

AARONIC PRIESTHOOD

Resource Guide 2010

**Supplemental Materials
for Manual 2**

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Aaronic Priesthood Resource Guide 2010—Manual 2

The following resources have been selected to assist leaders in making the doctrine and principles in Aaronic Priesthood Manual 2 relevant to the issues young men are facing, current with prophetic teachings, and applicable to the lives of all Aaronic Priesthood holders. These resources have been designed for use in conjunction with the lessons. Prayerfully choose resources that will engage young men in learning and helping them strengthen their faith and testimonies. Consider using articles from the New Era and Liahona to supplement the lessons.

Lesson 1: *Who Am I?*

DISCUSSION QUESTIONS

- What do I know about God that helps me understand my potential in this life and in the life to come?
- In what ways does the knowledge that I am a son of God affect my behavior? (see Moses 1:12–13).

ADDITIONAL RESOURCES

- John M. Madsen, “A 12-Year-Old Deacon,” *Ensign and Liahona*, May 2008, 55–57.
- Dean R. Burgess, “Do You Know Who You Are?” *Ensign and Liahona*, May 2008, 53–55.

EXPERIENCES

- Duty to God: Family Activity 4 (deacon); Quorum Activity 6 (priest).
- For lessons 1 and 2, consider having the young men prepare a lesson from the section “God Is Our Loving Heavenly Father” in *Preach My Gospel* (2004), pages 31–32. Encourage them to teach this lesson during quorum meetings, during a weekday activity, or in family home evening.

Lesson 2: *Knowing Our Father in Heaven*

DISCUSSION QUESTIONS

- When have I felt Heavenly Father’s love?
- What does Heavenly Father expect of me as a priesthood holder?

ADDITIONAL RESOURCES

- Richard G. Scott, “To Heal the Shattering Consequences of Abuse,” *Ensign and Liahona*, May 2008, 40–43.
“Recognize that if you have feelings that you are not loved by your Father in Heaven, you are being manipulated by Satan. Even when it may seem very difficult to pray, kneel and ask Father in Heaven to give you the capacity to trust Him and to feel His love for you” (p. 41).
- Neil L. Andersen, “You Know Enough,” *Ensign and Liahona*, Nov. 2008, 13–14.
- Carlos A. Godoy, “Testimony as a Process,” *Ensign and Liahona*, Nov. 2008, 100–102.

- *Preach My Gospel* (2004), 118.

EXPERIENCES

- Duty to God: Quorum Activity 1 (deacon); Spiritual Development goal 1 (teacher); Spiritual Development goal 2 (priest).
- See the experiences listed for lesson 1.

Lesson 3: *Faith in Jesus Christ*

DISCUSSION QUESTIONS

- How would I explain to someone what it means to exercise faith in Jesus Christ?
- When has my faith in Christ been strengthened?
- How can an understanding of the Atonement help me exercise faith in Christ?

EXPERIENCES

- Duty to God: Spiritual Development goal 1 (deacon); Spiritual Development goal 12 (teacher); Family Activity 4 (priest).
- Consider memorizing two scriptures about faith in Jesus Christ (see *Preach My Gospel* [2004], 61–62 for possible scriptures).

Lesson 4: *Companionship of the Holy Ghost*

DISCUSSION QUESTIONS

- How can I recognize the promptings of the Holy Ghost?
- What can keep me from receiving daily promptings from the Holy Ghost?
- When have I been comforted, warned, or inspired by the Holy Ghost? What led to this experience?

ADDITIONAL RESOURCES

- Thomas S. Monson, “Mrs. Patton—the Story Continues,” *Ensign and Liahona*, Nov. 2007, 21–24. For the last section of the lesson, consider sharing President Monson’s personal experience and testimony of following spiritual promptings.
- Gerald N. Lund, “Opening Our Hearts,” *Ensign and Liahona*, May 2008, 32–34.

TEACHING TIP

Young men will better understand and apply doctrines when they study and experience them outside of class. After teaching the doctrine on Sunday, consider having the young men work on a corresponding goal or activity from Duty to God during a weekday activity (see the experiences listed in this guide).

EXPERIENCES

- Duty to God: Quorum Activity 1 (deacon).
- Invite the young men to ask family members the questions listed above. Record their responses, and have the young men share what they learned the following week in class.

Lesson 5: Agency**DISCUSSION QUESTIONS**

- Why is it that keeping the commandments brings me greater freedom? When have I seen good choices lead to greater freedom?
- What would I say to help someone who is struggling to make a right choice?

ADDITIONAL RESOURCES

- Thomas S. Monson, “Standards of Strength,” *New Era*, Oct. 2008, 2–5.
- James J. Hamula, “Winning the War against Evil,” *Ensign* and *Liahona*, Nov. 2008, 50–52.
- Wolfgang H. Paul, “The Gift of Agency,” *Ensign* and *Liahona*, May 2006, 34–35.

EXPERIENCE

- Duty to God: Citizenship and Social Development goal 2 (priest); Family Activity 2 (priest).

Lesson 6: Christlike Service**DISCUSSION QUESTIONS**

- Why is it important that I serve others?
- How do I feel when I am asked to give service? How do I feel after I have given Christlike service?
- In what ways has someone’s service blessed me or my family?

ADDITIONAL RESOURCES

- Dieter F. Uchtdorf, “Lift Where You Stand,” *Ensign* and *Liahona*, Nov. 2008, 53–56. Use stories from President Uchtdorf’s talk to replace the story in the lesson.
- Carlos H. Amado, “Service, a Divine Quality,” *Ensign* and *Liahona*, May 2008, 35–37.
- Doctrine and Covenants 81:5.

EXPERIENCES

- Duty to God: Citizenship and Social Development goal 10 (deacon), Quorum Activity 5 (deacon), Family Activity 7 (deacon); Quorum Activity 7 (teacher).
- Plan and carry out a quorum service project.

Lesson 7: The Eternal Importance of Families**DISCUSSION QUESTIONS**

- Why is Satan working so hard to destroy families?

- What are the characteristics of a celestial family? What can I do to help my family improve?
- How can I prepare now for my future role as husband and father?

ADDITIONAL RESOURCES

- Henry B. Eyring, “Our Hearts Knit as One,” *Ensign* and *Liahona*, Nov. 2008, 68–71.
- Claudio R. M. Costa, “Don’t Leave for Tomorrow What You Can Do Today,” *Ensign* and *Liahona*, Nov. 2007, 73–75. Use a quotation from Elder Costa’s talk to supplement the lesson’s conclusion.

EXPERIENCES

- Duty to God: Spiritual Development goal 6 (deacon); Family Activity 9 (priest).
- Provide each young man with a copy of The Family: A Proclamation to the World. Invite them to read and mark things that are meaningful to them. Have them share their responses in class or at home.

TEACHING TIP

Giving young men opportunities to share and testify during class invites the Spirit. At different times during class, consider having one or two young men summarize what they are learning and share how they feel about it.

Lesson 8: Spirituality**DISCUSSION QUESTIONS**

- Whom do I know that exemplifies spirituality? What traits do they possess, and how do they act?
- What can I do to develop my own spirituality?

ADDITIONAL RESOURCES

- David A. Bednar, “Clean Hands and a Pure Heart,” *Ensign* and *Liahona*, Nov. 2007, 80–83.
- Dean R. Burgess, “Do You Know Who You Are?” *Ensign* and *Liahona*, May 2008, 53–55. Brother Burgess’s talk can be used to replace or supplement the story in the lesson according to the needs of the class.

EXPERIENCE

- Duty to God: Family Activities 1–2 (deacon), Spiritual Development goals 9–10 (deacon); Family Activity 6 (priest).

Lesson 9: Repentance and the Atonement of Jesus Christ**DISCUSSION QUESTIONS**

- What does it mean to me to truly repent?
- What would I say to a friend who is planning to sin and repent later?
- What is the Savior’s role in the repentance process?

ADDITIONAL RESOURCES

- Russell M. Nelson, “Repentance and Conversion,” *Ensign* and *Liahona*, May 2007, 102–5. Use Elder Nelson’s section “Repent from Sin” to replace the final quotation in the lesson.

- Lance B. Wickman, “Today,” *Ensign and Liahona*, May 2008, 103–5. Use Elder Wickman’s talk to replace the story and discussion from the lesson.

EXPERIENCES

- Duty to God: Spiritual Development goal 1 (deacon); Family Activity 5 (priest).
- Invite the young men to prepare and teach a lesson from the section “Repentance” in *Preach My Gospel* (2004), pages 62–63. This lesson could be taught at home or at church.

Lesson 10: *Studying the Scriptures*

DISCUSSION QUESTIONS

- What scriptural passage or story has made the biggest impact in my life?
- What blessings have I seen as a result of personal scripture study?
- What can I do to make scripture study more meaningful?

ADDITIONAL RESOURCES

- Craig C. Christensen, “A Book with a Promise,” *Ensign and Liahona*, May 2008, 105–7.
- Romans 15:4; 2 Timothy 3:15–17; Alma 17:2–3.

EXPERIENCES

- Duty to God: Family Activity 1 (deacon); Family Activity 1 (priest).
- Invite each young man to come up with a plan to establish or continue a habit of regular scripture study. This plan could include obtaining a personal set of scriptures, reading for a specific time each day, and recording what he learns in a journal. Each Sunday give the young men a few minutes to share what they are learning.

Lesson 11: *Satan and His Temptations*

DISCUSSION QUESTIONS

- What temptations am I seeing today that are causing young men to lose their way?
- What are the consequences of giving into these temptations?
- What are some ways I can resist these temptations?

ADDITIONAL RESOURCES

- Dieter F. Uchtdorf, “Point of Safe Return,” *Ensign and Liahona*, May 2007, 99–101.
- Charles W. Dahlquist II, “18 Ways to Stand Strong,” *New Era*, Oct. 2008, 17–29; *Liahona*, Oct. 2008, 25–37.
- Charles W. Dahlquist II, “Who’s on the Lord’s Side?” *Ensign and Liahona*, May 2007, 94–96.

EXPERIENCE

- Invite a young man to give a brief report on “Entertainment and the Media” from *For the Strength of Youth* (pamphlet, 2001; 17–19) and include his thoughts regarding how pornography effects the mind and the spirit.

Lesson 12: *Prayer*

DISCUSSION QUESTIONS

- Why do I feel it is important to pray always?
- What can I do to make my prayers more meaningful?
- How has sincere, earnest prayer blessed my life?

ADDITIONAL RESOURCES

- Richard G. Scott, “Using the Supernal Gift of Prayer,” *Ensign and Liahona*, May 2007, 8–11.
- David A. Bednar, “Pray Always,” *Ensign and Liahona*, Nov. 2008, 41–44.

- David A. Bednar, “Ask in Faith,” *Ensign and Liahona*, May 2008, 94–97. Use sections of Elder Bednar’s talk to replace stories in the lesson.

EXPERIENCES

- Duty to God: Family Activity 3 (teacher).
- Encourage each young man to establish a habit of prayer each day—this plan could include a specific time and place to pray.

Lesson 13: *Fasting*

DISCUSSION QUESTIONS

- What blessings come to those who fast properly?
- How can fasting bless others?
- What can I do to make fasting more meaningful?

ADDITIONAL RESOURCES

- Spencer J. Condie, “Claim the Exceeding Great and Precious Promises,” *Ensign and Liahona*, Nov. 2007, 16–18.

“The Lord also promised that ‘whatsoever ye shall ask the Father in my name, which is right, believing that ye shall receive, behold it shall be given unto you’ (3 Nephi 18:20). We are promised that the Holy Ghost will be our constant companion when we ‘let virtue garnish [our] thoughts unceasingly’ (see D&C 121:45–46). We can claim the spiritually liberating promise of fasting, which will ‘loose the bands of wickedness,’ undo our ‘heavy burdens,’ and ‘break every yoke’ (Isaiah 58:6)” (p. 16).

- Keith K. Hilbig, “Quench Not the Spirit Which Quickens the Inner Man,” *Ensign and Liahona*, Nov. 2007, 37–39.

“As we fast, renew our covenants during the sacrament, and attend the temple, we further access the Spirit. In these settings the Holy Ghost may manifest His influence with great impact” (p. 39).

TEACHING TIP

Having a close relationship with each young man can have a significant influence on his personal conversion. Pray for each of the young men in your class. Do all you can to know their interests and needs and strive to meet their needs as you teach. Attend important events in their lives, visit their homes, and communicate with their parents.

- Keith B. McMullin, “God Loves and Helps All of His Children,” *Ensign* and *Liahona*, Nov. 2008, 75–78.

EXPERIENCES

- Duty to God: Quorum Activity 2 (deacon).
- Consider planning a quorum welfare assignment or service project where food is gathered to give to those who are less fortunate.

Lesson 14: *Obedience to God*

DISCUSSION QUESTIONS

- How does my obedience today influence my future opportunities?
- How have I seen obedience to God’s commandments bring happiness to my life and the lives of those around me?

ADDITIONAL RESOURCES

- Dallin H. Oaks, “Testimony,” *Ensign* and *Liahona*, May 2008, 26–29. Use Elder Oaks’s talk to replace the chalkboard activity.
- Joseph B. Wirthlin, “Life’s Lessons Learned,” *Ensign* and *Liahona*, May 2007, 45–47.
- John B. Dickson, “Commitment to the Lord,” *Ensign* and *Liahona*, May 2007, 14–15.

EXPERIENCE

- Duty to God: Family Activity 2 (deacon); Family Activity 2 (teacher).

Lesson 15: *Exaltation through Keeping Covenants*

DISCUSSION QUESTIONS

- In what ways have I been blessed because someone else kept their covenants?
- How do ordinances and covenants prepare me for exaltation?
- What blessings await those who live worthy of exaltation?

ADDITIONAL RESOURCES

- Henry B. Eyring, “Faith and the Oath and Covenant of the Priesthood,” *Ensign* and *Liahona*, May 2008, 61–64.
- Russell M. Nelson, “Celestial Marriage,” *Ensign* and *Liahona*, Nov. 2008, 92–94.

EXPERIENCE

- Invite each young man to obtain a limited-use temple recommend. This recommend could serve as a symbol of his worthiness and desire to remain worthy. If possible, plan and carry out a temple trip.

Lesson 16: *Tithes and Offerings*

DISCUSSION QUESTIONS

- What spiritual or temporal blessings come as I pay my tithes and offerings?

- If a family member or friend is having difficulty obeying the law of tithing, what might I say or do to help him or her overcome these challenges?

ADDITIONAL RESOURCES

- Yoshihiko Kikuchi, “Will a Man Rob God?” *Ensign* and *Liahona*, May 2007, 97–98.
- Sheldon F. Child, “The Best Investment,” *Ensign* and *Liahona*, May 2008, 79–81.

EXPERIENCES

- Remind the young men that one of the priesthood duties and standards is to pay a full tithing (see all Duty to God booklets, p. 11).
- See the experiences listed for lesson 13.

Lesson 17: *Patriarchal Blessings*

DISCUSSION QUESTIONS

- How is a patriarchal blessing like the Liahona mentioned in the Book of Mormon? (see Alma 37:38–45).
- Why would I want to receive a patriarchal blessing?
- What can I do to prepare to receive a patriarchal blessing?

ADDITIONAL RESOURCE

- James E. Faust, “Priesthood Blessings,” *Ensign*, Nov. 1995, 62–64; see also “About Patriarchal Blessings,” *Liahona*, Mar. 2004, 19.

“A patriarchal blessing from an ordained patriarch can give us a star to follow, which is a personal revelation from God to each individual. If we follow this star, we are less likely to stumble and be misled. Our patriarchal blessing will be an anchor to our souls, and if we are worthy, neither death nor the devil can deprive us of the

blessings pronounced. They are blessings we can enjoy now and forever.

“As with many other blessings, patriarchal blessings should ordinarily be requested by the one desiring the blessing. Responsibility for receiving a patriarchal blessing rests primarily on the individual when he or she has sufficient understanding of the significance of a patriarchal blessing. I encourage all members of the Church having this maturity to become worthy and obtain their blessings. By their very nature, all blessings are conditional on worthiness, regardless of whether the blessing specifically spells out the qualifications. The patriarchal blessing is primarily a guide to the future, not an index to the past. Therefore, it is important that the recipient be young enough that many of the significant events of life are in the future” (p. 63).

EXPERIENCES

- Duty to God: Family Activity 3 (priest).
- Invite your stake patriarch to speak about patriarchal blessings during a weekday activity or a Sunday lesson.

TEACHING TIP

Giving young men opportunities to teach others will help them better understand and apply doctrines. You may want to ask them to share something they have learned with family members or others outside of class. Invite them to teach others and then report on their teaching experience the following Sunday.

Lesson 18: *Duties of a Teacher in the Aaronic Priesthood*

DISCUSSION QUESTIONS

- How can the service of an Aaronic Priesthood holder bless the lives of others?
- What are my responsibilities regarding personal worthiness in administering the sacrament?

ADDITIONAL RESOURCES

- Jay E. Jensen, “Arms of Safety,” *Ensign and Liahona*, Nov. 2008, 47–49.
- “Message from the First Presidency,” *For the Strength of Youth* (pamphlet, 2001), 2–3. The First Presidency discusses benefits of living standards of righteousness.

EXPERIENCE

- Duty to God: Spiritual Development goal 4 (deacon); Spiritual Development goal 1 (teacher).

ADDITIONAL RESOURCES

- Dallin H. Oaks, “Sacrament Meeting and the Sacrament,” *Ensign and Liahona*, Nov. 2008, 17–20.
- D. Todd Christofferson, “Born Again,” *Ensign and Liahona*, May 2008, 76–79.
- *For the Strength of Youth* (pamphlet, 2001), 40–43.

EXPERIENCES

- Duty to God: Priesthood Duties and Standards (deacon, teacher, priest); Quorum Activity 7 (deacon); Quorum Activity 1 (priest).
- Consider having the young men clean the sacrament trays for a weeknight activity. One or two of them could teach the others about the significance of the sacrament as a part of this activity (see *True to the Faith* [2004], 147–49).

Lesson 21: *Preparing for the Melchizedek Priesthood*

Lesson 19: *A Broken Heart and a Contrite Spirit*

DISCUSSION QUESTIONS

- What is my understanding of the terms “broken heart” and “contrite spirit”?
- What does it mean to experience a “mighty change” of heart? (Mosiah 5:2–3; Alma 5:14).
- How can I come to have a broken heart and a contrite spirit? How can I help other quorum members get on the path to repentance?

ADDITIONAL RESOURCES

- Henry B. Eyring, “O Ye That Embark,” *Ensign and Liahona*, Nov. 2008, 57–60. Consider using the last three paragraphs of Elder Eyring’s talk.
- Bruce D. Porter, “A Broken Heart and a Contrite Spirit,” *Ensign and Liahona*, Nov. 2007, 31–32. Consider using Elder Porter’s analogy about malleable clay as a replacement for the discussion of the imperfect statue in the lesson’s introduction.
- 3 Nephi 9:20; Doctrine and Covenants 58:43.

EXPERIENCE

- Duty to God: Family Activity 3 (teacher).

Lesson 20: *Administering the Sacrament*

DISCUSSION QUESTIONS

- Why is the administering and partaking of the sacrament such a sacred occasion?
- What are some ways I can show reverence while administering the sacrament?

TEACHING TIP

Young men are more likely to participate meaningfully when they are asked to look for something as they search the scriptures and the words of the prophets. Consider having the young men look for specific principles or other details as they read. For example, you could say, “As you read these verses, look for . . .” After they read, ask class members to share what they found (see Teaching, No Greater Call [1999], 55).

DISCUSSION QUESTIONS

- Describe the preparation of an athlete for participation in a world championship event. What should the preparation be for receiving the Melchizedek Priesthood?
- In what ways does the Aaronic Priesthood help me prepare for the Melchizedek Priesthood?
- What are some things I can be doing now as an Aaronic Priesthood holder to ensure I am ready to receive and use the Melchizedek Priesthood?

ADDITIONAL RESOURCES

- Thomas S. Monson, “To Learn, to Do, to Be,” *Ensign and Liahona*, Nov. 2008, 60–62, 67–68. Use President Monson’s story of Theron W. Borup.
- Thomas S. Monson, “A Royal Priesthood,” *Ensign and Liahona*, Nov. 2007, 59–61.
- Robert D. Hales, “To the Aaronic Priesthood: Preparing for the Decade of Decision,” *Ensign and Liahona*, May 2007, 48–51. Read Elder Hale’s story about the fighter pilot, the flight simulator, and the need to prepare.

EXPERIENCES

- Duty to God: Quorum Activity 4 (priest).
- Invite a panel of returned missionaries (approved by the bishop) to share answers to the questions listed above during a weekday activity. Include discussion of what the quorum can do to help each member receive the Melchizedek Priesthood.

Lesson 22: *Patriarchal Leadership in the Home*

DISCUSSION QUESTIONS

- How will the decisions I make in the next few years influence my leadership as a father in my home?

- What can I do now to strengthen my father's role in our home? (*Note:* Be sensitive to young men who live without a father's influence in their homes.)
- What characteristics should I develop to become a good father?

ADDITIONAL RESOURCES

- Russell M. Nelson, "Salvation and Exaltation," *Ensign and Liahona*, May 2008, 7–10. Use Elder Nelson's section "Family Responsibilities" to supplement this lesson.
- Jeffrey R. Holland, "The Ministry of Angels," *Ensign and Liahona*, Nov. 2008, 29–31.
- "The Family: A Proclamation to the World," *Ensign*, Nov. 1995, 102.

EXPERIENCE

- Duty to God: Spiritual Development goal 2 (deacon).

Lesson 23: *Practical Preparation for a Mission*

DISCUSSION QUESTIONS

- How does the physical preparation of a missionary affect the success he will have on his mission?
- What are some skills I can learn now to increase my success as a missionary?
- What can I do to financially prepare for my mission?

ADDITIONAL RESOURCES

- M. Russell Ballard, "How to Prepare to Be a Good Missionary," *New Era*, Mar. 2007, 6–11; *Liahona*, Mar. 2007, 10–15.
- David A. Bednar, "Becoming a Missionary," *Ensign and Liahona*, Nov. 2005, 44–47.
- *Preach My Gospel* (2004), 1–15.

EXPERIENCES

- Duty to God: Quorum Activity 4 (teacher).
- Encourage each young man to make, write down, and carry out a plan to become physically fit. This could include learning about and applying principles of proper nutrition.

Lesson 24: *The Blessings of Work*

DISCUSSION QUESTIONS

- How can learning to work be a blessing?
- What can I do to increase my desire to work hard?
- What benefits have I seen or experienced from learning to work?

ADDITIONAL RESOURCES

- L. Tom Perry, "Let Him Do It with Simplicity," *Ensign and Liahona*, Nov. 2008, 7–10.
- Kenneth Johnson, "Restoring Faith in the Family," *Ensign and Liahona*, May 2008, 15–17.

EXPERIENCES

- Duty to God: Educational, Personal, and Career Development goal 3 (priest).
- Plan to visit several places of work that interest the young men in your quorum. Interview people who work there and find out what the requirements are for getting a job in that field.

Lesson 25: *Personal Purity through Self-discipline*

DISCUSSION QUESTIONS

- Why is it vital for me to learn to discipline myself?
- In what areas do I need to learn self-discipline to make sure I live a virtuous life?

ADDITIONAL RESOURCES

- Dieter F. Uchtdorf, "A Matter of a Few Degrees," *Ensign and Liahona*, May 2008, 57–60.
- Elaine S. Dalton, "A Return to Virtue," *Ensign and Liahona*, Nov. 2008, 78–80.
- "Steadfast and Immoveable," *New Era*, Jan. 2008, 8–9; *Liahona*, Jan. 2008, 42–43.

EXPERIENCE

- Duty to God: Spiritual Development goal 5 (teacher).

Lesson 26: *Worthy Thoughts*

DISCUSSION QUESTIONS

- What is the danger of entertaining inappropriate thoughts?
- What are sources of bad thoughts that can lead to bad behavior?
- When unworthy thoughts come, what do I do to get rid of them?

ADDITIONAL RESOURCES

- Gordon B. Hinckley, "Let Virtue Garnish Thy Thoughts Unceasingly," *Ensign and Liahona*, May 2007, 115–17.
- L. Whitney Clayton, "Blessed Are All the Pure in Heart," *Ensign and Liahona*, Nov. 2007, 51–53.
- "My Battle with Pornography," *New Era*, July 2007, 11–13; *Liahona*, July 2007, 34–37.

EXPERIENCE

- Plan an activity where the young men judge their media against the standards in *For the Strength of Youth* (pamphlet, 2001), 17–19. Encourage them to get rid of the media that does not measure up to these standards. (*Note:* Carefully plan this activity so some young men won't be critical or condemning of other young men who are struggling with this issue.)

TEACHING TIP

You and the young men invite the Spirit as you develop caring relationships with one another. Greet the young men as they come to class, listen carefully to their responses, and respect their feelings. Encourage the young men to do the same (see Teaching, No Greater Call, 31).

Lesson 27: *The Lord's Law of Health*

DISCUSSION QUESTIONS

- What is the purpose of living the Word of Wisdom? (see D&C 89:18–21).
- How would I explain to a friend what the Word of Wisdom is and why I live it?
- How has living the Word of Wisdom blessed my life or the life of someone I know?

ADDITIONAL RESOURCES

- Quentin L. Cook, "Give Heed unto the Prophets' Words," *Ensign and Liahona*, May 2008, 47–50. Consider using the story of President Heber J. Grant and his counsel on tobacco use in place of the quiz in the lesson's introduction.
- Robert R. Steuer, "The Power of Light and Truth," *Ensign and Liahona*, May 2008, 99–101.
- Brad Wilcox, "What's Not on the Warning Label," *New Era*, Oct. 2008, 38–41.

EXPERIENCES

- Duty to God: Priesthood Duties and Standards 6 (deacon); Priesthood Duties and Standards 7 (teacher, priest).
- Invite each young man to make a commitment to live the Word of Wisdom. Consider presenting situations where the young men share how they will respond when tempted to break the Word of Wisdom (see Romans 1:16; 1 Peter 3:15).

Lesson 28: *The Sabbath*

DISCUSSION QUESTIONS

- Why is it important to keep the Sabbath day holy?
- How can I know what activities are appropriate for the Sabbath day?
- How can working on Sunday affect my spirituality?

ADDITIONAL RESOURCES

- Keith B. McMullin, "Lay Up in Store," *Ensign and Liahona*, May 2007, 51–53.
- "Keep the Sabbath Day Holy," *Preach My Gospel* (2004), 74.

EXPERIENCES

- Duty to God: Spiritual Development goal 2 (teacher).
- Invite each young man to prepare and teach a lesson from *Preach My Gospel* on the importance of keeping the Sabbath day holy (see p. 74). This lesson could be taught at home or at church.

Lesson 29: *The Purpose of Life*

DISCUSSION QUESTIONS

- How would I explain to someone what the purpose of life is?

- How does having an understanding of this purpose affect how I think and act?
- As a priesthood holder, what is my role in helping others learn and fulfill the purpose of life?

ADDITIONAL RESOURCES

- Henry B. Eyring, "Walk in the Light," *Ensign and Liahona*, May 2008, 123–25.
- L. Tom Perry, "The Plan of Salvation," *Ensign and Liahona*, Nov. 2006, 69–72.

Lesson 30: *Charity*

DISCUSSION QUESTIONS

- What are the different attributes of charity or the "pure love of Christ"? (Moroni 7:47). Which of these attributes have I seen in the lives of others?
- How can I obtain the pure love of Christ? (see 1 Corinthians 13:1–13; Moroni 7:45–47).

ADDITIONAL RESOURCES

- Joseph B. Wirthlin, "The Great Commandment," *Ensign and Liahona*, Nov. 2007, 28–31.
- Steven E. Snow, "Service," *Ensign and Liahona*, Nov. 2007, 102–4. Use Elder Snow's talk to supplement the section "Charity Is Doing as Well as Feeling."
- "Charity and Love," *Preach My Gospel* (2004), 118.

EXPERIENCE

- Duty to God: Citizenship and Social Development goal 3 (teacher).

TEACHING TIP

Small group activities are most successful in groups of two to four individuals.

Use groups when you want to encourage young men to discuss questions, compare answers, share experiences, and teach each other (see Teaching, No Greater Call, 161).

Lesson 31: *Forgiveness*

DISCUSSION QUESTIONS

- What are some of the consequences of not forgiving others?
- How can we overcome resentment, anger, or vengeance toward those who have offended us so that we can truly forgive?
- How have I been blessed as I have forgiven others or been forgiven by them?

ADDITIONAL RESOURCES

- James E. Faust, "The Healing Power of Forgiveness," *Ensign and Liahona*, May 2007, 67–69.
- Richard G. Scott, "To Heal the Shattering Consequences of Abuse," *Ensign and Liahona*, May 2008, 40–43.
- Quentin L. Cook, "Hope Ya Know, We Had a Hard Time," *Ensign and Liahona*, Nov. 2008, 102–6.

EXPERIENCE

- Invite each young man to write a letter to a fictional friend explaining why he should forgive someone who has offended him. Have the young men share these letters in class or during a weekday activity.

Lesson 32: *Cultivating Gifts of the Spirit*

DISCUSSION QUESTIONS

- How do I recognize the spiritual gifts I have been given?
- How have I been blessed through the spiritual gifts of others?
- How can I nurture or develop spiritual gifts in my life?

ADDITIONAL RESOURCES

- Robert D. Hales, “Gifts of the Spirit,” *Ensign*, Feb. 2002, 12–20.

“I urge you each to discover your gifts and to seek after those that will bring direction to your life’s work and that will further the work of heaven.

“During our time here on earth, we have been charged to develop the natural gifts and capabilities Heavenly Father has blessed us with. Then it will be our opportunity to use these gifts to become teachers and leaders of God’s children wherever they may be found on earth” (p. 16).

- *Gospel Principles* (2009), 125–32.
- *True to the Faith* (2004), 165–67.

EXPERIENCE

- Duty to God: Spiritual Development goals 1, 5, 10 (deacon); Spiritual Development goal 3 (teacher); Spiritual Development goals 1–2 (priest).

Lesson 33: *Seek Ye Learning*

DISCUSSION QUESTIONS

- How can gaining an education prepare me for a future mission and provide for my future family?
- What am I doing to succeed in school? What can I do to be better?

ADDITIONAL RESOURCES

- Gordon B. Hinckley, “Rise Up, O Men of God,” *Ensign* and *Liahona*, Nov. 2006, 59–61.
- Gordon B. Hinckley, “Stay on the High Road,” *Ensign* and *Liahona*, May 2004, 112–15.

“Among other things, I must remind you that you must get all of the education that you possibly can. Life has become so complex and competitive. You cannot assume that you have entitlements due you. You will be expected to put forth great effort and to use your best talents to make your way to the most wonderful future of which you are capable” (p. 113).

EXPERIENCES

- Duty to God: Family Activities section (teacher); Educational, Personal, and Career Development section (deacon, teacher, priest).
- Invite the young men to make individual plans to gain as much education or training as possible. Have them include in their plans what schools they would like to attend and what they need to do now so they can meet the requirements to go to those schools.

Lesson 34: *The Power of Example*

DISCUSSION QUESTIONS

- How does our example affect how others feel about the Church?
- What are some ways I can be a good example to others?
- What experiences have I had where I was influenced by the good examples of others?

ADDITIONAL RESOURCE

- Thomas S. Monson, “Examples of Righteousness,” *Ensign* and *Liahona*, May 2008, 65–68. Replace the stories and quotations from the lesson with appropriate examples from President Monson’s talk.

EXPERIENCES

- Duty to God: Spiritual Development goal 12 (deacon); Spiritual Development goal 11 (teacher).
- Discuss individuals in your ward or area who have been good examples to the young men. Invite each young man to write a letter thanking someone for his or her example.

TEACHING TIP

Young men are more likely to participate meaningfully when they complete an individual task and share what they learned. For example, you may ask the young men to search scriptures on their own, write answers or impressions, or think about answers to a question. They could then share their thoughts with the entire class, in small groups, or with others at home (see Teaching, No Greater Call, 55).

Lesson 35: *Obeying, Honoring, and Sustaining the Law*

DISCUSSION QUESTIONS

- What are the laws of the land I have been asked to live? (see Articles of Faith 1:12).
- What are the consequences of breaking the laws of the land, even if I don’t get caught?
- How will obeying the laws of God help me obey the laws of the land?

ADDITIONAL RESOURCES

- Thomas S. Monson, “Examples of Great Teachers,” *Ensign*, June 2007, 106–12; *Liahona*, June 2007, 74–80.
- Boyd K. Packer, “The Test,” *Ensign* and *Liahona*, Nov. 2008, 88–91.
- L. Tom Perry, “A Meaningful Celebration,” *Ensign*, Nov. 1987, 70–73.

“As Church members, we live under the banner of many different flags. How important it is that we understand our place and our position in the lands in which we live! We should be familiar with the history, heritage, and laws of the lands that govern us. In those countries that allow us the right to participate in the affairs of government, we should use our free agency and be actively engaged in supporting and defending the principles of truth, right, and freedom” (p. 72).

- *True to the Faith* (2004), 38–39.

EXPERIENCE

- Duty to God: Citizenship and Social Development goal 5 (deacon); Family Activity 7 (teacher); Citizenship and Social Development goal 9 (priest).

Lesson 36: *In Everything Give Thanks*

DISCUSSION QUESTIONS

- What spiritual gifts, talents, and opportunities has the Lord given me? How would my life be different without these blessings?
- How can I show gratitude to my parents, my friends, and my Father in Heaven?

ADDITIONAL RESOURCES

- Thomas S. Monson, "Finding Joy in the Journey," *Ensign and Liahona*, Nov. 2008, 84–88. Consider using President Monson's story of Borghild Dahl to enhance the section "We Should Express Gratitude to the Lord."
- Henry B. Eyring, "O Remember, Remember," *Ensign and Liahona*, Nov. 2007, 66–69.

EXPERIENCES

- Duty to God: Spiritual Development goal 10 (teacher).
- Have the young men write a letter to their parents or other family members thanking them for the things they have done for them.

Lesson 37: *Understanding Women's Roles*

DISCUSSION QUESTIONS

- What does the proclamation on the family teach us about the roles of men and women?
- What can I do to encourage young women to fulfill their divine roles?

ADDITIONAL RESOURCES

- M. Russell Ballard, "Daughters of God," *Ensign and Liahona*, May 2008, 108–10.
- Susan W. Tanner, "My Soul Delighteth in the Things of the Lord," *Ensign and Liahona*, May 2008, 81–83.

EXPERIENCE

- Plan a weekday activity in which young women and mothers share their feelings about how young men can give proper respect to women. Consider providing each young man with a copy of The Family: A Proclamation to the World.

Lesson 38: *Living Righteously in an Unrighteous World*

DISCUSSION QUESTIONS

- What can I do now to prepare myself to withstand the temptations I face each day?
- In what ways can I respond to my friends when they try to include me in improper activities?

ADDITIONAL RESOURCES

- Richard G. Scott, "Truth: The Foundation of Correct Decisions," *Ensign and Liahona*, Nov. 2007, 90–92.

- Robert D. Hales, "Christian Courage: The Price of Discipleship," *Ensign and Liahona*, Nov. 2008, 72–75.
- Neil L. Andersen, "Beware of the Evil behind the Smiling Eyes," *Ensign and Liahona*, May 2005, 46–48.

EXPERIENCES

- Duty to God: Family Activity 2 (deacon, teacher, priest).
- Invite the young men to choose a section from the *For the Strength of Youth* pamphlet (2001) to study. Encourage them to choose a section that could help them live righteously in an unrighteous world or overcome temptations they are facing.

Lesson 39: *Moral Courage*

DISCUSSION QUESTIONS

- What situations do I face that require me to have courage to do what is right? What can I do in these situations to follow the Lord?
- Why do I think it is important to do what is right even when no one is watching?

ADDITIONAL RESOURCES

- Thomas S. Monson, "The Priesthood—a Sacred Gift," *Ensign and Liahona*, May 2007, 57–60.
- Glenn L. Pace, "Do You Know?" *Ensign and Liahona*, May 2007, 78–79.
- Gary J. Coleman, "Mom, Are We Christians?" *Ensign and Liahona*, May 2007, 92–94.

EXPERIENCE

- Role-play experiences where the young men demonstrate how they can respond to situations by standing up for principles of righteousness.

Lesson 40: *Avoiding and Overcoming Temptation*

DISCUSSION QUESTIONS

- When do I feel that I have the greatest power over my temptations?
- What have I done to resist temptations successfully?
- What are the advantages in deciding ahead of time how to react when faced with temptations?

ADDITIONAL RESOURCES

- Robert D. Hales, "To Act for Ourselves: The Gift and Blessings of Agency," *Ensign and Liahona*, May 2006, 4–8.
- Walter F. González, "Today Is the Time," *Ensign and Liahona*, Nov. 2007, 53–55.

EXPERIENCE

- Consider planning an activity where the young men discuss with the young women how they can overcome the temptations to violate the standards in *For the Strength of Youth* (pamphlet, 2001).

TEACHING TIP

Young men will better understand and apply gospel doctrines when they are identified clearly. Read through the scriptures and the lesson to find a doctrine that can be the focus of the lesson. You may want to write it on the board, state it, point it out in the scriptures, or have the young men repeat it (see Teaching, No Greater Call, 52).

Lesson 41: *The Sacrament: In Remembrance of Him*

DISCUSSION QUESTIONS

- What does it mean to partake of the sacrament worthily? (see *True to the Faith* [2004], 148).
- What can I do to make the sacrament a more sacred experience for myself and others?

ADDITIONAL RESOURCES

- L. Tom Perry, “As Now We Take the Sacrament,” *Ensign and Liahona*, May 2006, 39–42.
- Dallin H. Oaks, “Sacrament Meeting and the Sacrament,” *Ensign and Liahona*, Nov. 2008, 17–20.
- Jay E. Jensen, “Arms of Safety,” *Ensign and Liahona*, Nov. 2008, 47–49.

EXPERIENCES

- Duty to God: Quorum Activity 7 (deacon).
- Discuss with members of each Aaronic Priesthood quorum in your ward what they can do to make the sacrament a more sacred experience for the members of the Church in your ward.

Lesson 42: *Follow the Brethren*

DISCUSSION QUESTIONS

- What specific things have the prophets asked me to do that may be difficult to do? What do I know about prophets that would encourage me to do these things?
- How can our criticism of Church leaders affect our family and friends?
- How have I been blessed by following the prophet?

ADDITIONAL RESOURCES

- Boyd K. Packer, “The Twelve,” *Ensign and Liahona*, May 2008, 83–87.
- Quentin L. Cook, “Give Heed unto the Prophets’ Words,” *Ensign and Liahona*, May 2008, 47–50.
- Quentin L. Cook, “Live by Faith and Not by Fear,” *Ensign and Liahona*, Nov. 2007, 70–73. Consider using Elder Cook’s story of the island of Vava’u to enhance the second section of the lesson.

EXPERIENCE

- Plan a weeknight activity where you present situations in which the youth will need to decide between following or not following the prophet (see *For the Strength of Youth* [pamphlet, 2001]). Discuss scriptural examples and principles of how following the prophet will lead to safety and peace.

Lesson 43: *Spiritual Preparation for a Mission*

DISCUSSION QUESTIONS

- What is the role of the Spirit in missionary work?
- What can I do now to prepare spiritually to be an effective missionary?

ADDITIONAL RESOURCES

- L. Tom Perry, “Raising the Bar,” *Ensign and Liahona*, Nov. 2007, 46–49.
- David A. Bednar, “Becoming a Missionary,” *Ensign and Liahona*, Nov. 2005, 44–47.
- Matthew 24:14; Doctrine and Covenants 88:77–78, 81.
- Use the articles about missionary work from the March 2007 *New Era* or *Liahona* to supplement the lesson.

EXPERIENCE

- Invite returned missionaries (approved by the bishop) to share with the young men experiences they had on their missions where the Spirit guided them to find and teach others or helped them serve faithfully.

TEACHING TIP

Class members are more likely to apply doctrines when they are encouraged to make their own applications. Ask questions such as, “Why is the doctrine important or meaningful to you?” “When have you felt the power of this doctrine in your life?” “How has the doctrine blessed your life or the lives of others?” (see Teaching, No Greater Call, 159).

Lesson 44: *Preparing Now for Temple Marriage*

DISCUSSION QUESTIONS

- Why is marriage an essential part of God’s eternal plan?
- What can I do now to ensure I will be worthy to marry in the temple?
- How can dating during teenage years influence marriage later in life?

ADDITIONAL RESOURCES

- James E. Faust, “Message to My Grandsons,” *Ensign and Liahona*, May 2007, 54–56.
- Dallin H. Oaks, “Divorce,” *Ensign and Liahona*, May 2007, 70–73. Use the conclusion from Elder Oaks’s talk to supplement

the section “Preparation for Celestial Marriage Requires Personal Effort.”

- *For the Strength of Youth* (pamphlet, 2001) 24–25.

EXPERIENCES

- Duty to God: Citizenship and Social Development goals 2, 4–5 (priest).
- Discuss with the young men during a weekday activity what they can do to prepare now for a temple marriage. Consider the questions listed above.

Lesson 45: *Effective Home Teaching*

DISCUSSION QUESTIONS

- What qualities and habits make a good home teacher?

- What are the blessings that priesthood holders and families receive from home teaching?

ADDITIONAL RESOURCES

- D. Todd Christofferson, “Come to Zion,” *Ensign and Liahona*, Nov. 2008, 37–40. Supplement the section “What Makes a Good Home Teacher?” with Elder Christofferson’s story of the table.
- Christoffel Golden Jr., “Small and Simple Things,” *Ensign and Liahona*, Nov. 2007, 78–80.
- Doctrine and Covenants 20:46–47.

EXPERIENCE

- Duty to God: Quorum Activity 1 (teacher); Spiritual Development goal 3 (teacher); Priesthood Duties and Standards 10 (teacher, priest).

Lesson 46: *Avoiding Degrading Media Influences*

DISCUSSION QUESTIONS

- How do I know what media is damaging or degrading to me? (see *For the Strength of Youth* [pamphlet, 2001], 17–19).
- What effect does degrading media have on me?
- How do I avoid degrading and excessive media? What can I do when I am unintentionally presented with degrading media?

ADDITIONAL RESOURCES

- Gordon B. Hinckley, “I Am Clean,” *Ensign and Liahona*, May 2007, 60–62.
- David R. Stone, “Zion in the Midst of Babylon,” *Ensign and Liahona*, May 2006, 90–93.
- *For the Strength of Youth* (pamphlet, 2001), 17–19.

EXPERIENCES

- Duty to God: Citizenship and Social Development goal 9 (teacher).
- See the experience listed for lesson 26.

Lesson 47: *Clean and Appropriate Speech*

DISCUSSION QUESTIONS

- What are the consequences of using inappropriate speech?
- What are the consequences of using suggestive or intimate speech with young women?
- How do I maintain appropriate speech when those around me do not?

ADDITIONAL RESOURCES

- Henry B. Eyring, “God Helps the Faithful Priesthood Holder,” *Ensign and Liahona*, Nov. 2007, 55–58. Consider sharing a quotation from the last five paragraphs of President Eyring’s talk.

- Jeffrey R. Holland, “The Tongue of Angels,” *Ensign and Liahona*, May 2007, 16–18.

- *For the Strength of Youth* (pamphlet, 2001), 22–23.

EXPERIENCE

- Invite the bishopric and their wives to discuss in a combined activity principles of appropriate speech. This discussion could include guidelines about what type of language is appropriate between young men and young women regarding intimacy.

Lesson 48: *Maintaining Righteous Standards*

DISCUSSION QUESTIONS

- What does it mean to live “in the world” but not be “part of” the world?
- What Church standards are becoming more distinct from the world’s declining standards?
 - What blessings have I experienced from living the Lord’s standards in the *For the Strength of Youth* pamphlet?

ADDITIONAL RESOURCES

- W. Craig Zwick, “We Will Not Yield, We Cannot Yield,” *Ensign and Liahona*, May 2008, 97–99.
- *For the Strength of Youth* (pamphlet, 2001).
- 1 Nephi 3:7.

EXPERIENCE

- Invite the young men to choose several topics from *For the Strength of Youth* to teach about in an upcoming family home evening or Church talk. Encourage them to share experiences of how living these standards has brought them happiness.

TEACHING TIP

Giving class members time to ponder before they respond to a question will help them feel the Spirit and answer more meaningfully. Consider writing a question on the board before class begins or inviting class members to write their responses on paper (see Teaching, No Greater Call, 68–70).

Lesson 49: *Honesty and Integrity*

DISCUSSION QUESTIONS

- What examples of honesty have I seen in my life or the lives of others?
- What can I do when others around me are being dishonest?
- In what ways can I strengthen my own personal honesty?

ADDITIONAL RESOURCES

- D. Todd Christofferson, “Let Us Be Men,” *Ensign and Liahona*, Nov. 2006, 46–48.
- Richard C. Edgley, “Three Towels and a 25-Cent Newspaper,” *Ensign and Liahona*, Nov. 2006, 72–74.
- *For the Strength of Youth* (pamphlet, 2001), 31.

EXPERIENCE

- Duty to God: Spiritual Development goal 1 (priest).

Lesson 50: *Valuing and Encouraging People with Disabilities*

DISCUSSION QUESTIONS

- What can I do to show people with disabilities that I accept them and care about them?
- Have I ever helped someone with a disability? What did I do? What did I learn from it?

ADDITIONAL RESOURCES

- Joseph B. Wirthlin, “Come What May, and Love It,” *Ensign and Liahona*, Nov. 2008, 26–28.
- Joseph B. Wirthlin, “Concern for the One,” *Ensign and Liahona*, May 2008, 17–20.
- Neil L. Andersen, “You Know Enough,” *Ensign and Liahona*, Nov. 2008, 13–14.
- Galatians 6:2; Mosiah 18:8.

EXPERIENCES

- Duty to God: Citizenship and Social Development goal 2 (deacon); Citizenship and Social Development goal 11 (priest).
- Consider planning an activity where you learn about and serve those with disabilities.

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