may want to use the Doctrinal Mastery mobile app to help you review.

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

Abraham 3:22–23—As spirits we “were organized before the world was.”

Genesis 1:26–27—“God created man in his own image.”

Genesis 2:24—“A man ... shall cleave unto his wife: and they shall be one.”

Moses 7:18—“The Lord called his people Zion, because they were of one heart and one mind.”

Abraham 2:9–11—The Lord promised Abraham that his seed would “bear this ministry and Priesthood unto all nations.”

Genesis 39:9—“How then can I do this great wickedness, and sin against God?”

Exodus 20:3–17—The Ten Commandments

Joshua 24:15—“Choose you this day whom ye will serve.”

Psalms 24:3–4—“Who shall stand in his holy place? He that hath clean hands, and a pure heart.”

Proverbs 3:5–6—“Trust in the Lord with all thine heart ... and he shall direct thy paths.”

Isaiah 1:18—“Though your sins be as scarlet, they shall be as white as snow.”

##### **Apply the doctrine to real-life situations**

- Use one or more doctrinal mastery scripture passages to respond to someone who asks, “What do the Old Testament and Pearl of Great Price teach about marriage and family?”
- If you were to teach someone about our Heavenly Father’s plan of salvation, what Old Testament or Pearl of Great Price doctrinal mastery passages could you use? How could you use these passages to explain the plan of salvation?

##### **Principles of acquiring spiritual knowledge**

Review paragraphs 5–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*.

- What are the three principles of acquiring spiritual knowledge?

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## Supplemental Learning Activities

### Word strip puzzle activity

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To help the students review scripture references and key scripture phrases, consider creating word strips for each of the 12 doctrinal mastery scripture passages. Depending on the needs of your students, this activity could be done in place of or in addition to Review Activities 1 and 2. Be sure to save time for the other review activities later in the lesson.

To create word strips, write (or have students write) the words and numbers of a scripture reference and key scripture phrase on a piece of paper. Then cut the paper into pieces so that there is only one word or number from the reference or key scripture phrase on each piece of paper. Mix up the paper strips, and challenge students to arrange them in the correct order.

It may be helpful to have word strips for the 12 doctrinal mastery passages placed on different desks throughout the classroom. Students could move from desk to desk and participate in arranging the paper strips in the correct order until they have successfully unscrambled all 12 doctrinal mastery passages.

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# Doctrinal Mastery: Assessment

## Moses 1:39 through Isaiah 1:18

Students have studied 12 doctrinal mastery passages during the first half of the Old Testament course. This assessment is designed to measure how well students understand these passages and can use them to help themselves and others in real-life situations.

*Administer this doctrinal mastery assessment any time after teaching the Isaiah 1:18 doctrinal mastery lesson. The assessment will need to be given before students begin the second half of the course.*

Distribute the following assessment, and invite students to complete it individually. If you do not have access to a printer, consider requesting copies from your coordinator ahead of time.

If desired, students may use their scriptures to complete the short-answer portion of this assessment.

## Doctrinal Mastery Assessment: Moses 1:39 through Isaiah 1:18

Questions 1–3. Match the key scripture phrases to their references by writing the correct letter in each blank. Please do not use your scriptures for this portion of the assessment.

- |  |                    |
|--|--------------------|
| ___ 1. “Though your sins be as scarlet, they shall be as white as snow.”               | a. Genesis 39:9    |
| ___ 2. “How then can I do this great wickedness, and sin against God?”                 | b. Moses 7:18      |
| ___ 3. “The Lord called his people Zion, because they were of one heart and one mind.” | c. Abraham 3:22–23 |
|  | d. Isaiah 1:18     |

Questions 4–7. Fill in the missing words and numbers of the doctrinal mastery key scripture phrases and their references. Please do not use your scriptures for this portion of the assessment.

4. As \_\_\_\_\_ we “were \_\_\_\_\_ before the world was.” (\_\_\_\_\_ 3:22–23)
5. “\_\_\_\_\_ in the Lord with all thine \_\_\_\_\_ ... and he shall \_\_\_\_\_ thy paths.” (Proverbs 3:5–6)
6. “This is my work and my \_\_\_\_\_—to bring to pass the immortality and \_\_\_\_\_ life of man.” (Moses \_\_: \_\_)
7. “God \_\_\_\_\_ man in his own \_\_\_\_\_.” (Genesis 1:26–27)

### You may use your scriptures for the remainder of the assessment.

Questions 8–10. Choose one or more of the 12 Old Testament doctrinal mastery passages you have studied from Moses 1:39 through Isaiah 1:18 to answer the following questions.

In your responses, give the scripture reference you chose and explain why you chose it.

8. What do the Old Testament and Pearl of Great Price teach about the Lord’s doctrine of marriage and family?
9. If you were given an opportunity to teach our Heavenly Father’s plan of salvation, which doctrinal mastery passages would you use? How would you use them?
10. Of the 12 doctrinal mastery passages you have studied so far, which one has impacted you the most? In what ways has this passage impacted you and your testimony of the Savior?

## Acquiring spiritual knowledge

11. What are the three principles of acquiring spiritual knowledge that you have studied in seminary?

12. Explain how you have applied or would like to apply one or more of the principles of acquiring spiritual knowledge in your life.

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Give students enough time to complete the assessment. After students have finished, review it as a class. Consider which parts of the assessment would allow students to benefit from discussing their answers in small groups, correcting their own work, or passing it to a classmate for them to correct.

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### Answer Key

1. d. Isaiah 1:18
2. a. Genesis 39:9
3. b. Moses 7:18
4. spirits, organized, Abraham
5. Trust, heart, direct
6. glory, eternal, 1:39
7. created, image
8. Many of the Old Testament doctrinal mastery passages teach about marriage and family. Students should be given credit if they listed one or more doctrinal mastery references and explained what they would teach about marriage and family. Students may have used passages such as Abraham 2:9–11; Genesis 1:26–27; Genesis 2:24; or Moses 1:39.
9. Multiple doctrinal mastery passages teach about our Heavenly Father’s plan of salvation. For example, students could have used Moses 1:39; Abraham 3:22–23; Genesis 1:26–27; or Joshua 24:15. Students’ answers should articulate how the passage they chose can be used to explain some part of our Heavenly Father’s plan of salvation.
10. Students should receive credit for this question if they selected any of the 12 doctrinal mastery passages they studied this semester and provided an explanation with their answer.
11. (1) “Act in faith,” (2) “Examine concepts and questions with an eternal perspective,” and (3) “Seek further understanding through divinely appointed sources.”
12. Students’ answers should demonstrate an understanding of one or more of the principles of acquiring spiritual knowledge. See paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*.

After reviewing and correcting students’ answers, invite students to ask any questions they may have. Review any parts of the assessment that may be helpful to them.

End with a testimony of the Savior and of the power of God’s word to lead us to Him. Students may also be invited to share their testimony.

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# Doctrinal Mastery: Isaiah 5:20

## “Woe unto Them That Call Evil Good, and Good Evil”

*Through the prophet Isaiah, the Lord condemned those who call evil good and good evil. We can discern between good and evil by relying upon the teachings of the Savior, the Holy Ghost, living prophets, and other divinely appointed sources.*

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### Possible Learning Activities

#### Know the doctrine

Elder David A. Bednar of the Quorum of the Twelve Apostles shared an experience he and his wife, Susan, had while observing two cheetahs in Africa.

You may want to watch the video [“Watchful unto Prayer Continually”](#) from time code 2:04 to 6:07, or read the following statement.

---

Susan and I spent almost two hours watching two cheetahs stalking a large group of topis, Africa’s most common and widespread antelopes. ...

While one cheetah sat upright in the grass and did not move, the other cheetah crouched low to the ground and slowly crept closer to the unsuspecting topis. Then the cheetah that had been sitting upright disappeared in the grass at exactly the same moment that the other cheetah sat upright. ... Patiently and steadily, the two cheetahs worked as a team to secure their next meal. ...

Then suddenly, as the cheetahs appeared to be within striking distance, the entire group of topis turned and ran away. ...

And what did the cheetahs do next? Without any delay, the two cheetahs resumed their alternating pattern of one cheetah crouching low and creeping forward while the other cheetah sat upright in the grass. The pattern of pursuit continued. They did not stop. They did not rest or take a break. ...

To me, cheetahs are sleek, alluring, and captivating creatures. A cheetah’s yellowish-tan to greyish-white coat with black spots acts as a beautiful disguise that makes these animals almost invisible as they stalk their prey in the African grasslands.

In a similar way, spiritually dangerous ideas and actions frequently can appear to be attractive, desirable, or pleasurable. Thus, in our contemporary world, each of us needs to be aware of beguiling bad that pretends to be good. (David A. Bednar, “Watchful unto Prayer Continually,” *Ensign or Liahona*, Nov. 2019, 32–33)

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- How would you summarize Elder Bednar’s teachings in one or two sentences?
- What are some current examples of “spiritually dangerous ideas and actions” that “can appear to be attractive, desirable, or pleasurable”?

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Consider listing students’ responses on the board. They may need help identifying examples, such as alcohol and drug abuse, same-sex marriage, abortion, and cultural traditions that are contrary to the teachings of Jesus Christ.

Consider inviting students to discuss the following question in pairs or small groups before reporting to the class.

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- How does the world make these ideas and actions seem attractive, desirable, or pleasurable?

Read Isaiah 5:20, looking for similarities between what Isaiah and Elder Bednar taught.

From your examples above and Isaiah 5:20, we know that we live in a time when many “call evil good, and good evil.”



Because Heavenly Father loves us and wants us to be able to discern between good and evil, He has prepared and provided many reliable sources of truth for us.

Read paragraphs 11 and 12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*, looking for some of those sources of truth. Consider marking the truth just mentioned as it appears in paragraph 12.

- What did you learn from these paragraphs that can help you discern good from evil in your search for truth?

## Practice application

Seeking further understanding through divinely appointed sources is one of the principles of acquiring spiritual knowledge. Briefly review the other two principles for acquiring spiritual knowledge: “Act in faith” and “Examine concepts and questions with an eternal perspective.” If you need help remembering what these principles mean, review paragraphs 4–10 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*.

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The following scenario involves the topic of abortion, but it could be modified or adapted to address another topic, as needed. For an example, see the alternate practice application activity in the “Supplemental Learning Activities” section of this lesson.

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Share the following scenario or invite a student to read it aloud to the class.

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Imagine the following scenario:

In one of Raquel’s classes at school, the topic of abortion was discussed. Raquel had always felt that abortion was wrong, so she was surprised to hear how many of her classmates seemed to be in favor of it. Raquel decided to do more research on the topic after school. She felt sad when she learned that tens of millions of people around the world choose to end their pregnancies with an abortion each year. As she continued her research, she read many perspectives that made it seem that abortion was something to be celebrated, while those who opposed it were labeled as closed-minded or out of touch. After her research, Raquel wondered, “Am I wrong to be opposed to abortion?”

- What initial thoughts do you have about Raquel’s question?

## Seek further understanding through divinely appointed sources

Raquel feels unsettled about some of what she learned about abortion. She feels the Spirit directing her to study what Church leaders have said about this topic rather than relying on worldly viewpoints.

- How can Raquel find teachings about abortion in her scriptures or the Gospel Library app?

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Consider giving students an opportunity to search their scriptures or the Gospel Library app to find a scripture or statement related to abortion. It may be helpful to invite a few students to share what they found.

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After students have finished, share the following statement. It might be useful to display this statement or help students find it in the Gospel Library app.

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As part of Raquel’s search for divinely appointed sources, she finds the following statement from the *General Handbook* of the Church:

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The Lord commanded, “Thou shalt not ... kill, nor do anything like unto it” (Doctrine and Covenants 59:6). The Church opposes elective abortion for personal or social convenience. Members must not submit to, perform, arrange for, pay for, consent to, or encourage an abortion. The only possible exceptions are when:

- Pregnancy resulted from forcible rape or incest.
- A competent physician determines that the life or health of the mother is in serious jeopardy.
- A competent physician determines that the fetus has severe defects that will not allow the baby to survive beyond birth.

Even these exceptions do not automatically justify abortion. Abortion is a most serious matter and should be considered only after the persons responsible have consulted with their bishops and received divine confirmation through prayer. (“Abortion,” *General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, 38.6.1, ChurchofJesusChrist.org)

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- What did you learn from this statement that could help answer Raquel’s question?

### Examine concepts and questions with an eternal perspective

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Consider inviting students to discuss the following questions with a partner or a small group.

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Help Raquel think about her question with an eternal perspective by answering the following questions.

- Why would it be helpful to keep an eternal perspective as you consider whether abortion is right or wrong?
- What do you know about Heavenly Father’s plan of salvation that could influence your thoughts and opinions about abortion?

### Act in faith

Raquel is grateful for the time she took to study some divinely appointed sources and think about her question with an eternal perspective. She now feels confident in her opinion about abortion, even though others may not agree with it. She recognizes that there may be opportunities in the near future for her to explain and defend her beliefs about abortion.

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As part of the discussion for the following questions, consider sharing some or all of the statements found in the “Commentary and Background Information” section at the end of the lesson.

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- What are some ways Raquel could act in faith when others question her beliefs about abortion or other topics?
- How can you know when acting in faith means speaking up for your beliefs or when acting in faith means remaining silent?

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Consider asking the students if they have remaining questions. Testify of the Lord’s love for them and all of His children. Consider also testifying of the blessings that come from seeking truth and guidance from divinely appointed sources.

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### Memorize the key scripture phrase

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Write the following scripture reference and key scripture phrase on the board: *Isaiah 5:20: “Woe unto them that call evil good, and good evil.”*

After repeating the key scripture phrase and scripture reference several times as a class, erase several words from the board to allow students to try to recite them from memory. Continue erasing words until students can recite the scripture reference and key scripture phrase without aid.

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### Review the passage

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Use the following activity to review the reference and key scripture phrase in another lesson in the near future.

Display the reference and key scripture phrase for Isaiah 5:20 with some words missing. Consider writing several versions, with different words missing for students to fill in. After students practice this a few times, invite them to try to write or recite the entire scripture reference and key scripture phrase from memory.

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## Commentary and Background Information

### Defending our beliefs

Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles taught about how we can react when our beliefs are challenged.

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With admiration and encouragement for everyone who will need to remain steadfast in these latter days, I say to all and especially the youth of the Church that if you haven't already, you will one day find yourself called upon to defend your faith or perhaps even endure some personal abuse simply because you are a member of The Church of Jesus Christ of Latter-day Saints. Such moments will require both courage and courtesy on your part. ...

Be strong. Live the gospel faithfully even if others around you don't live it at all. Defend your beliefs with courtesy and with compassion, but defend them. (Jeffrey R. Holland, "The Cost—and Blessings—of Discipleship," *Ensign or Liahona*, May 2014, 6, 9)

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### The Lord's teachings about abortion

President Russell M. Nelson shared teachings that can help us better understand the Lord's opposition to elective abortion.

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As sons and daughters of God, we cherish life as a gift from Him. His eternal plan provides opportunities for His children to obtain physical bodies, to gain earthly experiences, and to realize their divine destinies as heirs of eternal life. ...

... Abortion is a war on the defenseless and the voiceless. It is a war on the unborn. This war is being waged globally. Ironically, civilized societies that have generally placed safeguards on human life have now passed laws that sanction this practice.

This matters greatly to us because the Lord has repeatedly declared this divine imperative: "Thou shalt not kill" [Exodus 20:13]. Then He added, "Nor do anything like unto it [Doctrine and Covenants 59:6]. ...

Man-made rules have now legalized that which has been forbidden by God from the dawn of time! Human reasoning has twisted and transformed absolute truth into sound-bite slogans that promote a practice that is consummately wrong. (Russell M. Nelson, "Abortion: An Assault on the Defenseless," *Ensign*, Oct. 2008, 32–34)

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### What should I do when a topic is brought up at school that goes against gospel teachings, such as abortion?

The following segment from a *New Era* article offers helpful guidelines about when we should defend our beliefs and when we should remain silent.

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There are many ways to respond—or not—depending on the situation. First, think about what might happen if you do or don't say something. If your silence would cause others to think you agree with something you know to be wrong, you may want to find a simple way to make your disagreement known. If you think your comments would only cause contention, then you could find another occasion to comment. However, if your class is respectful to one another and the teacher is asking for participation, you could pray for inspiration and then explain your beliefs. ("Questions and Answers: What should I do when a topic is brought up at school that goes against gospel teachings, such as abortion?," *New Era*, Apr. 2014, 42)

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## Supplemental Learning Activities

### Alternative practice application activity

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Refer the students to the list of spiritually dangerous ideas or practices that was made on the board.

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Choose one of the spiritually dangerous ideas or practices discussed previously, and imagine that you have a friend who questions why the Church is opposed to that idea or practice.

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Help students use the principles of acquiring spiritual knowledge to address their friend's concern. To do this, consider using some or all of the following ideas and questions.

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### **Seek further understanding through divinely appointed sources**

Using your scriptures or the Gospel Library app, find a scripture or statement that helps bring understanding about the issue you chose.

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Allow students time and resources to search for clarifying information, but do not spend too much class time on this activity.

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Ask a few students to share what they found and how it clarifies the issue.

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- What did you find that clarifies the issue you chose?

### **Examine concepts and questions with an eternal perspective**

- Why would it be helpful to keep an eternal perspective as you consider this issue?
- What do you know about Heavenly Father's plan of salvation that could influence your thoughts and opinions about the issue you chose?

### **Act in faith**

- What are some ways you could act in faith when others question your beliefs about this or other topics?
- How could you encourage others to act in faith when they question your beliefs or the Church's stance on certain issues?

## Doctrinal Mastery: Isaiah 29:13–14

### “A Marvellous Work and a Wonder”

*The Lord prophesied of the latter-day Restoration of His gospel. Through the words of the prophet Isaiah, the Lord promised that this Restoration would be a marvelous work and a wonder.*

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### Possible Learning Activities

#### Know the doctrine

Imagine that you were alive in the early 1800s just before the Lord restored His gospel to the earth.

- What are some of the spiritual blessings you would have been missing from your life during that time?

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Elder Jeffrey R. Holland answered the previous question in his April 2020 general conference talk entitled “A Perfect Brightness of Hope.” Consider reading that talk in preparation for this lesson.

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Now imagine that you were blessed to receive the gospel shortly after the Restoration took place.

- What are a few words or phrases you might have used to describe the restored gospel of Jesus Christ after living for a period of your life without it?

Read Isaiah 29:13–14, looking for the words the Lord used through Isaiah to describe the Restoration thousands of years before it began.

- What truths can you identify from the Lord’s words about the Restoration of the gospel of Jesus Christ?

One truth we can learn from the Lord’s description in Isaiah 29:13–14 is that **the Restoration of the gospel of Jesus Christ is a marvelous work and a wonder.**

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Consider inviting the students to make a list in their study journals of their answers to the following question. If students need help thinking of examples, consider using some of the statements found in the “Commentary and Background Information” section at the end of this lesson.

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- What are some blessings Jesus Christ made available through the Restoration of His gospel? List at least three.
- Why might you describe these blessings as wonderful and marvelous?

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Allow students to explain what they wrote in their journals and how they feel these examples are part of God’s marvelous work and wonder.

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There are many ways that the Restoration is a marvelous work and a wonder. In this portion of the lesson, you will learn about one of these examples: the coming forth of the Book of Mormon.

President Russell M. Nelson shared some of the ways the coming forth of the Book of Mormon can be considered a marvelous work and a wonder:

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I am intrigued that Joseph Smith—an unschooled young man in rural America—could have translated [the Book of Mormon]. That unlikely scenario relates to Isaiah’s remarkable prophecy:

“I will proceed to do a marvellous work among this people, even a marvellous work and a wonder.” (Isa. 29:14.) ...

Truly, this latter-day work is precisely that. Think of the short time Joseph took to translate the Book of Mormon. Working from April to June of 1828, Joseph translated the 116 pages that Martin Harris later lost. Joseph began translating again on Tuesday, April 7, 1829, with Oliver Cowdery as scribe. The manuscript was completed eighty-five days later, on June 30 of that year. Of course, not all of that time was spent working on the translation. ... Conservatively estimated, this left sixty-five or fewer working days on which the prophet and his scribes translated this book, which contains 531 pages in its

current edition. ... That calculates to an average of eight pages per day. Consider this when you translate a book, or as you schedule your own reading of the Book of Mormon. (Russell M. Nelson, “A Treasured Testament,” *Ensign*, July 1993, 61–62)

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- How could the coming forth of the Book of Mormon be considered a marvelous work and a wonder?
- What experiences have you had in which studying the Book of Mormon and applying its teachings have helped you come closer to Jesus Christ?

## Practice application

In the following practice application, you will have an opportunity to respond to a scenario using principles for acquiring spiritual knowledge and the doctrine you have studied in this lesson. Recall that the principles for acquiring spiritual knowledge that we focus on in seminary are to:

- Act in faith.
- Examine concepts and questions with an eternal perspective.
- Seek further understanding through divinely appointed sources.

To review these principles, consider reading one or two sentences about each principle from paragraphs 4–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*.

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Use the following video and questions to help students practice applying the concepts they have studied in this lesson.

An alternative practice application idea is found in the “Supplemental Learning Activities” section at the end of the lesson.

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Watch the video “[Compelling Witness](#),” available on ChurchofJesusChrist.org, from time code 0:00 to 0:37.

[Translation: Timecodes may need to be adjusted. If this video does not exist in your language, replace the paragraph above and everything below until the “Memorize the reference and key scripture phrase” section with the alternative practice application activity found in “Supplemental Learning Activities.”]

- How do you think you might respond if someone told you the Book of Mormon is fictional or untrue?

One way we can examine our questions or concerns with an eternal perspective is to “view ideas based on the Lord’s standard of truth rather than accepting the world’s premises or assumptions” (*Doctrinal Mastery Core Document*, 4).

Continue watching the video “[Compelling Witness](#)” from time code 0:37 to 7:46. As you watch, look for worldly assumptions that are sometimes made about Joseph Smith and the Book of Mormon. Pay attention to how those worldly assumptions are addressed in the video.

- What are some examples of how the principles of acquiring spiritual knowledge were used in this video?
- What did you learn that strengthens your conviction that the Book of Mormon is the word of God rather than the work of a man?
- Why do you think prayerfully studying the Book of Mormon and applying its teachings is more effective than proving it is true with facts?

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Conclude this portion of the lesson by sharing your testimony about the Savior’s restored gospel, including the Book of Mormon and the Prophet Joseph Smith.

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## Memorize the reference and key scripture phrase

At the top of a piece of paper, write the reference and key scripture phrase: “Isaiah 29:13–14: *The Restoration of the gospel is ‘a marvellous work and a wonder.’*” Fold the top down so you can’t see what you wrote, and try to write it from memory. Get as much of it as you can, and then unfold the top and finish writing it. Fold the top again so both lines are covered, and try to write it again from memory. Repeat this five times or until you can write it completely from memory.

Fold up your paper and keep it in your study journal for a later review.

## Review the passage

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Review the reference and key scripture phrase for this doctrinal mastery passage in a lesson in the near future.

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Find the folded paper you used to memorize the reference and key scripture phrase for Isaiah 29:13–14. With the paper folded so you cannot see what you wrote before, try to write the reference and phrase from memory. If you cannot do it, unfold the paper and finish writing them. Continue folding and writing until you can do it all from memory.

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## Commentary and Background Information

### “A marvellous work and a wonder”

President Russell M. Nelson shared an important insight about the meaning of the phrase “a marvellous work and a wonder” (Isaiah 29:14):

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The Hebrew text of the Old Testament from which that phrase was translated uses the word *pele*, meaning “miracle.” Thus one could also accurately interpret “a marvellous work and a wonder” as a “miraculous miracle.” (Russell M. Nelson, “A Treasured Testament,” *Ensign*, July 1993, 61)

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### The Restoration of the gospel is a marvelous work that is ongoing

President Henry B. Eyring of the First Presidency shared the following experience about the inspired gradual and ongoing Restoration of the gospel of Jesus Christ.

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While I was serving in the Presiding Bishopric many years ago, I was charged with overseeing the design and development group that created what we named FamilySearch. ...

With prayer, diligence, and the personal sacrifice of people of great ability, the task was accomplished. It came step by step. The first task was to make FamilySearch user-friendly for those who were not comfortable with computers. More changes came, and I know they will continue to come, for whenever we proceed to resolve one inspired problem, we open the door for further revelation for advancements at least equally important but not yet seen. Even today, FamilySearch is becoming what the Lord needs for part of His Restoration—and not just for avoiding duplication of ordinances.

The Lord let us make improvements to help people gain feelings of familiarity and even love for their ancestors and complete their temple ordinances. Now, as the Lord surely knew would happen, young people are becoming computer mentors to their parents and ward members. All have found great joy in this service.

The spirit of Elijah is changing the hearts of young and old, children and parents, grandchildren and grandparents. ...

The Lord saw it all coming. He planned for it, step by step, as He has done with other changes in His Church. He has raised up and prepared faithful people who choose to do hard things well. He has always been lovingly patient in helping us learn “line upon line, precept upon precept, here a little and there a little” [2 Nephi 28:30]. He is firm in the timing and the sequence of His intentions, yet He ensures that sacrifice often brings continuing blessings that we did not foresee. (Henry B. Eyring, “He Goes before Us,” *Ensign or Liahona*, May 2020, 68)

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Elder David A. Bednar of the Quorum of the Twelve Apostles explained the miraculous work the Lord is doing through the rapid growth of temple building around the world and of the languages in which the endowment can be presented.

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Today in 2020, we have 168 operating temples. Forty-nine additional temples are under construction or have been announced. Houses of the Lord are being constructed on the “isles of the sea” [2 Nephi 29:7] and in countries and locations previously considered by many unlikely to warrant a temple.

The endowment ceremony currently is presented in 88 languages and will become available in many additional languages as temples are built to bless more of God’s children. In the next 15 years, the number of languages in which temple ordinances will be available likely will double. (David A. Bednar, “Let This House Be Built unto My Name,” *Ensign* or *Liahona*, May 2020, 86)

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## Supplemental Learning Activities

### The future blessings of the Restoration

In his general conference address during the bicentennial celebration of the First Vision, Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles expressed his gratitude for the great blessings that have come to him because of the Restoration. He also expressed his confidence in the future and the blessings we have yet to receive.

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I testify that the future is going to be as miracle-filled and bountifully blessed as the past has been. We have every reason to hope for blessings even greater than those we have already received because this is the work of Almighty God. (Jeffrey R. Holland, “A Perfect Brightness of Hope,” *Ensign* or *Liahona*, May 2020, 83–84)

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- What thoughts or feelings do you have about this testimony from Elder Holland about the future?

### Alternative practice application

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Consider using the following scenario as an alternative to the video in the lesson.

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You have been looking for opportunities to talk about the gospel of Jesus Christ. On the bus one morning, someone sits down next to you and asks you how you are doing. You put away your phone and return the stranger’s greeting by responding, “I am doing great! I was just reading the Book of Mormon. Have you read it?” The stranger’s response is quick and rather hurtful. “Oh, I know all about that book! I just cannot believe it came from God. Angels talking to a farm boy in the woods? Golden plates? I just cannot believe that God works that way.”

Write a response addressing the idea that the coming forth of the Book of Mormon sounds too unbelievable. As part of your response, consider answering each of the following questions:

- How could your understanding of Isaiah 29:13–14 and its key scripture phrase, *The Restoration of the gospel is “a marvellous work and a wonder,”* help you respond?
- How could an eternal perspective help in viewing the miraculous events surrounding the coming forth of the Book of Mormon?
- What could you invite your new friend to do to find out the truth about the Restoration of the gospel of Jesus Christ?



# Doctrinal Mastery: Isaiah 53:3–5

## “Surely [Jesus Christ] Hath Borne Our Griefs, and Carried Our Sorrows”

*Isaiah prophesied that Jesus Christ would suffer all things for us through His Atonement.*

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### Possible Learning Activities

#### Know the doctrine

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Consider either inviting a student to read the following scenario aloud or inviting two students as they enter class to prepare to briefly role-play it for the other students.

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You know your friend has been struggling with some difficult trials. When you ask him what you can do to help, he says, “Nothing.” As you begin to say, “I know what you’re going through, and I know how you feel,” he interrupts and says, “I know you mean well, but please stop. You do not understand what I’m going through or how I feel. No one does! I just have to deal with my problems myself.”

- What are reasons someone might respond the way your friend in the scenario did?
- Have you ever felt the way he did when you were going through something difficult?

Ponder for a moment how it could help to know that someone truly does understand how you feel and how to help you.

While it is true that no one on earth fully understands what someone else is going through, Jesus Christ does fully understand and can help us! Read Isaiah 53:3–5, looking for what gives the Savior the unique ability to understand and help us with what we experience in our lives.

- What truths did you learn about Jesus Christ and His Atonement?

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Students may use different words to express the following truth. If so, it may be helpful to continue referring to the truth in the way the students stated it. Doing so will provide validation for students and help them continue to connect with the truth.

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One truth you may have identified is that **as part of His Atonement, Jesus Christ suffered for our sins, sorrows, and griefs.**

Read the doctrinal mastery passage Alma 7:11–13, looking for what the Savior suffered as part of His Atonement.

Elder David A. Bednar of the Quorum of the Twelve Apostles testified about the Savior’s unique ability to help us because of what He experienced through His Atonement.

You may want to watch the video [“Bear Up Their Burdens with Ease”](#) (located at [ChurchofJesusChrist.org](#)) from time code 11:39 to 13:21, or read the statement below. As you do, look for things that you and your loved ones have endured that the Savior understands and can help with.

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The Savior has suffered not just for our sins and iniquities—but also for our physical pains and anguish, our weaknesses and shortcomings, our fears and frustrations, our disappointments and discouragement, our regrets and remorse, our despair and desperation, the injustices and inequities we experience, and the emotional distresses that beset us.

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There is no physical pain, no spiritual wound, no anguish of soul or heartache, no infirmity or weakness you or I ever confront in mortality that the Savior did not experience first. In a moment of weakness we may cry out, “No one knows what it is like. No one understands.” But the Son of God perfectly knows and understands, for He has felt and borne our individual burdens. And because of His infinite and eternal sacrifice (see Alma 34:14), He has perfect empathy and can extend to us His arm of mercy. He can reach out, touch, succor, heal, and strengthen us to be more than we could ever be and help us to do that which we could never do relying only upon our own power. (David A. Bednar, “Bear Up Their Burdens with Ease,” *Ensign or Liahona*, May 2014, 89–90)

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- What is one specific thing that you are grateful to know that the Savior understands and can heal? Why?

### **Practice application**

Remember that the principles for acquiring spiritual knowledge are (1) “Act in faith,” (2) “Examine concepts and questions with an eternal perspective,” and (3) “Seek further understanding through divinely appointed sources.” If you need help remembering what these three principles mean, review paragraphs 4–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*.

Choose one of the following two options to practice applying the truths taught in Isaiah 53:3–5 using principles of acquiring spiritual knowledge.

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Consider providing the following options as handouts for the students to choose from. Students could be allowed to choose to work individually or with a small group.

Another option is to briefly work through option 1 as a class and then invite students to work through the more personal option 2 individually.

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#### **Option 1—The scenario about your friend**

In the scenario at the beginning of the lesson, your friend said, “You do not understand what I’m going through or how I feel. No one does!”

- What have you learned about the Savior and His atoning sacrifice that might help your friend have a different perspective?
- Even if his circumstances do not change immediately, how could seeing them from this perspective be a blessing in his life?

Your friend in the scenario also said, “I just have to deal with my problems myself.”

- What could he do to act in faith and receive the Savior’s help with his problems?
- Who has been a great example to you of choosing to act with faith in Christ as they have passed through difficult things? What have you seen them do to act in faith?

Find another scripture or a statement by a Church leader about the Atonement of Jesus Christ that could help your friend.

#### **Option 2—Your own life**

Write in your study journal a trial you have experienced that you feel no one else on earth may fully understand.

- What are some false ideas about God that you might feel tempted to believe? (For example, someone who has experienced a long-term sickness might be tempted to wonder if God is aware of them.)

Answer the following in your study journal:

- What do you already know about Heavenly Father and His plan that helps correct that false idea?
- What have you learned about Jesus Christ and His Atonement that helps correct that false idea?

Spend a few minutes searching the scriptures, general conference talks, and other divinely appointed sources for more truths that help correct that false idea.

- From what you learned about Jesus Christ and His Atonement, how do you believe Heavenly Father would have you act in faith in your circumstances?

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Invite students who feel comfortable to share with the class what they learned in this exercise.

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- What did you learn and feel about Jesus Christ during this lesson?

### **Memorize the reference and key scripture phrase**

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Write the words of the key scripture phrase for Isaiah 53:3–5 on the board in a scrambled order, similar to the following: *griefs surely sorrows and hath our carried [Jesus Christ] our borne.*

Invite a student to write the words in the correct order along with the correct scripture reference, and have the class help. Then invite students to individually work on memorization.

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## Review the passage

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Complete the following review activity in a lesson that will be taught in the near future:

Invite students to briefly review the key scripture phrase and reference for Isaiah 53:3–5: *“Surely [Jesus Christ] hath borne our griefs, and carried our sorrows.”* Do this by showing a picture of Jesus Christ in Gethsemane and inviting students to repeat the reference and key scripture phrase in their minds or in their study journals.

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## Commentary and Background Information

### Isaiah 53:3. “He is despised and rejected of men”

The Savior was despised and rejected in many ways. People in His hometown didn’t believe He was the Messiah and tried to kill Him for blasphemy (see Luke 4:16–30). Many of the Jews, His countrymen, rejected Him (John 1:11). An Apostle betrayed Him (see Luke 22:48). His enemies demanded His crucifixion (see Matthew 27:22–23).

### Isaiah 53:5. “The chastisement of our peace was upon him; and with his stripes we are healed”

The phrase “the chastisement of our peace was upon him” means that Jesus Christ suffered the penalty for our sins.

The phrase “with his stripes we are healed” can refer to the wounds left on the Savior’s body when He was scourged, or whipped (see John 19:1). The word “stripes” can also refer to all His suffering that made it possible for us to be healed from our sins and from the consequences of the Fall of Adam and Eve, including spiritual and physical death.

### Jesus Christ understands and can heal

Sister Jean B. Bingham, Relief Society General President taught:

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As you study Christ’s life and teachings in a myriad of ways, your faith in Him will increase. You will come to know that He loves you individually and understands you perfectly. In His 33 years of mortality, He suffered rejection; persecution; bodily hunger, thirst, and fatigue; loneliness; verbal and physical abuse; and finally, an excruciating death at the hands of sinful men. In the Garden of Gethsemane and on the cross of Calvary, He felt all of *our* pains, afflictions, temptations, sicknesses, and infirmities.

No matter what we have suffered, He is the source of *healing*. Those who have experienced any manner of abuse, devastating loss, chronic illness or disabling affliction, untrue accusations, vicious persecution, or spiritual damage from sin or misunderstandings can all be made whole by the Redeemer of the world. However, He will not enter without invitation. We must come unto Him and allow Him to work His miracles. (Jean B. Bingham, “That Your Joy Might Be Full,” *Ensign* or *Liahona*, Nov. 2017, 86)

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## Supplemental Learning Activities

“Where can I turn for peace? ... He, only One”

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The following suggestion could be used in multiple places in this lesson. One place is right after introducing the scenario at the beginning of the lesson and before reading Isaiah 53:3–5. This may help students see that Jesus Christ is the one they can turn to, as taught in this passage.

Consider either inviting students to sing the hymn “Where Can I Turn for Peace?” (*Hymns*, no. 129) or, if available, allowing them to listen to a recording of a choir singing it as students follow along with the lyrics.

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As you read the lyrics or listen to the hymn “Where Can I Turn for Peace?” (*Hymns*, no. 129), ponder if you know anyone (including yourself) who has wondered who they could turn to for help as they go through difficulties. Be mindful of thoughts and feelings you may receive from the Holy Ghost as you read or listen.

Read Isaiah 53:3–5, looking for why Jesus Christ is the “only One” who can fully understand how to help us in our individual circumstances.

# Doctrinal Mastery: Isaiah 58:6–7

## The Blessings of a Proper Fast

Isaiah proclaimed the Israelites' sins and hypocrisy, emphasizing their disobedience to the Lord's law of the fast. He corrected their false worship, and he taught about some purposes of fasting and about specific blessings that come through a sincere fast.

### Possible Learning Activities

#### Know the doctrine

Consider displaying the following scenario to help students assess their knowledge of the Lord's law of the fast. If needed, refer students to "Fast, Fasting" in the Guide to the Scriptures or "Fasting and Fast Offerings" in *True to the Faith: A Gospel Reference* ([2004], 66–69).

Two students could be asked to role-play the scenario in front of the class. Alternatively, students could be grouped in pairs to role-play, allowing for more to actively participate. Regardless of which method you use, help all students reflect on their understanding of, experiences with, and questions about fasting.

Imagine you have a friend not of your faith staying with you over the first weekend of the month. At dinner, the topic of the upcoming fast Sunday is brought up, and your family discusses ideas or needs they are aware of to include in their fast. After the meal, your friend asks you about fasting, wondering what it is, why people fast, and how often they have to do it.

- How would you respond to your friend?

Reflect on your experiences with fasting and any questions you might have about the Lord's law of the fast. Seek inspiration from the Holy Ghost as you study this lesson for answers.

The prophet Isaiah taught about some of the purposes of fasting and some specific blessings that come through a sincere fast. Read Isaiah 58:6–7, looking for Isaiah's teachings about the blessings and purpose of fasting. Consider marking this doctrinal mastery passage in a distinctive way so you can locate it easily.

- What stands out to you from Isaiah's teachings about fasting?

In the following table are phrases Isaiah used to explain the blessings and purposes of fasting. Choose one of these phrases to study that you would like to understand better. Look up any words you may not know, and consider reading the cross-references listed. Then practice writing this specific blessing or purpose of fasting in your own words.

Consider displaying the following chart or creating it as a handout for students. Additional helps are available in the "Commentary and Background Information" section.

Blessings and Purposes of Fasting from Isaiah 58:6–7	How would you explain this in your own words?
<i>"loose the bands of wickedness"</i> (see also 2 Nephi 1:13)	
<i>"undo the heavy burdens, ... that ye break every yoke"</i> (see also Mosiah 23:12–13)	

<p><b><i>“let the oppressed go free”</i></b>  <b>(see also Mosiah 27:28–29)</b></p>	
<p><b><i>“deal thy bread to the hungry, and that thou bring the poor that are cast out to thy house ... that thou cover [the naked]; and ... hide not thyself from thine own flesh”</i></b>  <b>(see also Malachi 3:8, 10; Alma 34:28; Doctrine and Covenants 104:18)</b></p>	

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Allow students to teach each other by sharing what they learned. Consider inviting them to make notes in their scripture margins or electronically in the Gospel Library app to clarify these phrases from Isaiah 58:6–7.

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- What principle can we learn from Isaiah’s teachings in your own words?

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One way students might state this principle in their own words is **fasting helps us repent and be forgiven of our sins and provides food and clothing for the hungry and the naked.**

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- In what ways do you think the Lord’s law of fasting can teach us about Heavenly Father and Jesus Christ or bring us closer to Them?
- How is our fasting for others similar to what the Savior does for us? How might fasting consistently help us become more like Him?

### Practice application

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Review the principles of acquiring spiritual knowledge by inviting students to select one of the specific principles to study: “Act in faith,” “Examine concepts and questions with an eternal perspective,” or “Seek further understanding through divinely appointed sources.” Have them review their chosen principle in the *Doctrinal Mastery Core Document* and then draw or create a picture using symbols that could be used to explain to someone what that principle is. Help students use their time wisely by giving them a time limit to study and prepare their visual representation.

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Invite a few students to share their visual and explain how it represents their chosen principle.

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Imagine yourself as Sierra in the following situation:

Sierra was recently encouraged by her parents to start obeying the law of the fast by going without food or drink for two meals. Sierra believes in the principle of fasting but has some major reservations about it because she feels that it would be too difficult for her.

#### Act in faith

- If you were Sierra, what actions might you take to show the Lord you are acting in faith to overcome your concern?

#### Examine concepts and questions with an eternal perspective

- What do you know about the blessings and purposes the Lord gives for His law of the fast? How might understanding His purposes help you in this situation?
- How might the truths taught in Isaiah 58:6–7 help you see fasting the way the Lord sees it?

#### Seek further understanding through divinely appointed sources

In addition to Isaiah 58:6–7, consider additional divinely appointed sources that might help you in this situation. Use one of these resources to seek for help, considering how you might apply what you find.

- What additional divinely appointed sources did you use?
- What did you learn from these sources that might help you in your situation?

### Memorize the reference and key scripture phrase

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Write the reference and words for the key scripture phrase—*Isaiah 58:6–7: The blessings of a proper fast*—on the board in a scrambled order. Invite a student to write the words in the correct order along with the correct scripture reference, and have the class help. Then invite students to individually work on memorization.

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### Review the passage

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Have students review this reference and key scripture phrase in a lesson in the near future. Here is one possible way to do this:

Display the reference and key scripture phrase for Isaiah 58:6–7 with some words missing, similar to the following:

Isaiah \_\_: \_\_–\_\_ The \_\_\_\_\_ of a proper \_\_\_\_\_

Consider writing more than one version of this, with different words missing for students to fill in. After students have practiced this a few times, invite them to try to write or recite the entire scripture reference and key scripture phrase completely from memory.

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## Commentary and Background Information

### What are fast offerings?

Elder L. Tom Perry (1922–2015) of the Quorum of the Twelve Apostles taught about fasting and fast offerings:

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The longer I live, the more impressed I am with the Lord’s system of caring for the poor and needy. Surely no man would think of such a simple yet profound way of satisfying human needs—to grow spiritually and temporally through periodic fasting and then donating the amount saved from refraining from partaking of those meals to the bishop to be used to administer to the needs of the poor, the ill, the downtrodden, who need help and support to make their way through life. (L. Tom Perry, “The Law of the Fast,” *Ensign*, May 1986, 31)

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### Where can I learn more about fasting and fast offerings?

To find additional scripture helps, testimonies of individuals, and prophetic commentary, consider the following resources, all available on [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org).

- [“Fasting and Fast Offerings”](#) in *True to the Faith*.
- [“Tithes and Offerings”](#) in *For the Strength of Youth* (booklet, 2011)
- [“Fasting and Fast Offerings”](#) in **Gospel Topics**





# Doctrinal Mastery: Isaiah 58:13–14

## The Sabbath Day

Through the prophet Isaiah, the Lord emphasized the importance of the Sabbath day and He promised blessings to those who honor Him on His day.

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### Possible Learning Activities

#### Know the doctrine

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Write the word *Sabbath* on the board.

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Imagine it's Saturday night. On a scale of 1 to 10, how excited are you that tomorrow is the Sabbath? (1 means not excited at all, and 10 means you are really looking forward to it.) Record your response in your study journal. Explain in your response why you chose the number you did.

Isaiah 58:13–14 is a doctrinal mastery passage about the importance and blessings of keeping the Sabbath day holy. As you study, pay attention to promptings from the Holy Ghost that can help you find joy in properly observing the Sabbath.

Read and mark Isaiah 58:13–14. As you read, look for the Lord's instruction about the Sabbath day and the blessings promised to those who keep it holy.

- What are some specific words or phrases that stand out to you from these verses?
- What do these verses teach you about the Lord and His desire to bless you?

One of the truths we can learn from Isaiah's teachings in these verses is that **if we honor the Lord on the Sabbath rather than seeking after our own pleasures, we will find delight in the Lord.**

President Russell M. Nelson said the following about Isaiah's teachings:

---

I am intrigued by the words of Isaiah, who called the Sabbath "a delight" [Isaiah 58:13]. Yet I wonder, is the Sabbath really a delight for you and for me? ...

How can you ensure that your behavior on the Sabbath will lead to joy and rejoicing? In addition to your going to church, partaking of the sacrament, and being diligent in your specific call to serve, what other activities would help to make the Sabbath a delight for you? (Russell M. Nelson, "The Sabbath Is a Delight," *Ensign* or *Liahona*, May 2015, 129–30)

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Consider writing students' answers to the following question on the board. It may also be helpful to use additional portions from President Nelson's talk in this lesson.

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- How might you respond to President Nelson's questions about making the Sabbath a delight?

Take some time to study the topic entitled "Sabbath Day Observance" in *For the Strength of Youth* ([booklet, 2011], 30–31), which is available on the Gospel Library app. As you study, look for some of the many things you can do to honor God on the Sabbath day and for some of the blessings promised for keeping the Sabbath day holy.

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After students have read the section, ask them to share what they learned.

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- What experiences have you had when the Sabbath day was a delight for you? Why do you think this was so?

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Invite students to ponder what they may need to change or do better so they can experience more joy from serving the Lord on the Sabbath day. Testify of the blessings of keeping the Sabbath day holy, and encourage students to act on any promptings they receive about how they can better honor God on the Sabbath.

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## Practice application

Take a moment to review the principles of acquiring spiritual knowledge in paragraphs 4–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*. Find one sentence for each principle of acquiring spiritual knowledge that would be good to remember when you experience questions and concerns.

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Invite a few students to share one of the sentences they found and to explain why they think it is important. Then share the following scenario with the class.

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Consider the following scenario:

Your brother comes to you with a concern about the commandment to keep the Sabbath day holy. He is frustrated with your parents because he doesn’t want to participate in some of the Sabbath-day activities they have planned. He says, “The way we’re supposed to spend Sundays is so boring and feels like a waste of time. Don’t you think our weekends would be so much better if we didn’t have to worry about keeping the Sabbath day holy?”

- What are some reasons your brother might be frustrated with this commandment?

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Consider displaying the following questions under their corresponding heading. These questions could be discussed as a class or in small groups.

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Use the principles of acquiring spiritual knowledge to help your brother with his concerns. The following questions can guide you:

### Examine concepts and questions with an eternal perspective

- Based on his comments, what are some things your brother might not yet understand about the Sabbath day?
- What would you want Him to know about the Lord and His purposes for giving us the Sabbath day?

### Seek further understanding through divinely appointed sources

- What are some specific teachings from Isaiah 58:13–14 that could help address your brother’s concerns? Explain your answer.
- What are some other scriptures or statements from Church leaders that you could share with your brother?

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If students need help finding scriptures or statements by Church leaders, consider directing them to resources that could help them, such as *Guide to the Scriptures*, *For the Strength of Youth*, *Gospel Topics*, or the search function in the *Gospel Library* app.

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### Act in faith

- What would you recommend as the first faithful action your brother should take to help him overcome his concerns? Why?
- What experiences from your life could you share with your brother that would help him have the desire to act in faith?

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If students discussed the questions above in groups, consider giving time for members of the class to share what they discussed. Be sure to have various students share something related to each of the principles of acquiring spiritual knowledge.

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### Memorize the reference and key scripture phrase

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Help the students memorize the scripture reference and key scripture phrase for Isaiah 58:13–14. The following activity is one possible way to do this.

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The key scripture phrase for Isaiah 58:13–14 is “Turn away ... from doing thy pleasure on my holy day; and call the sabbath a delight.”

In your study journal, write down the reference and key scripture phrase in the following four segments:

“Turn away ... from doing thy pleasure

On my holy day;

And call the sabbath a delight.”

Isaiah 58:13–14

Take time to memorize each segment, and then repeat the entire reference and key scripture phrase without referring to your notes.

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Instead of having students do this memorization activity on their own, consider dividing the class into four sections and assigning each portion of the class one of the segments listed above. When you point to a certain group of students, have them recite their assigned segment aloud. Repeat this multiple times until the class has memorized the reference and key scripture phrase.

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### Review the passage

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In a lesson that will be taught in the near future, invite the students to recall the four segments and to use those segments to help them recite the reference and key scripture phrase from memory.

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## Commentary and Background Information

### What activities can help us make the Sabbath a delight?

President Russell M. Nelson taught:

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The Savior identified Himself as Lord of the Sabbath. It is His day! Repeatedly, He has asked us to *keep* the Sabbath or to *hallow* the Sabbath day. We are under covenant to do so.

How do we *hallow* the Sabbath day? In my much younger years, I studied the work of others who had compiled lists of things to do and things *not* to do on the Sabbath. It wasn't until later that I learned from the scriptures that my conduct and my attitude on the Sabbath constituted a *sign* between me and my Heavenly Father. With that understanding, I no longer needed lists of dos and don'ts. When I had to make a decision whether or not an activity was appropriate for the Sabbath, I simply asked myself, “What *sign* do I want to give to God?” That question made my choices about the Sabbath day crystal clear. (Russell M. Nelson, “The Sabbath Is a Delight,” *Ensign* or *Liahona*, May 2015, 129–30)

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## Supplemental Learning Activity

Watch “[The Sabbath Is a Delight](#)” (2:54), found at [ChurchofJesusChrist.org](#). As you watch the video, pay attention to the blessing the Lord has given us to have the Sabbath day, which gives us an opportunity to rest from the hectic pace of the world.

[Translation: Please delete the previous paragraph and the “Supplemental Learning Activities” heading if this video does not exist in your language.]

# Doctrinal Mastery: Isaiah 58:13–14

## The Sabbath Day

Through the prophet Isaiah, the Lord emphasized the importance of the Sabbath day and He promised blessings to those who honor Him on His day.

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### Possible Learning Activities

#### Know the doctrine

---

Write the word *Sabbath* on the board.

---

Imagine it's Saturday night. On a scale of 1 to 10, how excited are you that tomorrow is the Sabbath? (1 means not excited at all, and 10 means you are really looking forward to it.) Record your response in your study journal. Explain in your response why you chose the number you did.

Isaiah 58:13–14 is a doctrinal mastery passage about the importance and blessings of keeping the Sabbath day holy. As you study, pay attention to promptings from the Holy Ghost that can help you find joy in properly observing the Sabbath.

Read and mark Isaiah 58:13–14. As you read, look for the Lord's instruction about the Sabbath day and the blessings promised to those who keep it holy.

- What are some specific words or phrases that stand out to you from these verses?
- What do these verses teach you about the Lord and His desire to bless you?

One of the truths we can learn from Isaiah's teachings in these verses is that **if we honor the Lord on the Sabbath rather than seeking after our own pleasures, we will find delight in the Lord.**

President Russell M. Nelson said the following about Isaiah's teachings:

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I am intrigued by the words of Isaiah, who called the Sabbath "a delight" [Isaiah 58:13]. Yet I wonder, is the Sabbath really a delight for you and for me? ...

How can you ensure that your behavior on the Sabbath will lead to joy and rejoicing? In addition to your going to church, partaking of the sacrament, and being diligent in your specific call to serve, what other activities would help to make the Sabbath a delight for you? (Russell M. Nelson, "The Sabbath Is a Delight," *Ensign* or *Liahona*, May 2015, 129–30)

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Consider writing students' answers to the following question on the board. It may also be helpful to use additional portions from President Nelson's talk in this lesson.

---

- How might you respond to President Nelson's questions about making the Sabbath a delight?

Take some time to study the topic entitled "Sabbath Day Observance" in *For the Strength of Youth* ([booklet, 2011], 30–31), which is available on the Gospel Library app. As you study, look for some of the many things you can do to honor God on the Sabbath day and for some of the blessings promised for keeping the Sabbath day holy.

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After students have read the section, ask them to share what they learned.

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- What experiences have you had when the Sabbath day was a delight for you? Why do you think this was so?

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Invite students to ponder what they may need to change or do better so they can experience more joy from serving the Lord on the Sabbath day. Testify of the blessings of keeping the Sabbath day holy, and encourage students to act on any promptings they receive about how they can better honor God on the Sabbath.

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## Practice application

Take a moment to review the principles of acquiring spiritual knowledge in paragraphs 4–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*. Find one sentence for each principle of acquiring spiritual knowledge that would be good to remember when you experience questions and concerns.

---

Invite a few students to share one of the sentences they found and to explain why they think it is important. Then share the following scenario with the class.

---

Consider the following scenario:

Your brother comes to you with a concern about the commandment to keep the Sabbath day holy. He is frustrated with your parents because he doesn’t want to participate in some of the Sabbath-day activities they have planned. He says, “The way we’re supposed to spend Sundays is so boring and feels like a waste of time. Don’t you think our weekends would be so much better if we didn’t have to worry about keeping the Sabbath day holy?”

- What are some reasons your brother might be frustrated with this commandment?

---

Consider displaying the following questions under their corresponding heading. These questions could be discussed as a class or in small groups.

---

Use the principles of acquiring spiritual knowledge to help your brother with his concerns. The following questions can guide you:

### Examine concepts and questions with an eternal perspective

- Based on his comments, what are some things your brother might not yet understand about the Sabbath day?
- What would you want Him to know about the Lord and His purposes for giving us the Sabbath day?

### Seek further understanding through divinely appointed sources

- What are some specific teachings from Isaiah 58:13–14 that could help address your brother’s concerns? Explain your answer.
- What are some other scriptures or statements from Church leaders that you could share with your brother?

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If students need help finding scriptures or statements by Church leaders, consider directing them to resources that could help them, such as *Guide to the Scriptures*, *For the Strength of Youth*, *Gospel Topics*, or the search function in the *Gospel Library* app.

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### Act in faith

- What would you recommend as the first faithful action your brother should take to help him overcome his concerns? Why?
- What experiences from your life could you share with your brother that would help him have the desire to act in faith?

---

If students discussed the questions above in groups, consider giving time for members of the class to share what they discussed. Be sure to have various students share something related to each of the principles of acquiring spiritual knowledge.

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### Memorize the reference and key scripture phrase

---

Help the students memorize the scripture reference and key scripture phrase for Isaiah 58:13–14. The following activity is one possible way to do this.

---

The key scripture phrase for Isaiah 58:13–14 is “Turn away ... from doing thy pleasure on my holy day; and call the sabbath a delight.”

In your study journal, write down the reference and key scripture phrase in the following four segments:

“Turn away ... from doing thy pleasure

On my holy day;

And call the sabbath a delight.”

Isaiah 58:13–14

Take time to memorize each segment, and then repeat the entire reference and key scripture phrase without referring to your notes.

---

Instead of having students do this memorization activity on their own, consider dividing the class into four sections and assigning each portion of the class one of the segments listed above. When you point to a certain group of students, have them recite their assigned segment aloud. Repeat this multiple times until the class has memorized the reference and key scripture phrase.

---

### Review the passage

---

In a lesson that will be taught in the near future, invite the students to recall the four segments and to use those segments to help them recite the reference and key scripture phrase from memory.

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## Commentary and Background Information

### What activities can help us make the Sabbath a delight?

President Russell M. Nelson taught:

---

The Savior identified Himself as Lord of the Sabbath. It is His day! Repeatedly, He has asked us to *keep* the Sabbath or to *hallow* the Sabbath day. We are under covenant to do so.

How do we *hallow* the Sabbath day? In my much younger years, I studied the work of others who had compiled lists of things to do and things *not* to do on the Sabbath. It wasn't until later that I learned from the scriptures that my conduct and my attitude on the Sabbath constituted a *sign* between me and my Heavenly Father. With that understanding, I no longer needed lists of dos and don'ts. When I had to make a decision whether or not an activity was appropriate for the Sabbath, I simply asked myself, “What *sign* do I want to give to God?” That question made my choices about the Sabbath day crystal clear. (Russell M. Nelson, “The Sabbath Is a Delight,” *Ensign* or *Liahona*, May 2015, 129–30)

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## Supplemental Learning Activity

Watch “[The Sabbath Is a Delight](#)” (2:54), found at [ChurchofJesusChrist.org](#). As you watch the video, pay attention to the blessing the Lord has given us to have the Sabbath day, which gives us an opportunity to rest from the hectic pace of the world.

[Translation: Please delete the previous paragraph and the “Supplemental Learning Activities” heading if this video does not exist in your language.]

# Doctrinal Mastery: Jeremiah 1:4–5

## “I Ordained Thee a Prophet unto the Nations”

The Lord revealed to Jeremiah not only that He had known Jeremiah in the premortal life but also that He had foreordained him to be a prophet. Understanding the doctrine of foreordination can help us sustain those whom the Lord calls to lead us.

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### Possible Learning Activities

#### Know the doctrine

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Display the following questions for students to see as they come in. Invite them to answer these questions with a partner or in small groups before sharing with the class.

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- How are prophets called? When are they called?
- Why is this important to know?

In Jeremiah 1, the Lord reminded Jeremiah of when and how he was called to be a prophet and then commanded him to preach repentance to the wicked people in Jerusalem.

Jeremiah 1:4–5 is a doctrinal mastery passage. Consider marking it distinctly so you can refer to it later.

This passage has some phrases and words that can be difficult to understand. “Before I formed thee in the belly” and “before thou camest forth out of the womb” are phrases that refer to our premortal life, where we lived as spirits with our heavenly parents (see Guide to the Scriptures, “Premortal Life,” scriptures.ChurchofJesusChrist.org). The word *ordained* in [Jeremiah 1:5](#) refers to foreordination, which is “God’s premortal ordination of His valiant spirit children to fulfill certain missions during their mortal lives” (Guide to the Scriptures, “Foreordination,” scriptures.ChurchofJesusChrist.org).

Read Jeremiah 1:4–5, and mark words and phrases that help you see the truth that **the Lord knows and calls prophets before they are born into mortality**.

- How might understanding this truth impact a person’s confidence in the Lord’s prophets?

Elder Neil L. Andersen of the Quorum of the Twelve Apostles shared a modern-day example of the truth you learned from Jeremiah 1:4–5:

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Rather than reading Elder Andersen’s statement, consider watching “[The Prophet of God](#)” from time code 2:06 to 3:22.

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The selection of a prophet is made by the Lord Himself. There is no campaigning, no debates, no posturing for position, no dissension, distrust, confusion, or commotion. I too confirm that the power of heaven was with us in the upper room of the temple as we prayerfully encircled President Nelson and felt the undeniable approval of the Lord upon him.

President Nelson’s selection to serve as God’s prophet was made long ago. The Lord’s words to Jeremiah also apply to President Nelson: “Before I formed thee in the belly I knew thee; and before thou camest forth out of the womb I sanctified thee, and I ordained thee a prophet unto the nations” [Jeremiah 1:5]. Only three years ago, Elder Nelson, at age 90, was fourth in seniority, with two of the three senior Apostles being younger in age than he was. The Lord, who controls life and death, selects His prophet. (Neil L. Andersen, “The Prophet of God,” *Ensign or Liahona*, May 2018, 24)

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- What details from Elder Andersen’s story impressed you most? Why?
- What does this example teach you about the Lord’s knowledge and guiding hand?

#### Practice application

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Use the following quiz to briefly review principles of acquiring spiritual knowledge. The correct answers to the quiz are (1) a, (2) c, and (3) b.

---

Try to answer the following questions without using paragraphs 4–12 of the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*.

1. Which principle is described by this statement: “Trust God and turn to Him first through sincere prayer, a study of His teachings, and obedience to His commandments”?
  - a. Act in faith
  - b. Examine concepts and questions with an eternal perspective
  - c. Seek further understanding through divinely appointed sources
2. Which principle is described by this statement: “Satan is the father of lies and seeks to distort truth and persuade us to turn away from the Lord and His appointed servants”?
  - a. Act in faith
  - b. Examine concepts and questions with an eternal perspective
  - c. Seek further understanding through divinely appointed sources
3. Which principle is described by this statement: “Consider [questions] in the context of the plan of salvation and the teachings of the Savior”?
  - a. Act in faith
  - b. Examine concepts and questions with an eternal perspective
  - c. Seek further understanding through divinely appointed sources

Practice using the principles of acquiring spiritual knowledge as well as the doctrine studied today in the following scenario:

Imagine you are watching general conference with your family and your friend Stella, who recently became a member of the Church. After the leaders of the Church are sustained, Stella becomes curious and asks, “So, how is the prophet selected to be in his position? Is there an election with a vote or a committee that chooses who the prophet will be?” Stella is surprised when you explain that Church leaders are chosen by inspiration and that the senior Apostle is the one who is sustained as the President of the Church. She asks, “Don’t you think there must be a better way to make sure the best or the most qualified candidate is selected to be the prophet?”

Stella had to leave shortly after asking her question, but you want to be sure to answer it. You remember that in seminary you have been discussing principles of acquiring spiritual knowledge, and you recognize that following these principles could help Stella with her question.

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If students have difficulty writing, consider simply inviting them to answer the questions listed below.

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Seek inspiration from the Holy Ghost as you write a note to Stella that can help answer her question. Include the following in your note:

- A brief explanation of each of the principles of acquiring spiritual knowledge and how following those principles can help with her question
- A brief explanation of how the doctrine in Jeremiah 1:4–5 could help with her question
- A personal experience you or others have had where the calling of prophets and apostles was confirmed by the Holy Ghost

You might ponder the following questions as you write:

- What do you personally know about Heavenly Father’s foreknowledge of all things that could encourage Stella to act in faith?
- What are God’s purposes in calling prophets? How can understanding God’s purposes help Stella see her concern from an eternal perspective?
- What additional divinely appointed sources could you point Stella to in order to help her with her concern?



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Invite students to share their letters with the class or in partnerships or small groups. Consider concluding by testifying of the calling of prophets and apostles by the Lord.

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### **Memorize the reference and key scripture phrase**

Take a few minutes to complete a drawing that will help you remember Jeremiah 1:4–5 and its key scripture phrase: *“Before I formed thee in the belly ... I ordained thee a prophet unto the nations.”* Put the picture in a place where you will see and remember it, or take a picture of it with your phone and refer to it later. After you complete your drawing, repeat the reference and key scripture phrase multiple times.

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Consider inviting students to share their drawings with each other or the class and to explain how the drawings will help them remember the reference and key scripture phrase.

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### **Review the passage**

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Complete this review activity during a lesson in the near future.

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Take a moment to remember the picture you drew for Jeremiah 1:4–5 and its key scripture phrase. What can you remember? Repeat the reference and key scripture phrase as best you can.

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## **Commentary and Background Information**

### **Does the doctrine of foreordination apply to those who are not prophets?**

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In the premortal spirit world, God appointed certain spirits to fulfill specific missions during their mortal lives. This is called foreordination.

Foreordination does not guarantee that individuals will receive certain callings or responsibilities. Such opportunities come in this life as a result of the righteous exercise of agency, just as foreordination came as a result of righteousness in the premortal existence. ...

The doctrine of foreordination applies to all members of the Church, not just to the Savior and His prophets. Before the creation of the earth, faithful women were given certain responsibilities and faithful men were foreordained to certain priesthood duties. Although you do not remember that time, you surely agreed to fulfill significant tasks in the service of your Father. As you prove yourself worthy, you will be given opportunities to fulfill the assignments you then received. (“Foreordination,” *True to the Faith: A Gospel Reference* [2004], 69–70)

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## Doctrinal Mastery: Ezekiel 3:16–17

### “A Watchman unto the House of Israel”

*The Lord called Ezekiel to be a prophet and serve as a watchman to the house of Israel. As watchmen on the tower, prophets have a responsibility to warn Heavenly Father’s children of spiritual dangers.*

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### Possible Learning Activities

#### Know the doctrine

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**Consider starting class by showing students a picture of a giraffe and inviting them to think about the unique attributes this animal has.**

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Take a moment to think about how giraffes are different from other animals.

- How do you think their unique physical attributes might benefit them? How might they also help other animals?

The attribute of being the tallest animal on the African savanna helps giraffes see predators long before they become a real threat. Animals that choose to follow giraffes when they run from danger can be protected from harm.

This lesson observed in nature is also a valuable lesson about one reason the Lord calls prophets. In Ezekiel 3:16–17, the Lord called Ezekiel to be a prophet, or “watchman,” to the Israelites.

Read Ezekiel 3:16–17, looking for what the Lord told Ezekiel about his call as prophet.

- What role did the Lord play in helping Ezekiel warn the people?
- What can we learn from these verses about why the Lord calls prophets?

One truth we can learn is that the Lord watches over His people by warning them through His prophets.

- How might understanding the Lord’s desire to warn us help us follow His prophets?

Take a moment to make a list of dangers you are aware of that the Lord has warned us about in our day. Circle the items on your list that you feel are most important for youth to be aware of.

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Students could be asked to work in pairs for the following activity. Be sure each pair has access to *For the Strength of Youth* (booklet, 2011), which is available on the Gospel Library app.

---

Choose a section from *For the Strength of Youth* (booklet, 2011) that you feel best addresses the most relevant danger you and your peers might face. Look for the following:

1. Standards the Lord is inviting you to live by
2. Potential spiritual dangers of ignoring the Lord's counsel
3. Promised blessings for heeding the Lord's instructions and warnings

---

Invite a few volunteers to share what they found and how they feel about it.

Testify that we are led by prophets and apostles, who act as watchmen to warn of danger, and that there is safety in following their teachings.

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### Practice application

- What are the principles of acquiring spiritual knowledge?

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Listen carefully to the students' responses and determine if they might benefit from the following review activity:

Place students in partnerships. Invite one student in each partnership to read random lines from paragraphs 5–12 of the *Doctrinal Mastery Core Document* and see if the other student can correctly identify which principle of acquiring spiritual knowledge is associated with that line. After a minute or two, invite students to switch places so the other partner can have an opportunity to do the same.

---

You will have an opportunity to practice using the principles of acquiring spiritual knowledge and the truths you learned from Ezekiel 3:16–17.

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Consider dividing the class into small groups and giving each group one of the following statements from *For the Strength of Youth*.

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“You should not date until you are at least 16 years old” (“Dating,” *For the Strength of Youth*, 4).

“Do not disfigure yourself with tattoos or body piercings” (“Dress and Appearance,” *For the Strength of Youth*, 7).

“Take care that your use of media does not dull your sensitivity to the Spirit or interfere with your personal relationships with others” (“Entertainment and Media,” 12)

“Show love for your family members each day” (“Family,” *For the Strength of Youth*, 14).

If your friends urge you to do things that are wrong, be the one to stand for the right, even if you stand alone. (“Friends,” *For the Strength of Youth*, 16).

“Be honest at school; choose not to cheat in any way” (“Honesty and Integrity,” *For the Strength of Youth*, 19).

“Do not listen to music that encourages immorality or glorifies violence through its lyrics, beat, or intensity. Do not listen to music that uses vulgar or offensive language or promotes evil practices” (“Music and Dancing,” *For the Strength of Youth*, 22).

“Avoid any drink, drug, chemical or dangerous practice that is used to produce a ‘high’ or other artificial effect that may harm your body or mind” (“Physical and Emotional Health,” 26).

---

Invite each group to create a scenario where a teenager is faced with a decision to follow the warning in the statement they were assigned. For example, the group assigned to the statement on dress and appearance might come up with a scenario like this:

*Alex is part of a close group who want him to join them in getting friendship tattoos. He wants to follow the Lord's standards, but he also doesn't want to feel left out of his friend group.*

If time permits, consider rotating each group through a few different scenarios so they can think through the principles of acquiring spiritual knowledge for different situations.

After the students have finished creating their scenarios, invite them to discuss their answers to the two following questions.

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- What are some of the ways you could use the three principles of acquiring spiritual knowledge to help the person in the scenario you created?
- What can be helpful about understanding what is taught in Ezekiel **3:16–17 in this situation?**

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Consider inviting a few of the groups to read how they responded to one of the scenarios.

Students could also be asked to think about their own experience in obeying the warnings of the prophets and apostles by writing answers to the following questions in their study journals.

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Take a minute to think about how using the principles of acquiring spiritual knowledge in your own life can help you more fully follow the Lord's warnings. Consider writing in your study journal the thoughts and impressions you have when answering these questions:

- In what ways can I act in faith in response to a warning from the Lord's prophets that is difficult to understand, believe, or follow?
- What counsel from the Lord would I benefit from by examining it with an eternal perspective?
- What has the Lord taught through His prophets that I could seek to better understand through divinely appointed sources?

## Memorize the reference and key scripture phrase

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The key scripture phrase for Ezekiel 3:16–17 is *The prophet is "a watchman unto the house of Israel."*

Before class, print four to six copies of the doctrinal mastery reference and key scripture phrase found in the supplemental material. Cut each copy into individual words, and place each cut-up copy in a separate envelope.

Divide the class into four to six groups. Tell the groups they will have two minutes to memorize the reference and key scripture phrase. After two minutes, give each group an envelope and invite them to unscramble the reference and phrase.

Once students have successfully unscrambled them, have them shuffle the papers and repeat. Consider inviting groups to time themselves to see how quickly they can unscramble the reference and key scripture phrase. Invite groups to beat their own quickest time.

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## Review the passage

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Have students review the reference and key scripture phrase for this doctrinal mastery passage in a lesson in the near future.

To review this passage and key scripture phrase, consider repeating the memorization activity outlined in this lesson.

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## Commentary and Background Information

### Why do we need prophets to warn us of spiritual danger?

Elder Neil L. Andersen of the Quorum of the Twelve Apostles taught:

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A prophet is a watchman on the tower, protecting us from spiritual dangers we may not see. ...

Why are we so willing to follow the voice of our prophet? For those diligently seeking eternal life, the prophet's voice brings spiritual safety in very turbulent times.

We live on a planet clamoring with a million voices. The internet, our smartphones, our bloated boxes of entertainment all plead for our attention and thrust their influence upon us, hoping we will buy their products and adopt their standards.

The seemingly endless array of information and opinion remind us of the scriptural warnings of being "tossed to and fro" [Ephesians 4:14], "driven with the wind" [James 1:6], and overcome by the "cunning craftiness" of those who "lie in wait to deceive" [Ephesians 4:14].

Anchoring our souls to the Lord Jesus Christ requires listening to those He sends. (Neil L. Andersen, "The Prophet of God," *Ensign or Liahona*, May 2018, 25–26)

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# Doctrinal Mastery: Ezekiel 37:15–17

## The Book of Mormon and the Bible

*The Lord directed the prophet Ezekiel to write on two sticks and join them together. This symbolically represented the union of the Bible and the Book of Mormon and the unification of the tribes of Ephraim and Judah. The Book of Mormon and the Bible are companion scriptures that testify of Jesus Christ.*

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## Possible Learning Activities

### Know the doctrine

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Display the following statement by President Nelson and invite students to consider how they would answer his three questions.

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In his October 2017 general conference talk, President Russell M. Nelson invited us to think about the following three questions:

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First, what would your life be like *without* the Book of Mormon? Second, what would you *not know*? And third, what would you *not have*? (Russell M. Nelson, “The Book of Mormon: What Would Your Life Be Like without It?” *Ensign* or *Liahona*, Nov. 2017, 61)

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After giving students time to think, invite volunteers to share their responses. It may be helpful to divide the class into partnerships or small groups to share their answers before discussing as a class.

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The Book of Mormon is a sacred book of scripture that, in companionship with the Bible, helps us come closer to Jesus Christ. The Old Testament contains a prophecy from the book of Ezekiel that describes how the Book of Mormon and the Bible would be used together in the last days.

Read Ezekiel 37:15–17, looking for Ezekiel’s prophecy. As you read, it may be helpful to understand that the word *stick* in these verses refers to wooden writing tablets that were commonly used during Ezekiel’s day (see verse 16, footnote *a*).

[Translation: Please remove the parenthetical at the end of the previous sentence if the scriptures in your language do not contain footnotes.]

- What did Ezekiel say would happen to these two sticks, or books?

---

Help students understand that the stick of Judah represents the Bible, which was written predominantly by members of the tribe of Judah, and the stick of Ephraim represents the Book of Mormon, which was created predominantly by members of the tribes of Ephraim and Manasseh, who were the sons of Joseph.

---

Consider holding up a copy of the Book of Mormon and a copy of the Bible before asking the next question.

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- In what ways are the Bible and the Book of Mormon “one” in our hands?

In the early 1980s, the Church published new editions of the scriptures, which contained footnotes and other scripture helps that frequently referenced the Book of Mormon and the Bible to each other. Shortly after these new editions of the scriptures were published, President Boyd K. Packer (1924–2015) of the Quorum of the Twelve Apostles shared the following:

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The stick or record of Judah—the Old Testament and the New Testament—and the stick or record of Ephraim—the Book of Mormon, which is another testament of Jesus Christ—are now woven together in such a way that as you pore over one you are drawn to the other; as you learn from one you are enlightened by the other. They are indeed one in our hands. Ezekiel’s prophecy now stands fulfilled.

With the passing of years, these scriptures will produce successive generations of faithful Christians who know the Lord Jesus Christ and are disposed to obey His will. (Boyd K. Packer, "Scriptures," *Ensign*, Nov. 1982, 53)

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One truth we can learn from Ezekiel 37:15–17 and President Packer's statement is that **the Bible and the Book of Mormon come together as witnesses that Jesus Christ is our Savior.**

- What scripture passages from the Bible or the Book of Mormon have helped strengthen your testimony of Jesus Christ and His gospel?

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Consider listing students' answers to the previous question on the board. Encourage the class to write these scripture references in their study journals. Invite students to share how these scripture passages have helped strengthen their testimony of Jesus Christ and His gospel.

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## Practice application

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If necessary, help students review the principles of acquiring spiritual knowledge. The following activity is one possible way to do this and could be done in groups of three (each person in the group taking one of the principles).

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Imagine you have been invited to explain the three principles of acquiring spiritual knowledge to a group of Primary children in your ward or branch. If necessary, review the principles of acquiring spiritual knowledge in paragraphs 5–12 of the *Doctrinal Mastery Core Document*. In your study journal, explain each principle in two sentences or less.

---

When students have finished, invite members of the class to share their explanations. Then share the following scenario.

---

Shea has recently started receiving lessons from the full-time missionaries. He has enjoyed listening to them and feels good about the message they are sharing. The missionaries recently taught him about the Book of Mormon. Shea had always been taught that the Bible contains all of God's words and that there is no need for additional scripture. While Shea does not want to disbelieve what the missionaries are telling him, he does wonder how it could possibly be true, considering what he has been taught. When the missionaries pause to ask if he has any questions, Shea asks, "Why do we need the Book of Mormon when we already have the Bible?"

Imagine you are one of the full-time missionaries teaching Shea. Use the truths you have studied today and the principles of acquiring spiritual knowledge to help address his question. The following questions can guide you.

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After being given time to consider their answers to the following questions, volunteers could be chosen to role-play the rest of this scenario in front of the class.

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## Seek further understanding through divinely appointed sources

- How could Ezekiel 37:15–17 help in this situation?
- What other scriptures could you share with Shea to help him begin to understand that there could be other books of scripture besides the Bible?

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If students need help answering the previous question, consider directing them to the scriptures listed under the topic entitled "Book of Mormon" in the Guide to the Scriptures.

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## Examine concepts and questions with an eternal perspective

To help Shea see this question from an eternal perspective, study 2 Nephi 29:7, 10–11, looking for what you learn about the Lord.

- What would you want Shea to understand about Jesus Christ that could help address his question?

## Act in faith

- What are some invitations you could give Shea that would help him find answers to his question and act in faith?

## Memorize the reference and key scripture phrase

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Bring a physical copy of the Bible and the Book of Mormon to class. Write the key scripture phrase and reference on the board: *Ezekiel 37:15–17: The Bible and the Book of Mormon “shall become one in thine hand.”*

Invite a student to come to the front of the room, and ask him or her to hold the Bible and the Book of Mormon in separate hands. As the class repeats the key scripture phrase, invite the student to place the Bible and the Book of Mormon together in the same hand.

Repeat this a few times until the students have memorized the reference and key scripture phrase.

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## Review the passage

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Review the reference and key scripture phrase for this doctrinal mastery passage in a future lesson. Here is one way this can be done:

Write the reference and key scripture phrase (*Ezekiel 37:15–17: The Bible and the Book of Mormon “shall become one in thine hand”*) on the board, and invite the class to recite them aloud.

When students are familiar with both the key scripture phrase and the scripture reference, erase several words and ask them to recite these again. Continue to erase words and have students recite the key scripture phrase and reference until only a few words remain on the board.

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## Commentary and Background Information

### How do the Book of Mormon and the Bible work together to testify of Jesus Christ?

President Russell M. Nelson taught:

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The Bible and the Book of Mormon are both witnesses of Jesus Christ. They teach that He is the Son of God, that He lived an exemplary life, that He atoned for all mankind, that He died upon the cross and rose again as the resurrected Lord. They teach that He is the Savior of the world. ...

Love for the Book of Mormon expands one’s love for the Bible and vice versa. Scriptures of the Restoration do not compete with the Bible; they complement the Bible.” (Russell M. Nelson, “Scriptural Witnesses,” *Ensign or Liahona*, Nov. 2007, 43)

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### The Restoration proclamation adds to our understanding of the importance of the Book of Mormon

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[The Book of Mormon] teaches of life’s purpose and explains the doctrine of Christ, which is central to that purpose. As a companion scripture to the Bible, the Book of Mormon testifies that all human beings are sons and daughters of a loving Father in Heaven, that He has a divine plan for our lives, and that His Son, Jesus Christ, speaks today as well as in days of old. (“The Restoration of the Fulness of the Gospel of Jesus Christ: A Bicentennial Proclamation to the World,” [ChurchofJesusChrist.org](http://ChurchofJesusChrist.org))

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## Supplemental Learning Activities

### Why do we need both the Book of Mormon and the Bible?

Elder Tad R. Callister, formerly of the Seventy, used an object lesson to illustrate the benefit of having both the Book of Mormon and the Bible. Watch "[The Book of Mormon—a Book from God](#)" (1:55), found at [ChurchofJesusChrist.org](#).

[Translation: Please remove the previous paragraph and header if this video does not exist in your language.]

### How does the Book of Mormon help us come closer to Jesus Christ?

Watch the video "[Meet McKay](#)" (3:58), found at [ChurchofJesusChrist.org](#), looking for how studying the Book of Mormon helped McKay come to know Jesus Christ as his Savior.

[Translation: Please remove the previous paragraph and header if this video does not exist in your language.]

### Examples of scriptures from the Bible and the Book of Mormon that help clarify each other

---

The following activity could be used after identifying the bolded truth in the lesson.

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Pick two sets of passages from the following options. Create two columns in your study journal, one labeled "Bible" and one labeled "Book of Mormon."

Study the Bible passage first, looking for truths the passage teaches. Write down what you find in the appropriate column.

Then study the Book of Mormon passage. Take notes in the other column about how it adds to or clarifies what you learned from the Bible.

Isaiah 53:3–5 / Alma 7:11–13

Acts 10:34–35 / 2 Nephi 26:24–28, 33

1 Corinthians 15:20–22 / 2 Nephi 2:8, 18–25

2 Corinthians 12:7–10 / Ether 12:27

## Doctrinal Mastery: Daniel 2:44–45

### “A Kingdom, Which Shall Never Be Destroyed”

The prophet Daniel interpreted King Nebuchadnezzar’s dream, which revealed that in the latter days, God would send forth His gospel and it would fill the whole earth.

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## Possible Learning Activities

### Know the doctrine

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Draw a chart similar to the following on the board. Leave the left column blank until after students answer the first question.

---

	16, 1830	1880	1930	1980	2020
Members of the Church	6	133,628	670,017	4,639,822	16,663,663
Stakes	0	23	104	1,218	3,463
Temples Dedicated	0	1	7	19	168

- What do you think these numbers represent?

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After giving students a chance to respond, complete the chart by filling in the contents of the left column.

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- What stands out to you about the Church’s growth over the years?
- What do you think these numbers might look like in the future?

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Consider displaying the picture [Daniel Interprets Nebuchadnezzar’s Dream](#) (*Gospel Art Book* [2009], no. 24) before explaining the following information.

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The rise and growth of the Savior’s Church in the latter days was foretold long ago by the prophet Daniel. In Old Testament times, the Babylonian king Nebuchadnezzar had a dream in which he saw a “stone [that] was cut out of the mountain without hands” (Daniel 2:45). This stone increased in size until it broke down a large statue (see Daniel 2:34) and “became a great mountain, and filled the whole earth” (Daniel 2:35). Troubled by his dream, Nebuchadnezzar sought out Daniel to interpret it for him.

Read Daniel 2:44–45, looking for Daniel’s interpretation of the king’s dream.

- What did Daniel teach that the stone from the dream represented?

Elder D. Todd Christofferson of the Quorum of the Twelve Apostles taught about the kingdom of God referenced by Daniel in these verses:

---

When Daniel interpreted the dream of Babylonian King Nebuchadnezzar, making known to the king “what shall be in the latter days” [Daniel 2:28], he declared that “the God of heaven [shall] set up a kingdom, which shall never be destroyed: and the kingdom shall not be left to other people, but it shall break in pieces and consume all [other] kingdoms, and it

shall stand for ever” [Daniel 2:44]. The Church is that prophesied latter-day kingdom, not created by man but set up by the God of heaven and rolling forth as a stone “cut out of the mountain without hands” to fill the earth [Daniel 2:45; see also verse 35].

Its destiny is to establish Zion in preparation for the return and millennial rule of Jesus Christ. (D. Todd Christofferson, “Why the Church,” *Ensign or Liahona*, Nov. 2015, 111)

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- How do you see Daniel’s prophecy being fulfilled today?

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After students answer this question, consider showing the video “[The Gospel Shall Roll Forth](#)” (2:48), found at [ChurchofJesusChrist.org](#).

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[Translation: Please delete the previous paragraph if this video is unavailable in your language.]

In our dispensation, the Prophet Joseph Smith made a similarly remarkable prophecy about the destiny of the Savior’s Church to a group of priesthood holders in Kirtland, Ohio.

President Wilford Woodruff (1807–98), who was at the meeting, recalled:

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The Prophet called on all who held the Priesthood to gather into the little log school house they had there. It was a small house, perhaps 14 feet square. But it held the whole of the Priesthood of the Church of Jesus Christ of Latter-day Saints who were then in the town of Kirtland. ... The Prophet said, “Brethren, ... I want to say to you before the Lord, that you know no more concerning the destinies of this Church and kingdom than a babe upon its mother’s lap. You don’t comprehend it.” I was rather surprised. He said, “It is only a little handful of Priesthood you see here tonight, but this Church will fill North and South America—it will fill the world.” (Wilford Woodruff, in *Teachings of Presidents of the Church: Joseph Smith* [2007], 137)

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- What does the growth of the Church despite its humble beginnings help you understand about the Savior’s power?
- What can you do to help The Church of Jesus Christ of Latter-day Saints fill the whole earth and stand forever?

## Practice application

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Ask students to recall the three principles of acquiring spiritual knowledge. If it appears they need to review these principles more thoroughly, consider placing students in partnerships and inviting them to role-play explaining the principles of acquiring spiritual knowledge to a child in Primary. Invite them to refer to paragraphs 5–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* if they need help.

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Then share the following scenario.

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Jessica notices many people at school and online saying negative things about the Church. Some of her loved ones have even lost their faith and ended up leaving the Church. In addition, the nation where Jessica lives has experienced a decline in the number of people who believe in Jesus Christ or belong to any religion. Jessica is beginning to wonder if the Church will even be around in the future. This thought leaves her feeling discouraged and worried.

Practice using the doctrine taught in Daniel 2:44–45 and the principles of acquiring spiritual knowledge to help Jessica with her concerns. The following questions can be used to guide you:

### Act in faith

- While Jessica wrestles with her concern, why would it be important for her to continue personal spiritual habits such as praying, studying scriptures, and going to church?

### Examine concepts and questions with an eternal perspective

- What do you know about the Savior and His ability to fulfill His promises that could be helpful for Jessica to remember?

### Seek further understanding through divinely appointed sources

- What teachings from Daniel 2:44–45 could help Jessica see beyond some of the trends she is observing?
- Who are some people you think Jessica could speak to with confidence about her concern?

### Memorize the reference and key scripture phrase

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Invite students to do the following in their study journals.

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Write the following three segments of the doctrinal mastery passage reference and key scripture phrase on separate lines on a sheet of paper.

Daniel 2:44–45

*God shall “set up a kingdom,*

*which shall never be destroyed.”*

Focus on one segment at a time and recite it repeatedly until you have memorized it. After memorizing each individual segment, try to recite all the segments in order without looking at your paper.

### Review the passage

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Review this reference and key scripture phrase (Daniel 2:44–45: *God shall “set up a kingdom, which shall never be destroyed”*) in an upcoming lesson.

To do this, consider inviting students to turn to the study journal page where they wrote the three segments mentioned previously. They can repeat the process of memorizing each segment individually before trying to recite the entire reference and phrase without looking.

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## Commentary and Background Information

### How is Daniel’s prophecy being fulfilled?

President Gordon B. Hinckley (1910–2008) taught:

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My brethren and sisters, do you realize what we have? Do you recognize our place in the great drama of human history? This is the focal point of all that has gone before. This is the season of restitution. These are the days of restoration. ...

The centuries have passed. The latter-day work of the Almighty, that of which the ancients spoke, that of which the prophets and apostles prophesied, is come. It is here. ...

May God bless us with a sense of our place in history and, having been given that sense, with our need to stand tall and walk with resolution in a manner becoming the Saints of the Most High. (Gordon B. Hinckley, “At the Summit of the Ages,” *Ensign*, Nov. 1999, 74)

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### How can we help the gospel spread to places it has not gone to yet?

During a worldwide youth devotional, President Russell M. Nelson gave the following invitation:

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My ... invitation is for you to pray daily that all of God’s children might receive the blessings of the gospel of Jesus Christ. You and I are living to see, and will continue to see, Israel gathered with great power. And you can be part of the power

behind that gathering! (Russell M. Nelson and Wendy W. Nelson, "[Hope of Israel!](#)" [worldwide youth devotional, June 3, 2018], supplement to the *New Era* and *Ensign*, 16, ChurchofJesusChrist.org)

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# Doctrinal Mastery: Amos 3:7

## God Reveals His Secrets to His Prophets

While warning his people, the Old Testament prophet Amos testified of the importance of prophets. One of the important roles of prophets is to speak on behalf of the Lord.

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### Possible Learning Activities

#### Know the doctrine

- What is the coldest temperature you have endured?
- How were you able to deal with it?

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Display the statement by Elder Andersen, and consider discussing any of the questions that follow as a class.

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Using cold weather as an analogy, Elder Neil L. Andersen of the Quorum of the Twelve Apostles taught:

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Anchoring our souls to the Lord Jesus Christ requires listening to those He sends. Following the prophet in a world of commotion is like being wrapped in a soothing, warm blanket on a freezing cold day. (Neil L. Andersen, “The Prophet of God,” *Ensign* or *Liahona*, May 2018, 26)

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- What do you like about the analogy for following the prophet that Elder Andersen used in this statement?

During Amos’s time in the Old Testament, the people of Israel and the nations nearby were very wicked and had rejected many of the Lord’s prophets. God called Amos as a prophet (see Amos 7:14–15) and commanded him to warn the Israelites to repent to help them avoid being destroyed.

Read Amos 3:7, looking for what God said He will always do through His prophets.

- What do you think it means that God “revealeth his secret unto his servants the prophets”?

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Make sure students understand something similar to the following: **The Lord reveals truths through His prophets that otherwise would be unknown.**

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- What are some examples of truths God has revealed through His prophets in our dispensation?
- When have you felt that a prophet was speaking the words of God to you?

Elder Neil L. Andersen taught the following about his own experience with following prophets:

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In my personal life, I have found that as I prayerfully study the words of the prophet of God and carefully, with patience, spiritually align my will with his inspired teachings, my faith in the Lord Jesus Christ always increases. If we choose to set his counsel aside and determine that we know better, our faith suffers and our eternal perspective is clouded. I promise you that as you remain resolute in following the prophet, your faith in the Savior will increase. ...

A prophet does not stand between you and the Savior. Rather, he stands beside you and points the way to the Savior. A prophet’s greatest responsibility and most precious gift to us is his sure witness, his certain knowledge, that Jesus is the Christ. (Neil L. Andersen, “The Prophet of God,” 26–27)

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- What words or phrases from Elder Andersen’s statement stood out to you?
- How might making efforts to listen to and follow the prophet strengthen your faith in Jesus Christ?

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Testify that we have prophets and apostles on the earth today who have been called by God and who have the authority to speak God's words. Invite students to always pay close attention to the words of the prophets and apostles and to apply them to their lives.

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## Practice application

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Review the principles of acquiring spiritual knowledge. If students need a reminder of the principles, direct them to paragraphs 5–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*.

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- What are the principles of acquiring spiritual knowledge that we have discussed in seminary?

Take a moment to reflect and write an example, either from your own life or from the scriptures, of when a principle of acquiring spiritual knowledge was helpful.

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Invite a few volunteers to share what they wrote. Then share the following scenario with the class.

---

Ivan's family has watched every general conference since they joined the Church three years ago. General conference is coming up again in one week, and Ivan knows that his parents expect him to watch it with the family. As he has gotten older, Ivan has become busier with school, work, and his friends. With all that is going on in his life, it has become harder to see the value in dedicating so much time to hearing what the prophets, apostles, and other Church leaders have to say. The pressures and enjoyment of life make it hard for him to want to sit and watch general conference with his family when he'd rather be doing those things he feels are more important.

Use the truths from Amos 3:7 and the principles of acquiring spiritual knowledge to help Ivan with this situation. The following questions can be used to guide you.

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Consider displaying the following questions and inviting students to discuss them with a partner or a small group.

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## Act in faith

- What would you invite Ivan to do in the next week that could help him have a more positive attitude about watching general conference?
- What are some experiences you have had with general conference that might be helpful for Ivan to hear?

## Examine concepts and questions with an eternal perspective

- How could you help Ivan see general conference as more than something he does only because his family does it?
- What could help Ivan recognize the importance of general conference, despite everything else he has going on in his life?
- How might general conference bless him in those activities rather than distract him from them?

## Seek further understanding through divinely appointed sources

- What are some scriptures or statements by Church leaders that could help Ivan?

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Students should mention other doctrinal mastery passages like Amos 3:7; Doctrine and Covenants 1:38; and Doctrine and Covenants 21:4–6. If they do not, direct students to them. Some of the statements found in the “Commentary and Background Information” section could also be helpful.

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If students discussed these questions with a partner or a small group, invite volunteers to share with the class some of what they discussed.

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## Memorize the reference and key scripture phrase

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Divide students into groups of three or four. Provide each group with a copy of the following key scripture phrase that has been written on a piece of paper, cut into sections, and mixed up: *Amos 3:7 / "The Lord God / ... revealeth his secret / unto his servants / the prophets."*

Invite each group to put the sections of the reference and key scripture phrase in the correct order and recite the key scripture phrase multiple times.

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## Review the passage

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Complete this review in a lesson in the near future.

Display the reference and key scripture phrase for Amos 3:7 with some words missing, similar to the following:

*"The Lord \_\_\_\_ ... revealeth his \_\_\_\_ unto his \_\_\_\_ the \_\_\_\_."*

Consider writing more than one version, with different words missing for students to fill in. After they have practiced this a few times, invite them to try to write or recite the entire scripture reference and key scripture phrase without consulting anything.

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## Commentary and Background Information

### How can I be blessed by studying teachings from general conference?

Elder Neil L. Andersen of the Quorum of the Twelve Apostles taught:

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There is a treasure chest of heavenly direction awaiting your discovery in the messages of general conference. The test for each of us is how we respond to what we hear, what we read, and what we feel. (Neil L. Andersen, "The Voice of the Lord," *Ensign* or *Liahona*, Nov. 2017, 125)

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President Dieter F. Uchtdorf of the First Presidency stated:

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Since the world began, God has raised up prophets who speak the will of heaven to the people of their times. It is our responsibility to listen and then apply the messages the Lord provides for us.

Our merciful and loving Heavenly Father has not forsaken and will not forsake His children. Today, as well as in times past, He has appointed apostles and prophets. He continues to reveal His word to them.

What a marvelous privilege it is to hear God's messages for each of us during general conference! Let us prepare well for this great blessing of divine guidance delivered by His chosen servants. (Dieter F. Uchtdorf, "General Conference—No Ordinary Blessing," *Ensign*, Sept. 2011, 5)

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### How can I prepare myself to receive inspiration when I participate in general conference?

President Dieter F. Uchtdorf of the First Presidency made the following promise:

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As you prepare for general conference, I invite you to ponder questions you need to have answered. For example, you might yearn for direction and guidance by the Lord regarding challenges you are facing.



Answers to your specific prayers may come directly from a particular talk or from a specific phrase. At other times answers may come in a seemingly unrelated word, phrase, or song. A heart filled with gratitude for the blessings of life and an earnest desire to hear and follow the words of counsel will prepare the way for personal revelation. (Dieter F. Uchtdorf, “General Conference—No Ordinary Blessing,” *Ensign*, Sept. 2011, 4)

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## Supplementary Learning Activity

### Why do we have prophets?

To help you understand the importance of prophets and the role they play in God’s plan, watch the video “[Why Do We Have Prophets?](#)” (1:36), found at [ChurchofJesusChrist.org](#).

[Translation: Please remove the previous paragraph and header if this video does not exist in your language.]

# Doctrinal Mastery: Malachi 3:8–10

## Tithing and the Windows of Heaven

After warning the people about the consequences of their sins, Malachi prophesied of the Savior's Second Coming. He promised them incredible blessings from the Lord if they would be faithful in paying their tithes and offerings.

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### Possible Learning Activities

#### Know the doctrine

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Bring a tithing slip and envelope to class, or display an image similar to the following.

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Think about what comes to your mind when you hear about tithing. Consider your own testimony of the Lord's law of tithing, what questions you have about it, and some of the blessings you may have experienced for obeying this law. As you study this lesson, look for ways to strengthen your testimony of the law of tithing. Look for answers to questions you may have.

Imagine you are asked to teach a brief lesson to one of the older Primary classes in your ward or branch about the Lord's law of tithing. In your lesson you are asked to address the following three questions:

- What is the law of tithing?
- What are some of the reasons the Lord has given us this law?
- What blessings will we receive from the Lord as we obey the law of tithing?

Spend the next few minutes finding answers to these three questions in the following materials:

- Malachi 3:8–10
- "Tithes and Offerings," *For the Strength of Youth* ([booklet, 2011], 38–39)

After you have finished studying, prepare a brief lesson outline that contains answers to the previous three questions based on what you learned from your studies. In your outline, consider also including personal blessings you have experienced through obedience to the Lord's law of tithing.

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When students have finished preparing lesson outlines, invite them to share their outline with a partner. Volunteers could also be invited to share their outline with the entire class.

After students have had opportunities to share, consider writing the following truth on the board: **If we obey the law of tithing, the Lord will pour out blessings upon us.**

Consider asking a few more questions to deepen students' understanding of this truth. Following are examples of questions that could be asked.

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- What do the law of tithing and its associated blessings help you understand about Jesus Christ?
- How can obedience to the law of tithing help us become more like the Savior?
- What are some of the ways the Lord can open the windows of heaven as we are obedient to the law of tithing?

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Consider sharing your testimony of paying a full tithe and how doing so has blessed your life. Invite students to commit to pay a full tithe so they can qualify for all the promised blessings they can receive as they obey the law of tithing.

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## Practice application

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If needed, review the principles of acquiring spiritual knowledge with the students by using paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document* before sharing the following scenario.

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When we are faced with a difficult decision regarding whether or not to obey a commandment, it can be helpful to apply the principles of acquiring spiritual knowledge.

For example, consider the following scenario:

Marcus recently got a part-time job. He is excited to have his own personal income for the first time in his life, and he already has a lot of plans for how to spend the money he is about to earn. While discussing these plans with him, Marcus's mother reminds him to be sure to set aside 10 percent of his income for tithing. For some reason, Marcus hadn't thought of that. He had always found it easy to pay tithing on the smaller amounts of money he had made in the past, but now that the numbers are bigger, he isn't sure he wants to make the sacrifice it would take to be a regular full-tithe payer.

Use the principles of acquiring spiritual knowledge and the truths you have learned today about tithing to help Marcus in his situation.

---

Determine whether it would be best to have students work through this scenario as a class or in small groups.

At this point in the school year, students may not need a lot of guidance in knowing how to apply the principles of acquiring spiritual knowledge. If it appears they do need extra help, consider using questions such as the following to guide them.

- What would you want Marcus to know about the Lord that could help resolve his concerns?
- What are some truths from Malachi 3:8–10 that could help in this situation?
- What experiences could you share with Marcus that might encourage him to act in faith?

If the students worked through this scenario in small groups, take time to discuss some of their answers as a class.

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## Memorize the reference and key scripture phrase

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Write the reference and key scripture phrase for Malachi 3:8–10, *The blessings of paying tithing*, on the board. Erase everything but the first letter of each word and the reference so that “M 3 -, T b o p t” is all that remains.

Invite students to repeat the reference and key scripture phrase multiple times using the first letters. Erase all of the first letters and ask students to repeat the reference and key scripture phrase from

memory. As a memorization tactic, point out that verse 10 can be associated with the 10 percent paid for tithing.

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## Review the passage

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Complete this review activity in a lesson in the near future.

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By looking at the following first letters, can you name the scripture reference and key scripture phrase of a doctrinal mastery verse on the law of tithing?

“M 3 – , T b o p t”

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After students have identified “Malachi 3:8–10, *The blessings of paying tithing*” as the correct answer, repeat the reference and key scripture phrase a few times as a class.

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## Commentary and Background Information

### What is the law of tithing?

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A tenth part of a person’s annual increase given to the Lord through the Church. Tithing funds are used to build churches and temples, to sustain missionary work, and to build the kingdom of God on earth. (Guide to the Scriptures, “Tithes, Tithing,” scriptures.ChurchofJesusChrist.org)

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### In what ways will the Lord open “the windows of heaven” (Malachi 3:10) as we pay our tithing?

Elder David A. Bednar of the Quorum of the Twelve Apostles explained:

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Often as we teach and testify about the law of tithing, we emphasize the immediate, dramatic, and readily recognizable temporal blessings that we receive. And surely such blessings do occur. Yet some of the diverse blessings we obtain as we are obedient to this commandment are significant but subtle. Such blessings can be discerned only if we are both spiritually attentive and observant (see 1 Corinthians 2:14).

The imagery of the “windows” of heaven used by Malachi is most instructive. Windows allow natural light to enter into a building. In like manner, spiritual illumination and perspective are poured out through the windows of heaven and into our lives as we honor the law of tithing.

For example, a subtle but significant blessing we receive is the spiritual gift of gratitude that enables our appreciation for what we have to constrain desires for what we want. A grateful person is rich in contentment. An ungrateful person suffers in the poverty of endless discontentment (see Luke 12:15). ...

The honest payment of tithing is much more than a duty; it is an important step in the process of personal sanctification. To those of you who pay your tithing, I commend you.

To those of you who presently are not obeying the law of tithing, I invite you to consider your ways and repent. I testify that by your obedience to this law of the Lord, the windows of heaven will be opened to you. Please do not procrastinate the day of your repentance. (David A. Bednar, “The Windows of Heaven,” *Ensign or Liahona*, Nov. 2013, 17–18, 20)

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## Supplemental Learning Activity

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As an alternative to the practice application scenario found in the lesson, consider using the account shared by Elder Valeri V. Cordón in the April 2017 general conference. Consider showing the [video](#) of Elder Cordón sharing this story (from time code 5:27 to 7:39), or share the following text. As students study the account, invite them to notice how Elder Cordón's family applied some of the principles of acquiring spiritual knowledge.

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Elder Valeri V. Cordón of the Seventy shared an account that helped strengthen his testimony of the law of tithing. As you study this account, pay attention to how some of the principles of acquiring spiritual knowledge were applied:

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When I was young, I worked in my father's factory during vacations. The first question my father always asked after I received my salary was "What are you going to do with your money?"

I knew the answer and responded, "Pay my tithing and save for my mission."

After working with him for about eight years and constantly answering his same question, my father figured he had taught me about paying my tithing. What he didn't realize was that I had learned this important principle in just one weekend. Let me tell you how I learned that principle.

After some events related to a civil war in Central America, my father's business went bankrupt. He went from about 200 full-time employees to fewer than five sewing operators who worked as needed in the garage of our home. One day during those difficult times, I heard my parents discussing whether they should pay tithing or buy food for the children.

On Sunday, I followed my father to see what he was going to do. After our Church meetings, I saw him take an envelope and put his tithing in it. That was only part of the lesson. The question that remained for me was what we were going to eat.

Early Monday morning, some people knocked on our door. When I opened it, they asked for my father. I called for him, and when he arrived, the visitors told him about an urgent sewing order they needed as quickly as possible. They told him that the order was so urgent that they would pay for it in advance. That day I learned the principles of paying tithing and the blessings that follow. (Valeri V. Cordón, "The Language of the Gospel," *Ensign or Liahona*, May 2017, 56)

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- Which of the principles of acquiring spiritual knowledge did you see exemplified in this story?
- What did this story help you better understand or feel about the Lord?

# Doctrinal Mastery: Malachi 4:5–6

## Elijah Will Turn the Hearts of Fathers and Children

*Malachi prophesied that Elijah would restore the sealing powers before the Second Coming of Jesus Christ. On April 3, 1836, in the Kirtland Temple the resurrected prophet Elijah appeared to Joseph Smith and Oliver Cowdery and conferred upon them the sealing keys of the Melchizedek Priesthood (see Doctrine and Covenants 110:13–16). These keys opened the doors to family history and temple service for the living and the dead.*

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### Possible Learning Activities

#### Know the doctrine

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Consider inviting students to discuss the following scenario with a partner or small group.

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Imagine you have a friend who has recently decided to become a member of the Church. This friend is concerned because her grandparents died without having learned about the restored Church of Jesus Christ. She worries that because they were never baptized, they will not be able to live with God eternally.

- What could you share with your friend that could help resolve her concern?

---

Listen carefully to students' responses to determine how much of the following information to share. It also may be helpful to ask students questions that lead to the information, rather than just telling them. For example:

- Where in the scriptures can we find a prophecy that would resolve these kinds of concerns?
  - How and when was this prophecy fulfilled?
- 

Read Malachi 4:5–6 and look for what Malachi prophesied Elijah would do when he returned to the earth.

- What do you think it means that Elijah would “turn the heart of the fathers to the children, and the heart of the children to their fathers”? (verse 6).

A significant doctrine of The Church of Jesus Christ of Latter-day Saints is that **families can be united eternally through the ordinances of the temple and the Savior’s power**.

This prophecy was fulfilled on April 3, 1836. Elijah appeared to Joseph Smith and Oliver Cowdery in the Kirtland Temple and gave them the priesthood keys necessary to seal families together (see Doctrine and Covenants 110:13–16).

President Henry B. Eyring of the First Presidency shared how the world changed after this prophecy was fulfilled:

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From that day [April 3, 1836] to this, interest in exploring one’s family history has grown exponentially. At ever-increasing rates, people seem drawn to their ancestry with more than just casual curiosity. Genealogical libraries, associations, and technologies have emerged around the world to support this interest. The internet’s power to enhance communications has enabled families to work together to do family history research with a speed and thoroughness never before possible.

... I bear testimony that Elijah did come. The hearts of the children—of you and me—have turned to our fathers, our ancestors. The affection you feel for your ancestors is part of the fulfillment of that prophecy. It is deeply seated in your sense of who you are. ...

Many of your ancestors did not receive [priesthood] ordinances. But in the providence of God, you did. And God knew that you would feel drawn to your ancestors in love and that you would have the technology necessary to identify them. He also knew that you would live in a time when access to holy temples, where the ordinances can be performed, would be greater than ever in history. And He knew that He could trust you to accomplish this work in behalf of your ancestors. (Henry B. Eyring, “Gathering the Family of God,” *Ensign or Liahona*, May 2017, 21)

---

- What experiences have you had with temple and family history work that have helped you feel a greater connection to your ancestors?
- How is doing temple and family history work similar to what the Savior does for us?
- Why do you think binding or sealing families together is important to Heavenly Father?

---

Consider sharing a personal testimony of the importance of temple and family history work. Encourage students to take part in temple and family history work so their ancestors can receive the blessings of the ordinances and covenants of the gospel. If students have limited access to a temple, encourage them to do what they can to participate in family history work and to attend the temple when possible.

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## Practice application

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If needed, review with students the principles of acquiring spiritual knowledge:

- Act in faith.
- Examine concepts and questions with an eternal perspective.
- Seek further understanding through divinely appointed sources.

One way to do this could be to invite students to read paragraphs 5–12 of the “Acquiring Spiritual Knowledge” section in the *Doctrinal Mastery Core Document*, looking for words or phrases from each principle that could be applied in the following practice application activity.

Then share or display the following scenario.

---

Ramon is a 16-year-old priest in your ward who joined the Church about a year ago. His parents and siblings were also baptized, but none of them have been attending church over the past few months. Ramon still comes by himself to Church and to most youth activities, but whenever he is invited to an activity related to family history work, he appears uninterested and does not participate.

- What are some questions you could ask Ramon to better understand his situation?

After you ask Ramon some of your questions, he shares his concerns about family history and temple work with you. He explains that with his family not being very committed to the Church, he wonders if they will even qualify to live together as an eternal family. What would be the point of doing this work for his ancestors if it appears that his immediate family is not even interested in the gospel? He also wonders if his ancestors who belonged to different religions might be offended by his efforts to do temple work for them.

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Consider dividing the class into small groups to discuss the following questions.

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Using what you know about the principles of acquiring spiritual knowledge and the doctrine taught in Malachi 4:5–6, respond to the following questions:

### Examine concepts and questions with an eternal perspective

- How could you help Ramon see his concerns with an eternal perspective?
- What would you want to help Ramon better understand about Jesus Christ and the plan of salvation that might help him?

### Seek further understanding through divinely appointed sources

- What scriptures or other divinely appointed sources could you share with Ramon that could be helpful for him?

### Act in faith

- What are some ways Ramon could act in faith as he seeks to find answers to his questions?

- What blessings might Ramon experience as he seeks to learn more about his ancestors and makes efforts to attend the temple?

---

If students discussed these questions in small groups, invite volunteers to share with the class some of what they discussed in their groups.

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## Memorize the reference and key scripture phrase

On a sheet of paper, draw a picture that will help you remember Malachi 4:5–6 and its key scripture phrase, *Elijah “shall turn ... the heart of the children to their fathers.”* Put the picture where you will see and remember it, or take a picture of it with your phone. When you see the picture, repeat the reference to help you remember it.

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After students have completed the drawing activity, consider having them share what they created. Invite them to explain how their drawing will help them remember the reference and key scripture phrase.

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## Review the passage

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Help students review this scripture reference and key scripture phrase in a future lesson.

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Share the illustration you drew for Malachi 4:5–6 with someone and explain how the image illustrates the key scripture phrase, *Elijah “shall turn ... the heart of the children to their fathers.”*

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## Commentary and Background Information

### How does family history help me connect with my family on both sides of the veil?

President Russell M. Nelson taught:

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Every human being who comes to this earth is the product of generations of parents. We have a natural yearning to connect with our ancestors. This desire dwells in our hearts, regardless of age.

Consider the spiritual connections that are formed when a young woman helps her grandmother enter family information into a computer or when a young man sees the name of his great-grandfather on a census record. When our hearts turn to our ancestors, something changes inside us. We feel part of something greater than ourselves. Our inborn yearnings for family connections are fulfilled when we are linked to our ancestors through sacred ordinances of the temple.

Because of the importance of this work, the Church has built temples closer to the people, and family history research is being facilitated as never before. Methods to find and prepare names for temple ordinances are also improving. (Russell M. Nelson, “Generations Linked in Love,” *Ensign* or *Liahona*, May 2010, 92)

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### Why is family history work so important?

Elder Quentin L. Cook of the Quorum of the Twelve Apostles said:

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If the youth in each ward will not only go to the temple and do baptisms for their dead but also work with their families and other ward members to provide the family names for the ordinance work they perform, both they and the Church will be greatly blessed. Don’t underestimate the influence of the deceased in assisting your efforts and the joy of ultimately meeting those you serve. The eternally significant blessing of uniting our own families is almost beyond comprehension. (Quentin L. Cook, “Roots and Branches,” *Ensign* or *Liahona*, May 2014, 46–47)

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Elder Dale G. Renlund Of the Quorum of the Twelve Apostles taught:



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As Church members, we do have a divinely appointed responsibility to seek out our ancestors and compile family histories. This is far more than an encouraged hobby, because the ordinances of salvation are necessary for all of God’s children. We are to identify our own ancestors who died without receiving the ordinances of salvation. We can perform the ordinances vicariously in temples, and our ancestors may choose to accept the ordinances. We are also encouraged to help ward and stake members with their family names. It is breathtakingly amazing that, through family history and temple work, we can help to redeem the dead. (Dale G. Renlund, “Family History and Temple Work: Sealing and Healing,” *Ensign* or *Liahona*, May 2018, 46–47)

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## Supplemental Learning Activity

### The promised blessings of family history work

In the video “[The Promised Blessings of Family History](#)” (3:24), found at [ChurchofJesusChrist.org](#), modern Apostles identify some of the many blessings we can experience as we participate in family history work.

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After showing the video, invite students to share what stood out to them. Encourage students to make a plan to more fully participate in temple and family history work so they can qualify for the blessings described in the video.

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[Translation: If this video does not exist in your language, please delete the entire “Supplemental Learning Activity” section.]

# Doctrinal Mastery: Assessment Review

## Isaiah 5:20 through Malachi 4:5–6

This doctrinal mastery assessment review is designed to help students review the 12 doctrinal mastery passages from Isaiah 5:20 to Malachi 4:5–6. It is intended to assist in preparation for the upcoming doctrinal mastery assessment.

*Use this review and administer the doctrinal mastery assessment any time after teaching the Malachi 4:5–6 doctrinal mastery lesson. The assessment will need to be given before students complete the course.*

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## Possible Learning Activities

### Doctrinal mastery in your life

During this half of the course, you have had the opportunity to study 12 doctrinal mastery passages from Isaiah 5:20 to Malachi 4:5–6.

- How have you been blessed by your efforts to learn these doctrinal mastery passages?
- What opportunities have you had to apply what you have learned from doctrinal mastery?

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Consider the needs of your students and their mastery of the 12 doctrinal mastery passages during this half of the course. Select the portions of this lesson that will best assist them in the areas where they may need the most help to prepare for the doctrinal mastery assessment.

As needed, give students the “Doctrinal Mastery Assessment Study Guide” to study at home. This study guide is located at the end of the lesson.

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In this lesson, you will review the doctrinal mastery passages you have learned during this half of the course. Use the following activities to help you prepare for the doctrinal mastery assessment.

### Review Activity 1: Scripture references and key scripture phrases

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The quizzes in Review Activities 1 and 2 are intended to help students review the references and key scripture phrases for the 12 doctrinal mastery passages from Isaiah 5:20 to Malachi 4:5–6.

Alternatively, it may be beneficial to use other methods to help students review these references and key scripture phrases. Some ideas include allowing students to quiz each other; stating the key scripture phrase or the reference aloud and allowing students to guess the corresponding reference or key scripture phrase; or using the idea found in the “Supplemental Learning Activities” section at the end of the lesson. Be sure to save time for the other review activities.

Display the following quizzes or provide them for students as a handout.

Consider giving students a few moments to review the doctrinal mastery passages and key scripture phrases before they take the quiz.

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Match the key scripture phrases to their references by writing the correct letter in each blank. After completing the quiz, if you would like more practice, consider using activities in the Doctrinal Mastery mobile app.

- \_\_\_ 1. The blessings of paying tithing.
- \_\_\_ 2. “Before I formed thee in the belly ... I ordained thee a prophet unto the nations.”
- \_\_\_ 3. The Bible and the Book of Mormon “shall become one in thine hand.”

- \_\_\_ 4. “Woe unto them that call evil good, and good evil.”
- \_\_\_ 5. Elijah “shall turn ... the heart of the children to their fathers.”
- \_\_\_ 6. God shall “set up a kingdom, which shall never be destroyed.”
- \_\_\_ 7. The blessings of a proper fast.
- \_\_\_ 8. The Restoration of the gospel is “a marvellous work and a wonder.”
- \_\_\_ 9. “The Lord God ... revealeth his secret unto his servants the prophets.”
- \_\_\_ 10. “Turn away ... from doing thy pleasure on my holy day; and call the sabbath a delight.”
- \_\_\_ 11. “Surely [Jesus Christ] hath borne our griefs, and carried our sorrows.”
- \_\_\_ 12. The prophet is “a watchman unto the house of Israel.”

a. Isaiah 5:20

b. Isaiah 29:13–14

c. Isaiah 53:3–5

d. Isaiah 58:6–7

e. Isaiah 58:13–14

f. Jeremiah 1:4–5

g. Ezekiel 3:16–17

h. Ezekiel 37:15–17

i. Daniel 2:44–45

j. Amos 3:7

k. Malachi 3:8–10

l. Malachi 4:5–6

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Answers: 1-k, 2-f, 3-h, 4-a, 5-l, 6-i, 7-d, 8-b, 9-j, 10-e, 11-c, 12-g

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## Review Activity 2: Scripture references and key scripture phrases

Fill in the blanks with the missing words and numbers from the key scripture phrases and references.

1. God shall “set up a \_\_\_\_\_, which shall never be \_\_\_\_\_” (Daniel \_\_:\_\_).
2. The \_\_\_\_\_ is “a \_\_\_\_\_ unto the house of Israel” (Ezekiel 3:16–17).
3. “Turn away ... from doing thy \_\_\_\_\_ on my holy day; and call the \_\_\_\_\_ a \_\_\_\_\_” (Isaiah 58:13–14).
4. “Woe unto them that call \_\_\_\_\_ good, and \_\_\_\_\_ evil” (\_\_\_\_\_ 5:20).
5. The \_\_\_\_\_ of the gospel is “a marvellous work and a \_\_\_\_\_” (Isaiah 29:13–14).
6. “Surely [Jesus Christ] hath borne our \_\_\_\_\_, and carried our \_\_\_\_\_” (Isaiah \_\_:\_\_).
7. “Before I \_\_\_\_\_ thee in the belly ... I ordained thee a \_\_\_\_\_ unto the nations” (\_\_\_\_\_ 1:4–5).
8. The \_\_\_\_\_ and the Book of Mormon “shall become \_\_\_\_\_ in thine hand” (Ezekiel 37:15–17).
9. “The Lord God ... \_\_\_\_\_ his secret unto his servants the \_\_\_\_\_” (\_\_\_\_\_ 3:7).
10. The \_\_\_\_\_ of a proper \_\_\_\_\_ (see \_\_\_\_\_ :\_\_).
11. The \_\_\_\_\_ of paying \_\_\_\_\_ (see Malachi 3:8–10).
12. \_\_\_\_\_ “shall turn ... the \_\_\_\_\_ of the children to their \_\_\_\_\_” (Malachi 4:5–6).

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Answers: (1) kingdom, destroyed, 2:44–45; (2) prophet, watchman; (3) pleasure, sabbath, delight; (4) evil, good, Isaiah; (5) Restoration, wonder; (6) griefs, sorrows, 53:3–5; (7) formed, prophet, Jeremiah; (8) Bible, one; (9) revealeth, prophets, Amos; (10) blessings, fast, Isaiah 58:6–7; (11) blessings, tithing; (12) Elijah, heart, fathers

After correcting the quiz, consider helping students study doctrinal mastery passages they are still not familiar with. Students may want to practice using the Doctrinal Mastery mobile app if available.

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### Review Activity 3: Demonstrate understanding of the doctrine

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The following activity will help students demonstrate understanding of doctrinal mastery passages by showing how the doctrine in the passages could be applied in real-life situations. Keep in mind that multiple doctrinal mastery passages could be applied to each scenario.

This activity may be done in groups, individually, or as a class, or consider a combination of all three. Encourage students to use their scriptures. Students could also come up with their own scenarios for the doctrinal mastery passages.

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For each of the following scenarios, select one or more doctrinal mastery passages that could apply to each situation, and explain why.

1. While talking with some classmates, one of them asks you, “What do you believe about Jesus Christ?”
2. One of your siblings mentions how much they don’t like fasting. They admit they don’t see the purpose for it.
3. You have been asked to give a talk in Church about temples and family history work.
4. You’ve been teaching a friend about the Church with the missionaries. During a lesson about the Restoration of the gospel, your friend asks, “Does the Bible talk about the Restoration?”

### Review Activity 4: Apply the doctrine

- What are the three principles of acquiring spiritual knowledge emphasized in the *Doctrinal Mastery Core Document*?

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The following activities are intended to help students practice using some of the principles of acquiring spiritual knowledge to apply the doctrine taught in the doctrinal mastery passages.

Consider displaying the principles of acquiring spiritual knowledge where students can refer to them as they go through these practice application scenarios or the ones students thought of.

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As part of the doctrinal mastery assessment, you will share how you have been able to apply the principles of acquiring spiritual knowledge to your life.

If needed, review paragraphs 5–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document* to review the following principles: (1) “Act in faith,” (2) “Examine concepts and questions with an eternal perspective,” and (3) “Seek further understanding through divinely appointed sources.”

- How would you summarize each of the principles of acquiring spiritual knowledge in one or two sentences?
- In what ways have you been able to use these principles in your own life?

You will also have an opportunity in the assessment to share a specific doctrinal mastery passage that is significant to you. To help you prepare for this, consider how you might respond to the following questions:

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Consider inviting the students to discuss their answers to the following questions with a partner or small group. It may be beneficial to give students time to think about their answers before they begin discussing.

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- What is an Old Testament doctrinal mastery passage you have studied that has been especially meaningful to you?
- Why is that passage significant to you?

## Doctrinal Mastery Assessment Study Guide

This study guide can help you prepare for the doctrinal mastery assessment.

### Old Testament Doctrinal Mastery Assessment 2 Study Guide

#### Memorize the reference and key scripture phrase

Be familiar with the doctrinal mastery scripture references and key scripture phrases. You may want to use the Doctrinal Mastery mobile app to help you review.

Isaiah 5:20—“Woe unto them that call evil good, and good evil.”

Isaiah 29:13–14—The Restoration of the gospel is “a marvellous work and a wonder.”

Isaiah 53:3–5—“Surely [Jesus Christ] hath borne our griefs, and carried our sorrows.”

Isaiah 58:6–7—The blessings of a proper fast.

Isaiah 58:13–14—“Turn away ... from doing thy pleasure on my holy day; and call the sabbath a delight.”

Jeremiah 1:4–5—“Before I formed thee in the belly ... I ordained thee a prophet unto the nations.”

Ezekiel 3:16–17—The prophet is “a watchman unto the house of Israel.”

Ezekiel 37:15–17—The Bible and the Book of Mormon “shall become one in thine hand.”

Daniel 2:44–45—God shall “set up a kingdom, which shall never be destroyed.”

Amos 3:7—“The Lord God ... revealeth his secret unto his servants the prophets.”

Malachi 3:8–10—The blessings of paying tithing.

Malachi 4:5–6—Elijah “shall turn ... the heart of the children to their fathers.”

#### Apply the doctrine to real-life situations

- Use one or more doctrinal mastery scripture passages to respond to someone who asks, “What does the Old Testament teach about Jesus Christ?”
- If you were to teach someone about the Restoration of the gospel of Jesus Christ, what Old Testament doctrinal mastery passages could you use? How could you use these passages to explain the Restoration?

#### Principles of acquiring spiritual knowledge

Review paragraphs 5–12 in the “Acquiring Spiritual Knowledge” section of the *Doctrinal Mastery Core Document*.

- What are the three principles of acquiring spiritual knowledge?

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## Supplemental Learning Activity

### Scripture chase activity

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To help the students review scripture references and key scripture phrases, consider doing a scripture chase activity. Depending on the needs of your students, this activity could be done in place of or in addition to Review Activities 1 and 2. Be sure to save time for the other review activities later in the lesson.

To do a scripture chase activity, state aloud the key scripture phrase for one of the 12 doctrinal mastery scripture passages, and invite the students to race to locate the correct passage in their scriptures. Have students raise their hand when they find the correct passage. Repeat this process with as many passages as you see fit.

Be sure to do this activity in a way that does not cause hurt feelings or offend the Spirit. Help students avoid being overly competitive. It may be helpful to have students compete against a standard rather than each other. For example, students could race against the teacher, or they could race to see if a certain percentage of the class can find a particular passage in a specified amount of time.

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# Doctrinal Mastery: Assessment

## Isaiah 5:20 through Malachi 4:5–6

Students have studied 12 doctrinal mastery passages during the second half of the Old Testament course. This assessment is designed to measure how well students understand these passages and can use them to help themselves and others in real-life situations.

*Administer this doctrinal mastery assessment anytime after teaching the Malachi 4:5–6 doctrinal mastery lesson. The assessment will need to be given before students complete the course.*

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Distribute the following assessment, and invite students to complete it individually. If you do not have access to a printer, consider requesting copies from your coordinator ahead of time.

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If desired, students may use their scriptures to complete the short-answer portion of this assessment.

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## Doctrinal Mastery Assessment: Isaiah 5:20 through Malachi 4:5–6

Questions 1–4. Match the key scripture phrases to their references by writing the correct letter in each blank. Please do not use your scriptures for this portion of the assessment.

\_\_\_ 1. “The Lord God ... revealeth his secret unto his servants the prophets.”

\_\_\_ 2. “Turn away ... from doing thy pleasure on my holy day; and call the sabbath a delight.”

\_\_\_ 3. Elijah “shall turn ... the heart of the children to their fathers.”

\_\_\_ 4. The prophet is “a watchman unto the house of Israel.”

a. Ezekiel 3:16–17

b. Isaiah 58:13–14

c. Amos 3:7

d. Malachi 4:5–6

Questions 5–7. Fill in the missing references and words of the key scripture phrases. Please do not use your scriptures for this portion of the assessment.

5. “Before I \_\_\_\_\_ thee in the belly ... I ordained thee a \_\_\_\_\_ unto the nations” (\_\_\_\_\_ 1:4–5).
6. The \_\_\_\_\_ and the Book of Mormon “shall become \_\_\_\_\_ in thine hand” (Ezekiel 37:15–17).
7. The \_\_\_\_\_ of the gospel is “a marvellous work and a \_\_\_\_\_” (Isaiah 29:13–14).

### **You may use your scriptures for the remainder of the assessment.**

Questions 8–10. Choose one or more of the 12 Old Testament doctrinal mastery passages you have studied from Isaiah 5:20 through Malachi 4:5–6 to answer the following questions.

In your responses, give the scripture reference you chose and explain why you chose it.

8. Use one or more doctrinal mastery scripture passages from Isaiah 5:20 through Malachi 4:5–6 to respond to someone who asks, “What does the Old Testament teach about Jesus Christ?”

9. If you were to teach someone about the Restoration of the gospel of Jesus Christ, what Old Testament doctrinal mastery passages could you use? How could you use these passages to explain the Restoration?

10. Of the 12 doctrinal mastery passages you have studied this semester, choose one that has impacted you the most. In what ways did this passage impact you?

### **Acquiring spiritual knowledge**

Questions 11–13. Explain how you would use the principles of acquiring spiritual knowledge to help you in a situation you are currently facing or may face in the future.

11. Act in faith
  
  
  
  
  
  
  
  
  
  
12. Examine concepts and questions with an eternal perspective
  
  
  
  
  
  
  
  
  
  
13. Seek further understanding through divinely appointed sources

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Give students enough time to complete the assessment. After students have finished, review it as a class. Students may correct their own or give it to the teacher to correct it.

#### **Answer Key**

13. c. Amos 3:7
14. b. Isaiah 58:13–14
15. d. Malachi 4:5–6
16. a. Ezekiel 3:16–17



17. formed, prophet, Jeremiah
18. Bible, one
19. Restoration, wonder
20. Many of the doctrinal mastery passages this semester teach about the Savior Jesus Christ. Students should be given credit if they listed one or more doctrinal mastery references from this half of the course and explained what they teach about Jesus Christ. For example, a student could write about how Isaiah 53:3–5 teaches what the Savior experienced as part of His Atonement.
21. Multiple doctrinal mastery passages teach about the Restoration of the gospel of Jesus Christ. For example, students could use Isaiah 29:13–14; Ezekiel 37:15–17; Daniel 2:44–45; or Malachi 4:5–6. Students' answers should articulate how the passage they chose can be used to explain some element of the Restoration.
22. Students can select any passage they choose.
23. Students' responses should demonstrate at least one way they can act in faith.
24. Students' responses should demonstrate at least one way they can examine concepts and questions with an eternal perspective.
25. Students' responses should demonstrate at least one way they can seek further understanding through divinely appointed sources.

After reviewing and correcting students' answers, invite students to ask any questions they may have. Review any parts of the assessment that may be helpful to them.

End with a testimony of the Savior and of the power of God's word to lead us to Him. Students may also be invited to share their own witness.

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