

*YOUNG WOMEN
RESOURCE GUIDE
2009*

*SUPPLEMENTAL MATERIALS
FOR MANUAL 1*

Published by
The Church of Jesus Christ of Latter-day Saints
Salt Lake City, Utah

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Printed in the United States of America

English approval: 1/08

Young Women Resource Guide 2009—Manual 1

The following resources have been selected to assist leaders in making the doctrine and principles in Young Women Manual 1 relevant to the issues young women are facing, current with prophetic teachings, and applicable to the lives of all young women. These resources have been designed for use in conjunction with the lessons. Prayerfully choose resources that will engage each young woman in learning and help strengthen faith and testimonies.

Some lessons may be expanded to more than one week or reinforced in midweek activities to address the specific needs of your young women. Activity settings are a good way to apply and practice living gospel principles.

Lesson 1: A Daughter of God

QUESTIONS

- How can I understand my true identity as a daughter of God when the world sends me so many conflicting messages about who I am and what I should be?
- I find that I compare myself to others, and it makes me feel discouraged. How can remembering I am a daughter of God help me avoid these comparisons?

ADDITIONAL RESOURCES

- “[The Family: A Proclamation to the World](#),” *Ensign*, Nov. 1995, 102. Consider using the second and third paragraphs of the proclamation (see Personal Progress guidebook, ii) to replace the quotes in the Young Women manual at the end of the section “You Were and Are Loved.”
- Jeffrey R. Holland, “[To Young Women](#),” *Ensign* and *Liahona*, Nov. 2005, 28–30. This article emphasizes the true identity of women (see questions above).
- Moses 1:3–7; Romans 8:16; Acts 17:28; Doctrine and Covenants 76:23–24.

EXPERIENCES

- Personal Progress: Individual Worth value experience 1.
- Consider having the young women make a book of virtuous qualities, an activity mentioned in the article by Susan W. Tanner, “[Daughters of Heavenly Father](#),” *Ensign* and *Liahona*, May 2007, 106–9.

Lesson 2: Jesus Christ, the Savior

QUESTIONS

- How could I explain my views about Jesus Christ to someone who does not believe I am a Christian?

ADDITIONAL RESOURCES

- Consider using the [March 2008 edition of the Ensign](#) and *Liahona* for additional content for this lesson.
- Gary J. Coleman, “[Mom, Are We Christians?](#)” *Ensign* and *Liahona*, May 2007, 92–94.

EXPERIENCES

- Personal Progress: Faith value experience 5; Divine Nature value experience 4; Faith value project, bullet 1.

Lesson 3: Following the Example of Jesus Christ

QUESTIONS

- On Sunday I want to follow the example of Jesus Christ, but during the week I am distracted by worldly influences. What can I do?
- I know that some of my friends are not following the Savior’s example. What should I do and how can I influence them to follow the Savior’s example?

ADDITIONAL RESOURCES

- James E. Faust, “[Your Light—a Standard to All Nations](#),” *Ensign* and *Liahona*, May 2006, 111–14. This article helps illustrate how being an example of Jesus Christ in your daily life can influence others (see second question above).
- Joseph B. Wirthlin, “[The Great Commandment](#),” *Ensign* and *Liahona*, Nov. 2007, 28–31.

“When we love the Lord, obedience ceases to be a burden. Obedience becomes a delight. When we love the Lord, we seek less for things that benefit us and turn our hearts toward things that will bless and uplift others” (p. 30).

EXPERIENCES

- Personal Progress: theme (p. 5); Divine Nature value experience 7.
- *For the Strength of Youth* (pamphlet, 2001), 38. Make a list of everyday acts of kindness to do for others.

TEACHING TIP

Young women will better understand and apply doctrines when they study and experience them outside of class. After teaching the doctrine on Sunday, consider working on a corresponding goal or activity from the Personal Progress guidebook during the weekday activity.

Lesson 4: Seeking the Companionship of the Holy Ghost

QUESTIONS

- How can I tell when I am feeling the Spirit?
- How can I qualify for the companionship of the Holy Ghost so that I have His guidance and protection each day?

ADDITIONAL RESOURCES

- Robert D. Hales, “[To Act for Ourselves: The Gift and Blessings of Agency](#),” *Ensign* and *Liahona*, May 2006, 4–8.

“The promptings that come to us to flee evil reflect our Heavenly Father’s understanding of our particular strengths and weaknesses and His awareness of the unforeseen circumstances of our lives. When these promptings come, they will not generally stop us in our tracks, for the Spirit of God does not speak with a voice of thunder. The voice will be as soft as a whisper, coming as a thought to our minds or a feeling in our hearts. By heeding its gentle promptings, we will be protected from the destructive consequences of sin. But if we ignore those promptings, the light of the Spirit will fade. Our agency will be limited or lost, and we will lose the confidence and ability to act. We will be ‘walking in [spiritual] darkness at noon-day’” (p. 7).

- Robert D. Hales, “[Personal Revelation: The Teachings and Examples of the Prophets](#),” *Ensign* and *Liahona*, Nov. 2007, 86–89.
- Galatians 5:22; 1 Kings 19:12; Helaman 5:45–46; Doctrine and Covenants 6:23.

EXPERIENCES

- Personal Progress: Choice and Accountability value experience 5; Integrity value experience 2.
- *For the Strength of Youth* (pamphlet, 2001), 17–19. Discuss the influence music and other media can have on our ability to feel the companionship of the Holy Ghost.

Lesson 5: Finding Joy in Our Divine Potential

QUESTIONS

- How does the knowledge of my divine role help me find happiness?
- The thoughts of marriage and motherhood intimidate me. How can I gain the confidence I need for these future roles?

ADDITIONAL RESOURCES

- Gordon B. Hinckley, “[Let Virtue Garnish Thy Thoughts Unceasingly](#),” *Ensign* and *Liahona*, May 2007, 115–17. Consider President Hinckley’s four-point program to teach the young women how to fill their future with “opportunity and gladness” (p. 115).
- Susan W. Tanner, “[Daughters of Heavenly Father](#),” *Ensign* and *Liahona*, May 2007, 106–9.

- Mosiah 2:41; Proverbs 31:10–31; Doctrine and Covenants 25. Discuss how applying the qualities and counsel in these verses will bring young women joy and confidence as they prepare for and fulfill their future roles.

EXPERIENCES

- Personal Progress: Divine Nature value experience 2; Individual Worth value experience 2.
- Consider having the young women study a copy of the family proclamation (see Personal Progress guidebook, ii) to learn more about the roles and divine potential of women.

Lesson 6: Finding Joy Now

QUESTIONS

- So many people seem to have a negative outlook on life. What can I do to avoid this and help others look at things in a positive way?

- It seems like other teens have an enjoyable, fun life and my life is filled with problems. As an LDS young woman, what do I know or have that can help me feel and obtain joy?

ADDITIONAL RESOURCES

- Thomas S. Monson, “[The Peril of Hidden Wedges](#),” *Ensign* and *Liahona*, July 2007, 4–9. Consider replacing the “Creation” poem with President Monson’s analogy and discussion on how removing hidden wedges could help the young women find joy now.

EXPERIENCES

- Consider making a gratitude journal.

Lesson 7: Homemaking

QUESTIONS

- What is the feeling I want in my future home?
- What are my gifts and talents that will help me contribute to a happy home now and in the future?

- What skills do I need to develop to have a successful and happy home?

ADDITIONAL RESOURCES

- Julie B. Beck, “[Mothers Who Know](#),” *Ensign* and *Liahona*, Nov. 2007, 76–78.
- “[The Family: A Proclamation to the World](#),” *Ensign*, Nov. 1995, 102.
- Proverbs 31:11–31; Doctrine and Covenants 88:119.

EXPERIENCES

- Personal Progress: Divine Nature value project, bullets 1, 4; Individual Worth value experiences 2, 7; Knowledge value experience 2; Knowledge value project, bullets 1, 5.

TEACHING TIP

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

- Share with another young woman a quality you admire about her that you think will help her become a good mother.
- Invite sisters from your ward or branch to teach skills or talents the young women would like to learn.

Lesson 8: *Attitudes about Our Divine Roles*

QUESTIONS

- The world's view of the role of women confuses me. How can I know I am choosing Heavenly Father's plan for me?
- The prophets have counseled me to obtain an education. How can an education help me fulfill my divine roles?

ADDITIONAL RESOURCES

- Thomas S. Monson, "[Three Goals to Guide You](#)," *Ensign* and *Liahona*, Nov. 2007, 118–21.
- Gordon B. Hinckley, "[Let Virtue Garnish Thy Thoughts Unceasingly](#)," *Ensign* and *Liahona*, May 2007, 115–17. Use this article to help answer the second question above.
- Julie B. Beck, "[What Latter-day Saint Women Do Best: Stand Strong and Immovable](#)," *Ensign* and *Liahona*, Nov. 2007, 109–12.

"I believe that the women of this Church are the finest, most capable women in the world. . . .

"Knowing and defending the divine roles of women is so important in a world where women are bombarded with false messages about their identity" (pp. 109–10).

EXPERIENCES

- Personal Progress: Divine Nature value experience 3; Divine Nature value project, bullet 3.
- Invite the young women to read paragraph seven of the family proclamation and identify principles related to their divine roles.

Lesson 9: *Honoring Parents*

QUESTIONS

- What can I do at home to encourage my parents and siblings to bring respect to our family?
- What can I do to improve my relationship with my parents?

ADDITIONAL RESOURCES

- Octaviano Tenorio, "[The Power of Godliness Is Manifested in the Temples of God](#)," *Ensign* and *Liahona*, Nov. 2007, 95–97. This article contains a story where children encourage their grandfather to attend the temple (see first question above).
- "[The Family: A Proclamation to the World](#)," *Ensign*, Nov. 1995, 102. Information in the sixth and seventh paragraphs could help the young women understand their parents' roles and the principles of successful families.
- *For the Strength of Youth* (pamphlet, 2001), 10–11. Discuss how a young woman can assist in building a happy home.

EXPERIENCES

- Personal Progress: Divine Nature value experience 5; Individual Worth value project, bullet 1.
- See Suggested Activities on page 36 of the Young Women manual.

Lesson 10: *Supporting Family Members*

QUESTIONS

Encourage the young women to ponder their answers to the following questions rather than discussing them as a class:

- Who needs support in my family right now? What can I do to support them?
- What can I do to support family members who may not be living the gospel?

ADDITIONAL RESOURCES

- L. Tom Perry, "[Fatherhood, an Eternal Calling](#)," *Ensign* and *Liahona*, May 2004, 69–72. Consider using this article to supplement the discussion about the role of fathers.
- Susan W. Tanner, "[I Am the Light Which Ye Shall Hold Up](#)," *Ensign* and *Liahona*, May 2006, 103–5.
- Mary N. Cook, "[Strengthen Home and Family](#)," *Ensign* and *Liahona*, Nov. 2007, 11–13.

EXPERIENCES

- Personal Progress: Divine Nature value experience 3.
- See Lesson Application on page 41 of the Young Women manual.

Lesson 11: *Growing and Maturing in Self-Reliance, Part 1*

QUESTIONS

- With the increase of natural disasters in the world, what am I learning to help myself and others in case of an emergency?
- What does it mean to govern myself? (see Young Women manual, 43).
- How do knowing and following the Lord's standards help me govern myself?

ADDITIONAL RESOURCES

- James E. Faust, "[Your Light—a Standard to All Nations](#)," *Ensign* and *Liahona*, May 2006, 111–14.
- Julie B. Beck, "[What Latter-day Saint Women Do Best: Stand Strong and Immovable](#)," *Ensign* and *Liahona*, Nov. 2007, 109–12. Replace the poem in the Young Women manual with the following quotation by Sister Beck:
"If every sister was self-reliant enough to be able to give freely of her knowledge, talents, and resources and if every sister's discipleship was reflected by what she said and

TEACHING TIP

Young women are more likely to participate meaningfully when they are encouraged to do so. For example, explain that you want to get as many responses to a question as possible. Or you could say, "I would like someone who has not yet commented to answer this question" (see Teaching, No Greater Call, 77–78).

what she wore, we would be immovable in that which is correct" (p. 110).

- If you replace the poem with the quotation above, use Doctrine and Covenants 58:27–29 in the scripture discussion instead of Doctrine and Covenants 29:1–2.

EXPERIENCES

- Personal Progress: Choice and Accountability value experience 1.
- *For the Strength of Youth* (pamphlet, 2001), 5. Read both paragraphs on page 5; decide how you can become spiritually and temporally self-reliant.

Lesson 12: *Growing and Maturing in Self-Reliance, Part 2*

QUESTIONS

- How can I improve my relationship with my parents?
- How can I gain and keep my parents' trust?

ADDITIONAL RESOURCES

- Robert D. Hales, "How Will Our Children Remember Us?" *Ensign*, Nov. 1993, 8–10.
"If the example we have received from our parents was not good, it is our responsibility to break the cycle. . . .
"Each person can learn a better way and in so doing bless the lives of family members now and teach correct traditions for the generations that follow" (p. 10).
- Mary N. Cook, "Strengthen Home and Family," *Ensign* and *Liahona*, Nov. 2007, 11–13.
"I hope I can help you, my young brothers and sisters, understand how powerful your individual actions can be in strengthening your home and family, no matter what your circumstances. I understand, for example, that many of you may be the only member of the Church in your family. . . .
"All families need strengthening, from the ideal to the most troubled. That strengthening can come from *you*" (p. 11).

EXPERIENCES

- Personal Progress: Divine Nature value experience 5.

Lesson 13: *Sustaining Priesthood Bearers*

QUESTIONS

- Why is it important for me to have a good relationship with my bishop? What keys does the bishop hold that can bless me and my family?

ADDITIONAL RESOURCES

- Henry B. Eyring, "Your Friend the Bishop," *New Era*, Oct. 2002, 10–13.
"As the president of the Aaronic Priesthood . . . , [the bishop] could give me some things I couldn't get anywhere else.

He was the person through whom God could call me or withhold callings from me. And he had the keys of repentance for the ward, and so for me. I know now how much he didn't want to fail the Lord on his errand" (p. 12).

- Exodus 17:8–12; 3 Nephi 12:1; Doctrine and Covenants 1:38; 102:9; 124:144.

EXPERIENCES

- Invite your bishop to attend the lesson or activity night and answer questions about his responsibilities and explain how he can bless the lives of the young women.

Lesson 14: *Patriarchal Leadership in the Home*

QUESTIONS

- How can the priesthood bless my life now regardless of my circumstances?
- What spiritual qualities do I want in a husband? How will these qualities help him lead our family in righteousness?

ADDITIONAL RESOURCES

- James E. Faust, "Message to My Grandsons," *Ensign* and *Liahona*, May 2007, 54–56.
- Dallin H. Oaks, "Priesthood Authority in the Family and the Church," *Ensign* and *Liahona*, Nov. 2005, 24–27.
- Use the family proclamation to find answers to the nine questions in the lesson.
- Exodus 20:12; 1 Nephi 1:1; 16:23–24; Mosiah 2:5; Doctrine and Covenants 107:41.

Lesson 15: *The Melchizedek Priesthood*

QUESTIONS

- What would my life be like without the influence of the priesthood?
- How has the priesthood blessed my life?

ADDITIONAL RESOURCES

- Thomas S. Monson, "The Priesthood—a Sacred Gift," *Ensign* and *Liahona*, May 2007, 57–60.
- James E. Faust, "The Key of the Knowledge of God," *Ensign* and *Liahona*, Nov. 2004, 52–55.

"As part of the oath and covenant of the priesthood, the Lord makes several promises to His faithful sons 'which he cannot break' [D&C 84:40]. First, the priesthood holders 'are sanctified by the Spirit unto the renewing of their bodies' [D&C 84:33]. . . . Second, 'they become the sons of Moses and of Aaron and the seed of Abraham' [D&C 84:34]. Third, they become 'the elect of God' [D&C 84:34]. As His agents, they carry forth this holy work in our time on the earth. Fourth, 'all they who receive this priesthood receive [the Lord]' [D&C 84:35]. Fifth, those who receive the Lord's servants receive Him. Sixth, those who receive the Savior

TEACHING TIP

Young women are more likely to understand and apply doctrine when they are given opportunities to teach others. This could be done by asking them to share what they have learned with someone sitting next to them (see Teaching, No Greater Call, 161).

receive God the Father. Seventh, they also receive the Father's kingdom. Eighth, they also shall be given all that the Father hath [see D&C 84:36–38]. Those who receive all that the Father hath can receive nothing more" (p. 53).

EXPERIENCES

- Personal Progress: Integrity value experience 7.
- Invite the young women to have their father or a priesthood leader share his personal testimony of the priesthood and how it affects his daily choices and activities.

Lesson 16: *Women and Priesthood Bearers*

QUESTIONS

- What can I do to help my young men friends honor their priesthood, protect their virtue, and be ready for their future responsibilities?

ADDITIONAL RESOURCES

- Elaine S. Dalton, "It Shows in Your Face," *Ensign* and *Liahona*, May 2006, 109–11.
- *For the Strength of Youth* (pamphlet, 2001), 24.

EXPERIENCES

- Have young men from your ward share how their Aaronic Priesthood experiences help them prepare for missions, marriage, and supporting a family. Invite them to share how young women can support them in these preparations.
- See the Suggested Activities in the Young Women manual.

Lesson 17: *The Purpose of Covenants and Ordinances*

QUESTIONS

- There are times when I don't feel worthy to take the sacrament, but I take it anyway because I'm afraid of what my parents or other people might think. What should I do?

ADDITIONAL RESOURCES

- David A. Bednar, "That We May Always Have His Spirit to Be with Us," *Ensign* and *Liahona*, May 2006, 28–31.

"As each of us was baptized, we entered into a solemn covenant with our Heavenly Father. A covenant is an agreement between God and His children upon the earth, and it is important to understand that God determines the conditions of all gospel covenants. You and I do not decide the nature or elements of a covenant. Rather, exercising our moral agency, we accept the terms and requirements of a covenant as our Eternal Father has established them" (pp. 28–29).

EXPERIENCES

- Personal Progress: Faith value experience 4; Divine Nature value experience 4.

Lesson 18: *Temple Marriage—Requirement for Eternal Family Life*

QUESTIONS

- What difference does a temple marriage make in a family?

ADDITIONAL RESOURCES

- Russell M. Nelson, "Nurturing Marriage," *Ensign* and *Liahona*, May 2006, 36–38.
- "The Family: A Proclamation to the World," *Ensign*, Nov. 1995, 102.
- *True to the Faith* (2004), 97–101.
- 1 Corinthians 11:11; Doctrine and Covenants 132:15–20, 46; Moses 3:24.

EXPERIENCES

- Personal Progress: Choice and Accountability value experience 6; Integrity value experience 1.
- Invite your bishop to teach the young women about temple recommend interviews (see *True to the Faith*, 172).

TEACHING TIP

Giving young women time to ponder during class invites the Spirit. Consider giving them time to think about what they have learned and to record their impressions (see Teaching, No Greater Call, 68–70).

Lesson 19: *Personal Records*

QUESTIONS

- What blessings has the Lord given me that I could record in my journal? How can recording these blessings remind me of the Lord's love for me?

ADDITIONAL RESOURCES

- Henry B. Eyring, "O Remember, Remember," *Ensign* and *Liahona*, Nov. 2007, 66–69.
- Don R. Clarke, "Becoming Instruments in the Hands of God," *Ensign* and *Liahona*, Nov. 2006, 97–99.

"I have a little book that I carry with me, where I record the inspiration and thoughts that I receive from the Spirit. . . . As thoughts come to my mind, I write them down and then I try to do them. I have found that many times, as I have done something on my list, my action was the answer to someone's prayer. There have also been those times that I didn't do something on my list, and I have found out later that there was someone I could have helped, but I didn't. When we receive promptings regarding God's children, if we write down the thoughts and inspiration we receive and then obey it, God's confidence in us increases and we are given more opportunities to be instruments in His hands" (p. 99).

EXPERIENCES

- For three weeks, every night before going to bed ponder President Eyring's questions: "Did God send a message that was just for me? Did I see His hand in my life?" (*Ensign* and *Liahona*, Nov. 2007, 69). Record experiences in your journal.
- Review your Personal Progress journal. How has your testimony grown in the past six months? What have you learned?

Lesson 20: *Reach Out to Others*

QUESTIONS

- How can I reach out to others when I feel lonely or feel like giving up?

ADDITIONAL RESOURCES

- David S. Baxter, “Faith, Service, Constancy,” *Ensign* and *Liahona*, Nov. 2006, 13–15.

“Stretching our souls in service helps us to rise above our cares, concerns, and challenges. As we focus our energies on lifting the burdens of others, something miraculous happens. Our own burdens diminish. We become happier. There is more substance to our lives” (p. 14).

- Anne C. Pingree, “To Grow Up unto the Lord,” *Ensign* and *Liahona*, May 2006, 74–76.
- Matthew 25:40; Luke 15:4–7; 1 Thessalonians 2:7–8; Mosiah 2:17.

EXPERIENCES

- Personal Progress: Individual Worth value experience 3.
- In a combined group of young women and young men, read *For the Strength of Youth* (pamphlet, 2001), 12–13, and discuss qualities of true friendship.

Lesson 21: *A Righteous Example Influences Others*

QUESTIONS

- How do my friends react when I live Church standards? How can I respond if they label my obedience as self-righteousness?

ADDITIONAL RESOURCES

- Joseph B. Wirthlin, “The Great Commandment,” *Ensign* and *Liahona*, Nov. 2007, 28–31.
- Robert D. Hales, “To Act for Ourselves: The Gift and Blessings of Agency,” *Ensign* and *Liahona*, May 2006, 4–8.
- *Preach My Gospel* (2004), 160–62.

EXPERIENCES

- Personal Progress: Good Works value experience 7.

Lesson 22: *Repentance*

QUESTIONS

- Even though I have repented, I still feel guilty. How can I know if I have been truly forgiven?
- When we make serious mistakes we are taught to seek the Lord’s forgiveness by talking with the bishop. Why is that necessary? How can the bishop help me?

ADDITIONAL RESOURCES

- Dieter F. Uchtdorf, “Point of Safe Return,” *Ensign* and *Liahona*, May 2007, 99–101. This article offers answers to the first question above.
- Boyd K. Packer, “I Will Remember Your Sins No More,” *Ensign* and *Liahona*, May 2006, 25–28.
- Russell M. Nelson, “Repentance and Conversion,” *Ensign* and *Liahona*, May 2007, 102–4.
- 2 Nephi 9:23; Doctrine and Covenants 58:42–43; 61:2.

EXPERIENCES

- Personal Progress: Faith value experience 3.
- *For the Strength of Youth* (pamphlet, 2001), 29–30. After reading the section on repentance, record in your journal the consequences of knowingly breaking God’s commandments. Also include examples of repentance from the scriptures.

TEACHING TIP

Class members are more likely to understand and apply doctrine when they search the scriptures and the words of the prophets. Ask the young women to look for specific principles or other details in the passages as they read. For example, you could say, “As you read these verses, look for . . .” After they search the scriptures, ask class members to share what they found (see Teaching, No Greater Call, 55).

Lesson 23: *Forgiveness*

QUESTIONS

- What does it mean to forgive others?
- How can I forgive someone who has really hurt me?

ADDITIONAL RESOURCES

- James E. Faust, “The Healing Power of Forgiveness,” *Ensign* and *Liahona*, May 2007, 67–69.
- Gordon B. Hinckley, “Forgiveness,” *Ensign* and *Liahona*, Nov. 2005, 81–84.
- Matthew 6:12, 15; Doctrine and Covenants 82:1.

EXPERIENCES

- Personal Progress: Integrity value experience 2.

Lesson 24: *Prayer and Meditation*

QUESTIONS

- What does it mean to pray with real intent? How can I be more committed to act on my answers? (see *Preach My Gospel* [2004], 73).

ADDITIONAL RESOURCES

- Richard G. Scott, “Using the Supernal Gift of Prayer,” *Ensign* and *Liahona*, May 2007, 8–11.
- *True to the Faith* (2004), 119. This entry identifies the proper language we should use when praying.

EXPERIENCES

- Personal Progress: Divine Nature value experience 3; Choice and Accountability value experience 1; Integrity value experience 2.

Lesson 25: Sabbath Day

QUESTIONS

- How do I evaluate what is appropriate to do on the Sabbath? (see D&C 59).

ADDITIONAL RESOURCES

- Dallin H. Oaks, “Gospel Teaching,” *Ensign*, Nov. 1999, 78–80; *Liahona*, Jan. 2000, 94–98. Consider Elder Oaks’s caution as you teach this lesson:

“Teachers who are commanded to teach ‘the principles of [the] gospel’ and ‘the doctrine of the kingdom’ (D&C 88:77) should generally forgo teaching specific rules or applications. For example, they would not teach any rules for determining what is a full tithing, and they would not provide a list of *dos* and *don’ts* for keeping the Sabbath day holy. Once a teacher has taught the doctrine and the associated principles from the scriptures and the living prophets, such specific applications or rules are generally the responsibility of individuals and families” (p. 79).

- Jeffrey R. Holland, “To Young Women,” *Ensign* and *Liahona*, Nov. 2005, 28–30. This article identifies appropriate dress for Sabbath day worship for young women.
- *For the Strength of Youth* (pamphlet, 2001), 32–33.
- Isaiah 58:13–14.

EXPERIENCES

- Personal Progress: Faith value experience 3.

Lesson 26: Testimony

QUESTIONS

- What is a testimony? What are the benefits of sharing my testimony?
- How can I share my testimony with others without saying “I want to bear my testimony”?

ADDITIONAL RESOURCES

- Dieter F. Uchtdorf, “The Power of a Personal Testimony,” *Ensign* and *Liahona*, Nov. 2006, 37–39.
- M. Russell Ballard, “Faith, Family, Facts, and Fruits,” *Ensign* and *Liahona*, Nov. 2007, 25–27.
- Jay E. Jensen, “Bearing Testimony,” *Ensign* and *Liahona*, Oct. 2005, 20–22.

EXPERIENCES

- Personal Progress: Faith value experience 5.

Lesson 27: Scripture Reading

QUESTIONS

- How can daily scripture study help me resist temptation? (see 1 Nephi 15:24).
- What are other ways scripture study will help me in my life? (see Helaman 15:7–8).

ADDITIONAL RESOURCES

- Thomas S. Monson, “How Firm a Foundation,” *Ensign* and *Liahona*, Nov. 2006, 62, 67–69. Discuss how studying the scriptures, President Monson’s second guideline, can assist youth in answering their questions.
- Gordon B. Hinckley, “A Testimony Vibrant and True,” *Ensign* and *Liahona*, Aug. 2005, 2–6.

“Without reservation I promise you that if each of you will observe this simple program, regardless of how many times you previously may have read the Book of Mormon, there will come into your lives and into your homes an added measure of the Spirit of the Lord, a strengthened resolution to walk in obedience to His commandments, and a stronger testimony of the living reality of the Son of God” (p. 6).

- Julie B. Beck, “My Soul Delighteth in the Scriptures,” *Ensign* and *Liahona*, May 2004, 107–9.

EXPERIENCES

- Personal Progress: Choice and Accountability value experience 1. Challenge the young women to establish a pattern of regular scripture study and prayer. Encourage them to set an individual reading goal. Provide opportunities for young women to share insights or experiences from their personal scripture study.

TEACHING TIP

Class members are more likely to participate when they are put in small groups. Use groups when you want to encourage the young women to compare answers, discuss questions, come to a consensus, or teach each other (see Teaching, No Greater Call, 161).

Lesson 28: Resisting Sin

QUESTIONS

- How can what I watch, listen to, or read affect my ability to resist temptation?
- In addition to prayer, scripture study, and church attendance, what can I do to avoid temptations and sin?

ADDITIONAL RESOURCES

- Henry B. Eyring, “As a Child,” *Ensign* and *Liahona*, May 2006, 14–17.
- Richard G. Scott, “How to Live Well amid Increasing Evil,” *Ensign* and *Liahona*, May 2004, 100–102.

“If you are ever tempted to experiment with the alluring offerings of Lucifer, first calmly analyze the inevitable consequences of such choices, and your life will not be shattered. You cannot ever sample those things that are forbidden of God as destructive of happiness and corrosive to spiritual guidance without tragic results” (p. 102; see first question above).

EXPERIENCES

- Personal Progress: Divine Nature value experience 5; Choice and Accountability value experience 2.

Lesson 29: The Second Coming

QUESTIONS

- Why is it important that I know and understand the signs of the Second Coming?

- How can I remain calm and at peace even when some of the signs of the Second Coming are terrifying and dreadful? (see D&C 38:30).
- What are some things I can do to be ready when the Savior comes again?

ADDITIONAL RESOURCES

- Dallin H. Oaks, “Preparation for the Second Coming,” *Ensign* and *Liahona*, May 2004, 7–10.
- Boyd K. Packer, “A Defense and a Refuge,” *Ensign* and *Liahona*, Nov. 2006, 85–88. This article helps answer the second question above.
- *True to the Faith* (2004), 159–61. This section contains many scripture references that teach the events and signs of the Second Coming.

EXPERIENCES

- Consider recording answers to the following questions in your journal: In what areas of my life am I prepared for the Second Coming? What areas in my life need improvement?

Lesson 30: Service

QUESTIONS

- It is not always natural for me to think of others. How can I learn to be more thoughtful about others and their feelings and needs? How will this make a difference in my life?

EXPERIENCES

- Personal Progress: Divine Nature value experience 2; Good Works value experiences 2, 5–6; Good Works value project, bullet 5.

Lesson 31: Group Activities: A Basis for Wise Dating

QUESTIONS

- Why have I been counseled to avoid going on frequent dates with the same person? (see *For the Strength of Youth* [pamphlet, 2001], 25).
- At times I am pressured to go against the counsel of the prophet in regard to early or steady dating. What can I do or say in these situations to remain true to the standards the Lord has set?

ADDITIONAL RESOURCES

- John B. Dickson, “Commitment to the Lord,” *Ensign* and *Liahona*, May 2007, 14–15.

“You would also want to make commitments regarding modesty of dress and how to act while dating. Keeping the Lord’s standards is always easier when you have already determined how you will act when faced with decisions in the presence of a date, friends, or peers. Some individuals may not understand your standards as you follow righteous principles and keep your commitments, but they will truly respect and admire you and wish that they were more like you” (p. 15).

- *For the Strength of Youth* (pamphlet, 2001), 24–25. In cultures where dating is acceptable, consider reading this section on dating and discussing how the young women could apply it in their lives (see questions above).

EXPERIENCES

- Personal Progress: Choice and Accountability value project, bullet 1.

Lesson 32: Personal Purity through Self-Discipline

QUESTIONS

- How can deciding now to remain morally clean help me maintain my personal purity?

ADDITIONAL RESOURCES

- David A. Bednar, “Clean Hands and a Pure Heart,” *Ensign* and *Liahona*, Nov. 2007, 80–83.
- Robert D. Hales, “To the Aaronic Priesthood: Preparing for the Decade of Decision,” *Ensign* and *Liahona*, May 2007, 48–51.
- Alma 38:12; Doctrine and Covenants 10:5; 121:45–46; Articles of Faith 1:13.

EXPERIENCES

- Personal Progress: Integrity value experiences 1–2.

Lesson 33: Avoiding Degrading Media Influences

QUESTIONS

As you consider how to use these questions, think about the needs of the young women in your ward and adapt the questions accordingly.

- How do I know when I am spending too much time watching TV, playing video games, texting on my phone, or surfing on the Internet?
- Even though some lyrics in music are bad, I really don’t listen to the words. Does this really affect me? Why?

ADDITIONAL RESOURCES

- Thomas S. Monson, “True to the Faith,” *Ensign* and *Liahona*, May 2006, 18–21. This article helps answer the questions listed above.
- L. Whitney Clayton, “Blessed Are All the Pure in Heart,” *Ensign* and *Liahona*, Nov. 2007, 51–53. This article helps answer the first question above.
- *For the Strength of Youth* (pamphlet, 2001), 17–19. This section on entertainment and media helps answer the questions above.
- Moroni 7:12–17; Doctrine and Covenants 45:32.

EXPERIENCES

- Personal Progress: Choice and Accountability value experiences 5–6; Choice and Accountability value project, bullet 3.

TEACHING TIP

Giving young women opportunities to testify during class invites the Spirit. At the end of class, consider having one or two young women summarize the lesson and share how they feel about what they have learned.

Lesson 34: *Worthy Thoughts*

QUESTIONS

- In school I am always surrounded by words that are offensive to me. What can I do to avoid hearing them? What can I do to remove them from my thoughts?

ADDITIONAL RESOURCES

- Jeffrey R. Holland, “[The Tongue of Angels](#),” *Ensign* and *Liahona*, May 2007, 16–18.
- Jay E. Jensen, “[The Nourishing Power of Hymns](#),” *Ensign* and *Liahona*, May 2007, 11–13.
- Boyd K. Packer, “[Worthy Music, Worthy Thoughts](#),” *New Era*, Apr. 2008, 6–11; *Liahona*, Apr. 2008, 30–35 (see www.worthymusicworthythoughts.lds.org).
- *For the Strength of Youth* (pamphlet, 2001), 22–23.
- Proverbs 23:7; Alma 12:14; Doctrine and Covenants 25:12.

EXPERIENCES

- Personal Progress: Choice and Accountability value project, bullet 3.
- For a weekday activity, consider reading from the hymnbook “Music in our Personal Lives,” First Presidency Preface (*Hymns*, x). Sing several of your favorite hymns. Consider memorizing a hymn as a class.

Lesson 35: *Living Righteously amid Pressures*

QUESTIONS

- How can I respond to people who harass or make fun of me because I am a member of the Church?
- It’s disappointing when I see my friends not living Church standards. How can I be a good example to them without being annoying or coming across as self-righteous?

ADDITIONAL RESOURCES

- Thomas S. Monson, “[How Firm a Foundation](#),” *Ensign* and *Liahona*, Nov. 2006, 62, 67–69.
- Quentin L. Cook, “[Live by Faith and Not by Fear](#),” *Ensign* and *Liahona*, Nov. 2007, 70–73.
- *For the Strength of Youth* (pamphlet, 2001), 12–13.

EXPERIENCES

- Personal Progress: Choice and Accountability value experience 2.

Lesson 36: *The Importance of Truth in Living a Virtuous Life*

QUESTIONS

- What gospel truths and standards does the world distort? What can I do so I am not deceived by these distortions?

- The law of chastity is a sacred and sensitive topic. How can I explain why I live this law to my friends who don’t believe the same way I do?

ADDITIONAL RESOURCES

- Richard G. Scott, “[Truth: The Foundation of Correct Decisions](#),” *Ensign* and *Liahona*, Nov. 2007, 90–92.

“The process of identifying truth sometimes necessitates enormous effort coupled with profound faith in our Father and His glorified Son. God intended that it be so to forge your character. Worthy character will strengthen your capacity to respond obediently to the direction of the Spirit as you make vital decisions. Righteous character is what you are becoming. It is more important than what you own, what you have learned, or what goals you have accomplished. It allows you to be trusted. Righteous character provides the foundation of spiritual strength. It enables you in times of trial and testing to make difficult, extremely important decisions correctly even when they seem overpowering” (p. 92).

- Elaine S. Dalton, “[Stay on the Path](#),” *Ensign* and *Liahona*, May 2007, 112–14.

EXPERIENCES

- Personal Progress: Integrity value project, bullet 5.

Lesson 37: *Caring for Our Physical Bodies*

QUESTIONS

- In what ways will caring for my physical body now affect my future health? How will developing healthy habits prepare me for having and raising children?
- What are some ways that people in the world desecrate their physical bodies? How does remembering that my body is a temple of God help me avoid such trends?

ADDITIONAL RESOURCES

- Thomas S. Monson, “[True to the Faith](#),” *Ensign* and *Liahona*, May 2006, 18–21.

“Each one of us has a body that has been entrusted to us by a loving Heavenly Father. We have been commanded to care for it. Can we deliberately abuse or injure our bodies without being held accountable? We cannot! The Apostle Paul declared: ‘Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you? . . .’

“The temple of God is holy, which temple ye are’ [1 Corinthians 3:16–17]. May we keep our bodies—our temples—fit and clean, free from harmful substances which destroy our physical, mental, and spiritual well-being” (p. 19).

- Susan W. Tanner, “[The Sanctity of the Body](#),” *Ensign* and *Liahona*, Nov. 2005, 13–15.

EXPERIENCES

- Personal Progress: Knowledge value project, bullet 3.

TEACHING TIP

Class members are more likely to participate meaningfully when they complete an individual task and then share what they learned. You may ask the young women to search scriptures or quotes on their own, record answers or impressions, or think about answers to a question (see Teaching, No Greater Call, 55).

- Consider inviting the young women to share with their family the information about caring for our physical bodies from the following references: *For the Strength of Youth* (pamphlet, 2001), 36–37; *True to the Faith* (2004), 27, 167.

Lesson 38: *Nutrition and the Word of Wisdom*

QUESTIONS

- My friends, the media, and others tell me I need to look a certain way. How can good nutrition and living the Word of Wisdom help me feel good about my body?
- How does making a decision now to obey the Word of Wisdom prepare me to remain faithful to this commandment in the future?

ADDITIONAL RESOURCES

- John B. Dickson, “[Commitment to the Lord](#),” *Ensign* and *Liahona*, May 2007, 14–15. This article answers the second question above.
- Julie B. Beck, “[Remembering, Repenting, and Changing](#),” *Ensign* and *Liahona*, May 2007, 109–12. The story of Mary illustrates the far-reaching effects of not living the Word of Wisdom.
- Doctrine and Covenants 49:19–21; 59:15–20; 88:124.

EXPERIENCES

- Personal Progress: Good Works value experience 2.

Lesson 39: *Drug Abuse*

QUESTIONS

- When have I seen someone taking a stand against the use of harmful substances, such as drugs or alcohol? How were others affected from this good example?
- How will I feel about myself when I keep my standards even in moments of pressure? What will others think of me?

ADDITIONAL RESOURCES

- Thomas S. Monson, “[True to the Faith](#),” *Ensign* and *Liahona*, May 2006, 18–21.
- James E. Faust, “[The Power to Change](#),” *Ensign* and *Liahona*, Nov. 2007, 122–24.
- Daniel 1; Moroni 10:30; Doctrine and Covenants 59:17–20.

EXPERIENCES

- *For the Strength of Youth* (pamphlet, 2001), 2–3. Make a list of the blessings promised when you are obedient to the commandments of God. Consider sharing this list with your family, a class member, or a Young Women leader.

Lesson 40: *Health Care in the Home*

Consider teaching this lesson as a midweek activity rather than during Sunday instruction.

Lesson 41: *The Ability to Succeed*

QUESTIONS

- The Young Women theme says, “We are daughters of our Heavenly Father, who loves us”; how can this knowledge give me confidence? How does knowing I am a daughter of God affect my goals?

ADDITIONAL RESOURCES

- Dieter F. Uchtdorf, “[Have We Not Reason to Rejoice?](#)” *Ensign* and *Liahona*, Nov. 2007, 18–21. Consider using portions of this article to strengthen the conclusion of the lesson.
- Charles W. Dahlquist II, “[Who’s on the Lord’s Side?](#)” *Ensign* and *Liahona*, May 2007, 94–96.
- Proverbs 31:10–31; Doctrine and Covenants 25:1–3.

EXPERIENCES

- Personal Progress: Individual Worth value experience 7.

Lesson 42: *Courage to Try*

QUESTIONS

- The experiences that are ahead of me feel daunting. What can I do to have the courage to face these experiences?

ADDITIONAL RESOURCES

- Thomas S. Monson, “[A Royal Priesthood](#),” *Ensign* and *Liahona*, Nov. 2007, 59–61. Consider using President Monson’s story about the champion runner who continued to run even without one shoe (p. 59).
- *For the Strength of Youth* (pamphlet, 2001), 2–3 (see question above).

- 1 Samuel 17; 2 Nephi 31:20.

EXPERIENCES

- Personal Progress: Integrity value experience 3.

Lesson 43: *Righteous Living*

QUESTIONS

- By repenting and worthily partaking of the sacrament, I qualify for the Holy Ghost. How can the influence of the Holy Ghost help me remain worthy?

ADDITIONAL RESOURCES

- Anthony D. Perkins, “[The Great and Wonderful Love](#),” *Ensign* and *Liahona*, Nov. 2006, 76–78.

TEACHING TIP

Class members are more likely to understand and apply a doctrine of the gospel when it is stated simply and clearly. Read through the scriptures and the lesson to identify a doctrine that can be the focus of the lesson. You may want to write it on the board or otherwise display it for the young women to view (see Teaching, No Greater Call, 52).

- Elaine S. Dalton, “[Look toward Eternity!](#)” *Ensign* and *Liahona*, Nov. 2006, 31–32.

EXPERIENCES

- Personal Progress: Choice and Accountability value experience 4.

Lesson 44: *Using Time Wisely*

QUESTIONS

- I feel overwhelmed with all that is expected of me. What can I do to manage my time and responsibilities better so my life is happier?
- I have a bad habit of procrastinating. How can I break the habit?

ADDITIONAL RESOURCES

- Dallin H. Oaks, “[Good, Better, Best](#),” *Ensign* and *Liahona*, Nov. 2007, 104–8. This article can assist the young women as they prioritize what is important in their lives (see questions above).

EXPERIENCES

- Personal Progress: Knowledge value experience 1.

Lesson 45: *The Value of Work*

QUESTIONS

- Why is the principle of work important to successful marriages and families? (see the family proclamation).

ADDITIONAL RESOURCES

- M. Russell Ballard, “[Faith, Family, Facts, and Fruits](#),” *Ensign* and *Liahona*, Nov. 2007, 25–27.

“We place strong emphasis on self-reliance and a solid work ethic. We encourage active involvement in our communities and in providing service to others. The Church continues to donate substantial money, goods, and services to humanitarian causes around the globe, including untold hours of labor donated by members to assist in disaster cleanup and relief” (p. 27).

EXPERIENCES

- Personal Progress: Knowledge value experience 5.

Lesson 46: *The Purpose and Value of Education*

QUESTIONS

- Why is it important for me to gain an education?
- How can a good education help me in the future? How can it help me care for my own home and family someday?

ADDITIONAL RESOURCES

- Thomas S. Monson, “[Three Goals to Guide You](#),” *Ensign* and *Liahona*, Nov. 2007, 118–21.
- Gordon B. Hinckley, “[Let Virtue Garnish Thy Thoughts Unceasingly](#),” *Ensign* and *Liahona*, May 2007, 115–17.
- 2 Nephi 9:28–29.

EXPERIENCES

- Personal Progress: Individual Worth value experience 2; Knowledge value project, bullet 2.

Lesson 47: *Encouraging the Development of Talents*

QUESTIONS

- How can I recognize and develop the gifts or talents I’ve been given?
- How can I encourage the development of talents I see in my family and friends?

ADDITIONAL RESOURCES

- James E. Faust, “[Message to My Grandsons](#),” *Ensign* and *Liahona*, May 2007, 54–56.
- “Each of us is a unique creation of our Heavenly Father. No two of us are completely alike. No one else has exactly the same gifts and talents that we have been given. We should increase those talents and gifts and use them to leverage our uniqueness” (p. 56).
- Julie B. Beck, “[An Outpouring of Blessings](#),” *Ensign* and *Liahona*, May 2006, 11–13.
- *True to the Faith* (2004), 165–67.

EXPERIENCES

- Personal Progress: Divine Nature value experience 6; Knowledge value experience 2.

Lesson 48: *Short-Range Goals as Stepping Stones*

QUESTIONS

- What is the purpose of the Personal Progress program? (see *Young Women Personal Progress* [2001], 7).
- How can this program help me set and accomplish the most important goals in life?

ADDITIONAL RESOURCES

- Joseph B. Wirthlin, “[Life’s Lessons Learned](#),” *Ensign* and *Liahona*, May 2007, 45–47.
- Joseph B. Wirthlin, “[The Abundant Life](#),” *Ensign* and *Liahona*, May 2006, 99–102.
- 2 Nephi 28:30; Alma 12:10; Doctrine and Covenants 50:24; 98:12.

TEACHING TIP

Class members are more likely to understand and apply doctrine 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).

EXPERIENCES

- Consider having the young women bring their Personal Progress guidebooks to a weeknight activity and share with other young women and leaders what they are doing to accomplish their goals.

Lesson 49: *Delegating Responsibility*

QUESTIONS

- What leadership skills will help me “carry on the responsibilities of building the kingdom of God”? (*For the Strength of Youth* [pamphlet, 2001], 3).

ADDITIONAL RESOURCES

- M. Russell Ballard, “O Be Wise,” *Ensign* and *Liahona*, Nov. 2006, 17–20.
- Daniel K Judd, “Nourished by the Good Word of God,” *Ensign* and *Liahona*, Nov. 2007, 93–95. Use Brother Judd’s story of gathering the horses to demonstrate qualities of good leadership.
- Esther 3–4.

EXPERIENCES

- Personal Progress: Knowledge value project, bullet 4; Integrity value project, bullets 1, 3.

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