



OLD TESTAMENT 2026

Come, Follow Me — For Home and Church

Living, Learning, and Teaching the Gospel of Jesus Christ

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

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Version: 6/23
PD80019874 000
Printed in the United States of America

Comments and corrections are appreciated. Please send them, including errors, to ComeFollowMe@ChurchofJesusChrist.org.

Contents

Introductory Materials

Conversion Is Our Goal	1
Using <i>Come, Follow Me—For Home and Church</i>	2
Ideas to Improve Learning at Home and at Church.....	5
Old Testament Overview.....	8
Thoughts to Keep in Mind: Reading the Old Testament.....	10
December 29–January 4: Introduction to the Old Testament.....	13
January 5–11: Moses 1; Abraham 3	19
January 12–18: Genesis 1–2; Moses 2–3; Abraham 4–5.....	25
January 19–25: Genesis 3–4; Moses 4–5	31
January 26–February 1: Genesis 5; Moses 6	37
February 2–8: Moses 7	43
February 9–15: Genesis 6–11; Moses 8	49
Thoughts to Keep in Mind: The Covenant	55
February 16–22: Genesis 12–17; Abraham 1–2.....	58
February 23–March 1: Genesis 18–23	64
Thoughts to Keep in Mind: The House of Israel	70
March 2–8: Genesis 24–33	72
March 9–15: Genesis 37–41	78
March 16–22: Genesis 42–50	84
March 23–29: Exodus 1–6	90
March 30–April 5: Easter	96
April 6–12: Exodus 7–13.....	102
April 13–19: Exodus 14–18.....	108
April 20–26: Exodus 19–20; 24; 31–34.....	114
Thoughts to Keep in Mind: The Tabernacle and Sacrifice.....	120
April 27–May 3: Exodus 35–40; Leviticus 1; 4; 16; 19	123
May 4–10: Numbers 11–14; 20–24; 27	129
May 11–17: Deuteronomy 6–8; 15; 18; 29–30; 34	135
Thoughts to Keep in Mind: The Historical Books in the Old Testament.....	141
May 18–24: Joshua 1–8; 23–24	144
May 25–31: Judges 2–4; 6–8; 13–16	150
June 1–7: Ruth; 1 Samuel 1–7.....	156
June 8–14: 1 Samuel 8–10; 13; 15–16	162
June 15–21: 1 Samuel 17–18; 24–26; 2 Samuel 5–7.....	168

June 22–28: 2 Samuel 11–12; 1 Kings 3; 6–9; 11	174
June 29–July 5: 1 Kings 12–13; 17–22	180
July 6–12: 2 Kings 2–7	186
Thoughts to Keep in Mind: Jesus Will Say to All Israel, “Come Home”	192
July 13–19: 2 Kings 16–25	195
July 20–26: 2 Chronicles 14–20; 26; 30	201
July 27–August 2: Ezra 1; 3–7; Nehemiah 2; 4–6; 8	207
August 3–9: Esther	213
Thoughts to Keep in Mind: Reading Poetry in the Old Testament	219
August 10–16: Job 1–3; 12–14; 19; 21–24; 38–40; 42	222
August 17–23: Psalms 1–2; 8; 19–33; 40; 46	228
August 24–30: Psalms 49–51; 61–66; 69–72; 77–78; 85–86	234
August 31–September 6: Psalms 102–103; 110; 116–119; 127–128; 135–139; 146–150	240
September 7–13: Proverbs 1–4; 15–16; 22; 31; Ecclesiastes 1–3; 11–12	246
Thoughts to Keep in Mind: Prophets and Prophecy	252
September 14–20: Isaiah 1–12	255
September 21–27: Isaiah 13–14; 22; 24–30; 35	261
September 28–October 4: Isaiah 40–49	267
October 5–11: Isaiah 50–57	273
October 12–18: Isaiah 58–66	279
October 19–25: Jeremiah 1–3; 7; 16–18; 20	285
October 26–November 1: Jeremiah 31–33; 36–38; Lamentations 1; 3	291
November 2–8: Ezekiel 1–3; 33–34; 36–37; 47	297
November 9–15: Daniel 1–7	303
November 16–22: Hosea 1–6; 10–14; Joel	309
November 23–29: Amos; Obadiah; Jonah	315
November 30–December 6: Micah; Nahum; Habakkuk; Zephaniah	321
December 7–13: Haggai 1–2; Zechariah 1–4; 7–14	327
December 14–20: Malachi	333
December 21–27: Christmas	339
Appendixes	
Appendix A: For Parents—Preparing Your Children for a Lifetime on God’s Covenant Path	345
Appendix B: For Primary—Preparing Children for a Lifetime on God’s Covenant Path	352
Appendix C: For Primary—Instructions for Singing Time and the Children’s Sacrament Meeting Presentation	359
Appendix D: For Aaronic Priesthood Quorums and Young Women Classes—Meeting Agenda	363



Conversion Is Our Goal

The aim of all gospel learning and teaching is to deepen our conversion and help us become more like Jesus Christ. For this reason, when we study the gospel, we're not just looking for new information; we want to become a "new creature" (2 Corinthians 5:17). This means relying on Heavenly Father and Jesus Christ to help us change our hearts, our views, our actions, and our very natures.

But the kind of gospel learning that strengthens our faith and leads to the miracle of conversion doesn't happen all at once. It extends beyond the classroom into an individual's heart and home. It requires consistent, daily efforts to understand and live the gospel. True conversion requires the influence of the Holy Ghost.

The Holy Ghost guides us to the truth and bears witness of that truth (see John 16:13). He enlightens our minds, quickens our understandings, and touches our hearts with revelation from God, the source of all truth. The Holy Ghost purifies our hearts. He inspires in us a desire to live by truth, and He whispers in us ways to do this. Truly, "the Holy Ghost . . . shall teach [us] all things" (John 14:26).

For these reasons, in our efforts to live, learn, and teach the gospel, we should first and foremost seek the companionship of the Spirit. This goal should govern our choices and guide our thoughts and actions. We should seek after whatever invites the influence of the Spirit and reject whatever drives that influence away—for we know that if we can be worthy of the presence of the Holy Ghost, we can also be worthy to live in the presence of Heavenly Father and His Son, Jesus Christ.



Using *Come, Follow Me—For Home and Church*

Who Is This Resource For?

Come, Follow Me is for anyone who wants to learn from the scriptures—individually, as a family, and in Church classes. If you haven’t studied the scriptures regularly in the past, this resource can help you get started. If you already have a good habit of scripture study, this resource can help you have more meaningful experiences.

Individuals and Families at Home

The ideal place to learn the gospel is the home. Your teachers at church can support you, and you can get encouragement from other ward members. But to survive spiritually, you and your family need daily nourishment from “the good word of God” (Moroni 6:4; see also Russell M. Nelson, “Opening Remarks,” *Ensign* or *Liahona*, Nov. 2018, 6–8).

Use this resource in any way that is helpful to you. The outlines highlight some eternal truths found in the Old Testament. They also suggest ideas and activities to help you study the scriptures individually, with your family, or with friends. As you study, follow the Spirit’s guidance to find eternal truths that are meaningful to you. Look for God’s messages for you, and follow the promptings you receive.

Teachers and Learners at Church

Come, Follow Me—For Home and Church is the curriculum for Sunday classes in Primary, youth and adult Sunday School, Young Women classes, and Aaronic Priesthood quorum meetings. If you teach in any

of these settings, you are encouraged to use the outlines in this resource for your personal study and as you prepare to teach. Start by having your own experiences in the scriptures. Your most important

preparation will occur as you search the scriptures and seek the inspiration of the Holy Ghost. Look for eternal truths that help you become more like Heavenly Father and Jesus Christ. *Come, Follow Me* can help you identify some of these truths and understand the context of the scriptures.

Keep in mind that learning the gospel, at its best, is home centered and Church supported. In other words, your main responsibility is to support the people you teach in their efforts to learn and live the gospel at home. Don't worry about having unique content to provide for them in class. Instead, give them opportunities to share their experiences, thoughts, and questions about the scripture passages they've read at home. Invite them to share the eternal truths they have found. This is more important than covering a certain amount of material.

Youth and Adult Sunday School Classes

One main reason we gather in Sunday School classes is to support and encourage one another as we strive to follow Jesus Christ. A simple way to do this is to ask a question like "What has the Holy Ghost taught you this week as you studied the scriptures?" Answers to this question could lead to meaningful discussions that build faith in Jesus Christ and His gospel.

Then you could invite discussion based on the study suggestions in *Come, Follow Me*. For instance, a study idea might suggest searching Isaiah 53, looking for words that describe the Savior's mission. You might ask class members to share any thoughts or feelings that these words inspired for them. Or you could spend some time looking for these words as a class.

Aaronic Priesthood Quorums and Young Women Classes

When Aaronic Priesthood quorums and Young Women classes meet on Sundays, their purpose is somewhat different from a Sunday School class. In addition to helping each other learn the gospel

of Jesus Christ, these groups also meet to counsel together about accomplishing the work of salvation and exaltation (see *General Handbook*, 1.2). They do this with the direction of class and quorum presidencies.

For this reason, each quorum or class meeting should begin with a member of the quorum or class presidency leading a discussion about efforts to, for example, live the gospel, minister to people in need, share the gospel, or participate in temple and family history work.

After this time for counseling together, an instructor leads the class or quorum in learning the gospel together. Adult leaders or members of the class or quorum can be assigned to teach. The class or quorum presidency, consulting with adult leaders, makes these assignments.

People assigned to teach should prepare by using the learning suggestions in the weekly outline of *Come, Follow Me*. In each outline, this icon  indicates an activity that is especially relevant to youth. However, any of the suggestions in the outline could be used as a learning activity for youth.

For a sample agenda for quorum and class meetings, see appendix D.

Primary

Your preparation to teach Primary begins as you study the scriptures personally and with your family. As you do, be open to spiritual impressions and insights from the Holy Ghost about the children in your Primary class. Be prayerful, and the Spirit can inspire you with ideas to help them learn the gospel of Jesus Christ.

As you prepare to teach, you might gain additional inspiration by exploring the teaching ideas in *Come, Follow Me—For Home and Church*. Each outline in this resource has a section titled "Ideas for Teaching Children." Think of these ideas as suggestions to

spark your inspiration. You know the children in your Primary class—and you will get to know them even better as you interact with them in class. God knows them too, and He will inspire you with the best ways to teach and bless them.

It's possible that children in your class will have already done some of the activities in *Come, Follow Me* with their families. That's OK. Repetition is good. Consider inviting the children to share with each other what they learned at home—though you should also plan ways for children to participate even if they aren't learning at home. Children learn gospel truths more effectively when these truths are

taught repeatedly through a variety of activities. If you find that a learning activity is effective for the children, consider repeating it, especially if you are teaching younger children. You might also review an activity from a previous lesson.

In months that have five Sundays, Primary teachers are encouraged to replace the scheduled *Come, Follow Me* outline on the fifth Sunday with one or more of the learning activities in "Appendix B: For Primary—Preparing Children for a Lifetime on God's Covenant Path."



Ideas to Improve Learning at Home and at Church

As you study the Savior’s gospel at home and at church, consider the following questions:

- How can you invite the Spirit into your study?
- How can you focus on the Savior in your study?
- How can you take advantage of everyday learning moments?
- How can you encourage family and class members to study the scriptures on their own and share what they are learning?

Here are some simple ways to enhance your study of the word of God.

Pray for inspiration

The scriptures are the word of God, so ask Him for help to understand them.

Look for truths about Jesus Christ

All things testify of Christ (see 2 Nephi 11:4; Moses 6:63), so consider noting or marking verses that testify of the Savior, deepen your love for Him, and teach how to follow Him. Sometimes truths about the Savior and His gospel are stated directly, and sometimes they are implied through an example or story. Ask yourself, “What eternal truths are taught in these verses? What do these truths teach me about the Savior?”

Listen to the Spirit

Pay attention to your thoughts and feelings, even if they are unrelated to what you are reading. These impressions may be what your Heavenly Father wants you to learn.

Record your impressions

There are many ways to record the impressions that come as you study. For example, you may find that certain words and phrases in the scriptures impress you; you could mark them and record your thoughts as a note in your scriptures. You could also keep a journal of the insights, feelings, and impressions you receive.



Share what you're learning with others

Discussing insights from your personal study is a good way to teach others, and it also helps strengthen your understanding of what you have read. Share what you're learning with family members and friends (in person or digitally), and invite them to do the same.

Relate the scriptures to your life

Consider how the stories and teachings you are reading apply to your life. For example, you could ask yourself, "What experiences have I had that are similar to what I am reading?"

Ask questions as you study

As you study the scriptures, questions may come to mind. These questions might relate to what you are reading or to your life in general. Ponder these questions and look for answers as you continue studying the scriptures.



Use scripture study helps

To gain additional insights into the verses you read, use the footnotes, the Topical Guide, the Bible Dictionary, the Guide to the Scriptures, and other study helps.

Consider the context of the scriptures

You can find meaningful insights about a scripture passage as you consider its context, including the circumstances or setting it came from. For example, knowing the background and beliefs of the people God spoke to can help you better understand the intent of His words.

Study the words of latter-day prophets and apostles

Read what latter-day prophets and apostles have taught about the principles you find in the scriptures.



Live by what you learn

Scripture study should not only inspire us but also lead us to change the way we live. Listen to what the Spirit prompts you to do as you read, and then act on these promptings.

Use music

Suggested hymns and children's songs are found throughout *Come, Follow Me*. Use sacred music to

invite the Spirit and to deepen your faith and testimony of gospel truths.



Memorize scriptures

Select a scripture passage that is meaningful to you, your family, or your class, and memorize it by repeating it daily or by playing a memorization game.

Share object lessons

Find objects that relate to the chapters and verses that you are reading. Consider how each object relates to the teachings in the scriptures.

Draw, find, or take a picture

Read a few verses, and then draw something that relates to what you read. Or you could look for a picture in the *Gospel Art Book* or elsewhere in Gospel Library. You could also take a picture that illustrates what you learned.

Dramatize a story

After reading a story, invite family or class members to act it out. Afterward, talk about how the story relates to the things that you are experiencing.

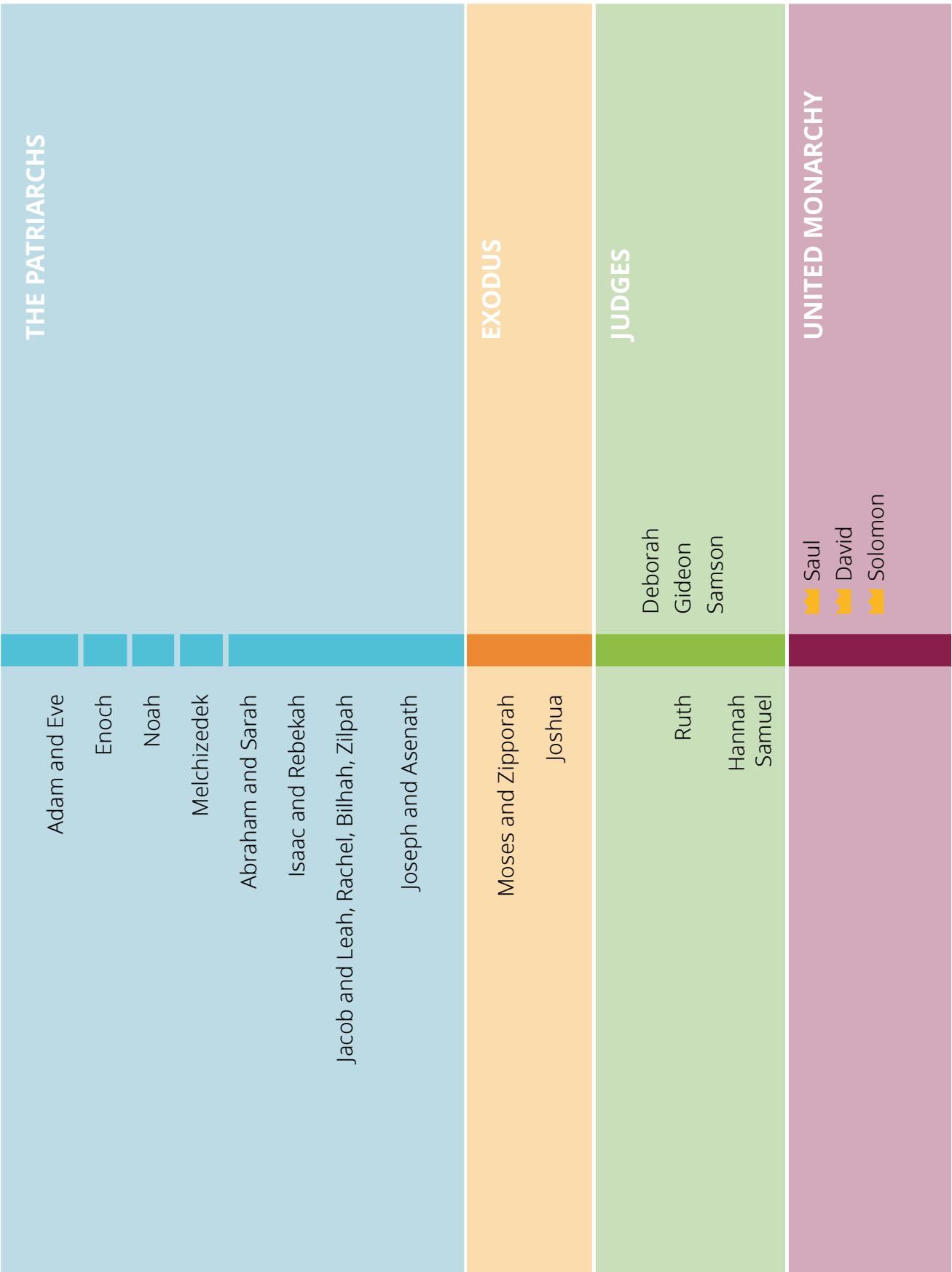
Be flexible at home

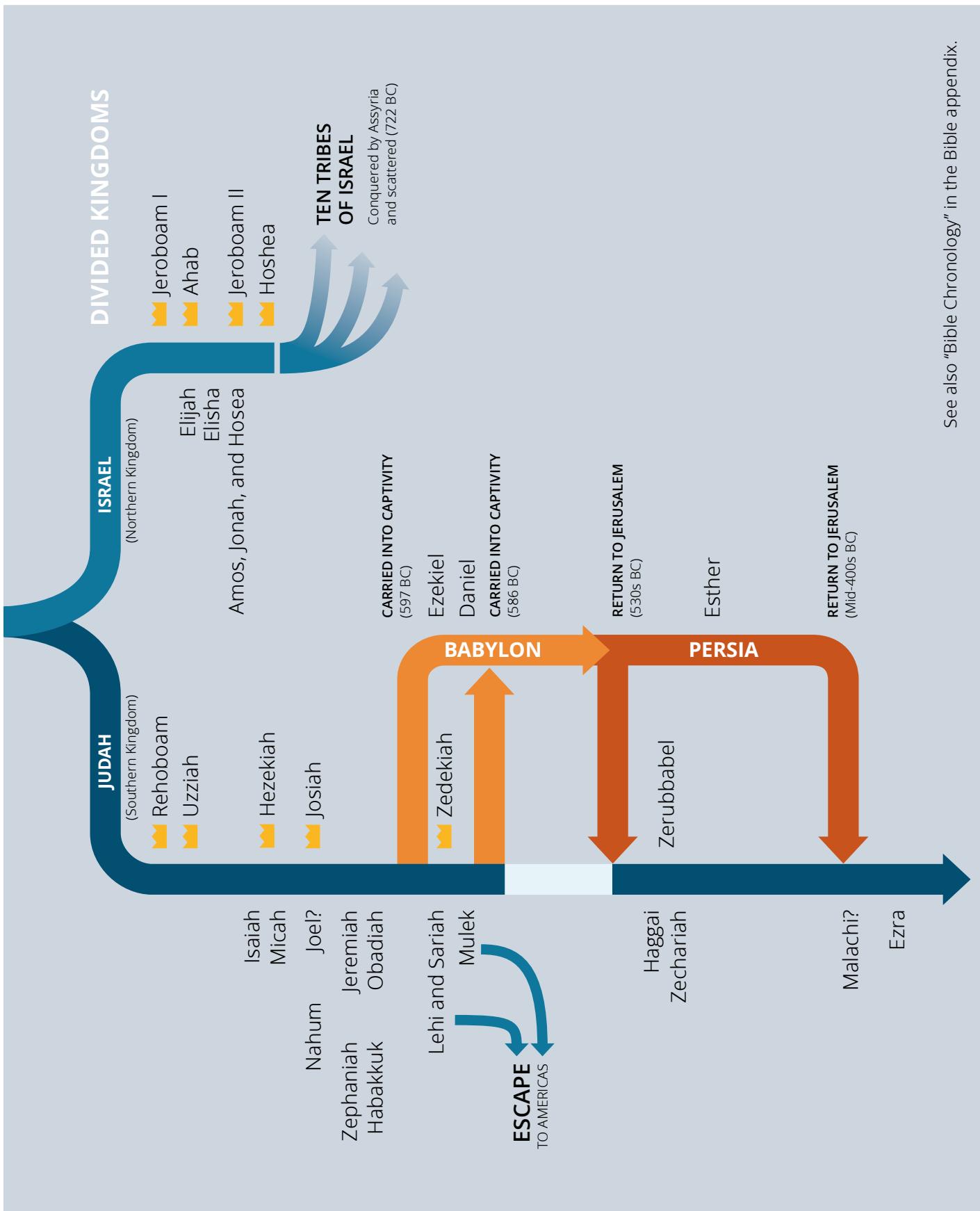
If you have family members who aren't willing to participate in family scripture study, look for other ways to connect with them. For example, could you share eternal truth naturally in your conversations or share a meaningful scripture in a way that doesn't seem preachy or overbearing? Scripture study doesn't have to look the same in every family. Some children may respond better to studying the scriptures one on one. Be prayerful and follow the promptings of the Spirit.

Teacher council meetings for parents. If you would like additional help in your efforts to teach your children, find out if your ward is holding teacher council meetings for parents (see *General Handbook*, 17.5). These meetings are an opportunity for parents to counsel and learn together about how to improve their teaching. They can discuss the principles in *Teaching in the Savior's Way*, the ideas on these pages for improving family scripture study, and the learning and teaching suggestions found throughout *Come, Follow Me*.

Old Testament Overview

OLD TESTAMENT OVERVIEW







THOUGHTS TO KEEP IN MIND

Reading the Old Testament

When Nephi wanted to inspire his brothers to trust the Lord, he shared stories about Moses and teachings from Isaiah.¹ When the Apostle Paul wanted to encourage the early Christians to have faith in God's promises, he reminded them about the faith of Noah, Abraham, Sarah, Rahab, and others.² And when Jesus Christ told the leaders of the Jews to "search the scriptures," explaining that they "testify of me" (John 5:39), the scriptures He was talking about are the writings we call the Old Testament.

In other words, when you read the Old Testament, you're reading words that have inspired, comforted, and encouraged people of God for literally thousands of years.

But can something that was written so long ago really help you find solutions to today's problems? Yes, it can! Especially if you remember who the Old Testament is truly about.

A Testament of Jesus Christ

Whatever challenges you and your family might be facing, the answer is always Jesus Christ.³ So to find answers in the Old Testament, look for Him. It won't always be easy. You may need to ponder patiently and seek spiritual guidance. Sometimes the references to Him seem very direct, as in Isaiah's declaration, "Unto us a child is born, unto us a son is given: . . . and his name shall be called . . . The Prince of Peace" (Isaiah 9:6). In other places, the Savior is represented more subtly, through symbols and similarities—for example, through the descriptions of animal sacrifices⁴ or the account of Joseph forgiving his brothers and saving them from famine.⁵



Light of the World, by Scott Sumner

If you seek greater faith in the Savior as you study the Old Testament, you will find it. Perhaps this could be the goal of your study this year. Pray that the Spirit will guide you to find and focus on passages, stories, and prophecies that will bring you closer to Jesus Christ.

Divinely Preserved

Don't expect the Old Testament to present a thorough and precise history of humankind. That's not what the original authors and compilers were trying to create. Their larger concern was to teach

something about God—about His plan for His children, about what it means to be His covenant people, and about how to find redemption when we fall short. Sometimes they did it by relating historical

events as they understood them, including stories from the lives of great prophets. Genesis is an example of this, and so are books like Joshua, Judges, and 1 and 2 Kings. But other Old Testament writers did not aim to be historical at all. Instead, they taught through works of art like poetry and literature. The Psalms and the Proverbs fit in this category. And then there are the precious words of prophets, such as Isaiah and Malachi, who spoke the word of God to ancient Israel—and, through the miracle of the Bible, still speak to us today.

Did all of these prophets, poets, and compilers know that their words would be read by people all over the world thousands of years later? We don't know. But we marvel that this is exactly what has happened. Nations rose and fell, cities were conquered, kings lived and died, but the Old Testament outlasted them all, from generation to generation, from scribe to scribe, from translation to translation. Of course some things were lost or modified, and yet somehow so much was miraculously preserved.⁶



Old Testament Prophet, by Judith A. Mehr (detail)

These are just a few things to keep in mind as you read the Old Testament this year. God preserved these ancient writings because He knows you and what you are going through. He has prepared a spiritual message for you in these words, which will draw you closer to Him and build your faith in His plan and His Beloved Son. Perhaps He will lead you to a passage or an insight that will bless someone you know—a message you can share with a friend, a

family member, or a fellow Saint. There are so many possibilities. Isn't that exciting to think about?

Nephi said, "My soul delighteth in the scriptures" (2 Nephi 4:15). Maybe you'll feel the same way as you read many of the same words Nephi read—what we now call the Old Testament.

Books in the Old Testament

In most Christian versions of the Old Testament, the books are organized differently from how they were arranged when they were first compiled into one collection. So while the Hebrew Bible groups the books into three categories—the law, prophets, and writings—most Christian Bibles arrange the books into four categories: law (Genesis–Deuteronomy), history (Joshua–Esther), poetic books (Job–Song of Solomon), and prophets (Isaiah–Malachi).

Why are these categories important? Because knowing what *kind* of book you are studying can help you understand *how* to study it.

Here's something to keep in mind as you begin reading "the law," or the first five books of the Old Testament. These books, which are traditionally attributed to Moses, probably passed through the hands of numerous scribes and compilers over time. And we know that, over the centuries, "many parts which are plain and most precious" were taken away from the Bible (see 1 Nephi 13:23–26). Still, the books of Moses are the inspired word of God, even though they are—like any work of God transmitted through mortals—subject to human imperfections (see Moses 1:41; Articles of Faith 1:8). The words of Moroni, referring to the sacred Book of Mormon record that he helped compile, are helpful here: "If there are faults they are the mistakes of men; wherefore, condemn not the things of God" (title page of the Book of Mormon). In other words, a book of scripture doesn't need to be free from human error to be the word of God.

Notes

1. See 1 Nephi 4:2–3; 17:23–43; 19:22–23.
2. See Hebrews 11.
3. See Russell M. Nelson, "The Answer Is Always Jesus Christ," *Liahona*, May 2023, 127–28.
4. See Leviticus 1:3–4.
5. See Genesis 45–46.
6. President M. Russell Ballard said: "It is not by chance or coincidence that we have the Bible today. Righteous individuals were prompted by the Spirit to record both the sacred things they saw and the inspired words they heard and spoke. Other devoted people were prompted to protect and preserve these records" ("The Miracle of the Holy Bible," *Ensign* or *Liahona*, May 2007, 80).



DECEMBER 29–JANUARY 4: THE FIRST TESTAMENT OF JESUS CHRIST

Introduction to the Old Testament

When you consider studying the Old Testament this year, how do you feel? Eager? Uncertain? Afraid? All of these emotions are understandable. The Old Testament is one of the oldest collections of writings in the world, and this can make it both exciting and intimidating. These writings come from an ancient culture that can seem foreign and sometimes strange or even uncomfortable. And yet in these writings we see people having experiences that seem familiar. We recognize gospel themes that witness of the divinity of Jesus Christ and His gospel. Yes, people like Abraham, Sarah, Hannah, and Daniel lived lives that, in some ways, were very different from ours. But they also experienced family joy and family discord, moments of faith and moments of uncertainty, and successes and failures—like all of us do. More important, they exercised faith, repented, made covenants, had spiritual experiences, and never gave up on the promise of a Savior. As we learn how God moved in their lives, we also see Him in ours, and we say with the psalmist: “Thy word is a lamp unto my feet, and a light unto my path. . . . Therefore thy servant loveth it” (Psalm 119:105, 140).



Ideas for Learning at Home and Church

The Old Testament testifies of Jesus Christ.

One way to find rich spiritual nourishment in the Old Testament is to look for the Bread of Life, Jesus Christ (see John 6:48). For example, how do you see the Savior in the following?

- Manna (Exodus 16:4, 11–15; John 6:35)
- The sacrificial lamb (Exodus 12:3–5; John 1:29)
- The brass serpent (Numbers 21:4–10; John 3:14)
- Jonah (Jonah 1:4–17; Matthew 12:38–41)

What do these examples teach about Him? What other references to Jesus Christ in the Old Testament are you already familiar with?

In his message “Jesus Christ Is the Treasure,” Elder Dale G. Renlund encouraged us to “remember and always focus on Jesus Christ” (*Liahona*, Nov. 2023, 98). Consider reading his message, looking for things you can do to find Jesus Christ not only in the Old Testament but also in your life.

See also “Types or Symbols of Christ” in Guide to the Scriptures, “Jesus Christ,” Gospel Library; “Seek the Lord Early,” *Children’s Songbook*, 108.

Look for symbols that testify of Jesus Christ.

The Lord taught Adam, “All things have their likeness, and all things are created and made to bear record of me” (Moses 6:63). Whether you are studying or teaching, focusing on Jesus Christ can help you find meaning in the scriptures and increase your love for and faith in Him. (See *Teaching in the Savior’s Way*, 7.)

Jesus Christ is Jehovah in the Old Testament.

President Dallin H. Oaks taught: “The Father introduced His Only Begotten Son, Jesus Christ, as our Savior and Redeemer and gave us the command to ‘hear Him.’ From this direction we conclude that the scriptural records of words spoken by ‘God’ or the ‘Lord’ are almost always the words of Jehovah, our risen Lord, Jesus Christ” (“The Teachings of Jesus Christ,” *Liahona*, May 2023, 102).

When the leaders of the Jews challenged Jesus about His identity, He declared, “Before Abraham was, I am.” These words shocked the people who heard Jesus, and they were ready to stone Him

(see John 8:58–59). Consider reading Exodus 3:13–15; 6:3–5 to see why some Jews were so upset at what Jesus said.

Why is it significant to you to know that Jesus Christ is Jehovah?

The Lord restored many “plain and precious things” through Joseph Smith.

In a vision, the Lord showed Nephi the coming forth of the Bible, explaining that “many plain and precious things” would be taken from it. Consider reading 1 Nephi 13:21–29, 38–42, looking for how the Lord planned to “make known the plain and precious things.” According to 2 Nephi 3:12, how do the Bible and Book of Mormon work together?

As you study the Old Testament this year, you will also study some of the “other books” Nephi foresaw. These include:

- **The book of Moses**, part of Joseph Smith’s translation of the Bible. It restores truths and accounts not found in the current text of Genesis 1–6.
- **The book of Abraham**, which was revealed to Joseph Smith as he examined ancient Egyptian papyri (see Topics and Questions, “Book of Abraham,” Gospel Library).
- **Various passages from the Joseph Smith Translation**, some of which appear in the footnotes, the appendix of the Bible, and the Guide to the Scriptures.

Here are some examples of Old Testament accounts restored through Joseph Smith: Enoch’s city of Zion (Moses 7:18–19), Abraham’s vision of the council in heaven (Abraham 3:22–28), and the ministry of Melchizedek (Joseph Smith Translation, Genesis 14:25–40). Why are these accounts “plain and precious” to you?



Adam and Eve Offering Sacrifices, by Keith Larson (detail)

The Old Testament helps me understand my covenant relationship with God.

The Old Testament is the story of God seeking to make us His “peculiar treasure” by covenant (Exodus 19:5). For that reason, a good way to prepare to read the Old Testament is to learn about

covenants—specifically the everlasting covenant God offered to ancient prophets like Abraham, Isaac, Jacob, and their posterity. And a great way to learn about covenants is to study President Russell M. Nelson’s message “The Everlasting Covenant” (*Liahona*, October 2022, 4–11).

As you read, ask yourself: Why are covenants important to me? What “special kind of love and mercy” do I receive from God as I keep my covenants with Him? As you read the Old Testament this year, be watching for things God wants to teach you about your covenant relationship with Him.

See also Jeremiah 31:31–34.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

I can learn of Jesus Christ in the Old Testament.

- The words and culture of the Old Testament may be difficult for children to understand, but you can help them see Jesus Christ in symbols and stories. Perhaps you and your children could look at the image below, *The Prophet Isaiah Foretells Christ’s Birth*. Let your children point out details they see. Draw their attention, in particular, to the baby Jesus. Then you could read with them what Isaiah wrote about the Savior’s birth in Isaiah 7:14; 9:6. Share with your children how you feel about looking for the Savior in the Old Testament this year.



Isaiah Writes of Christ’s Birth (The Prophet Isaiah Foretells Christ’s Birth), by Harry Anderson

- You and your children could also read Psalm 23 or Isaiah 53:3–9 and find words that remind you of Jesus Christ. What do these words teach us about His life and Atonement?

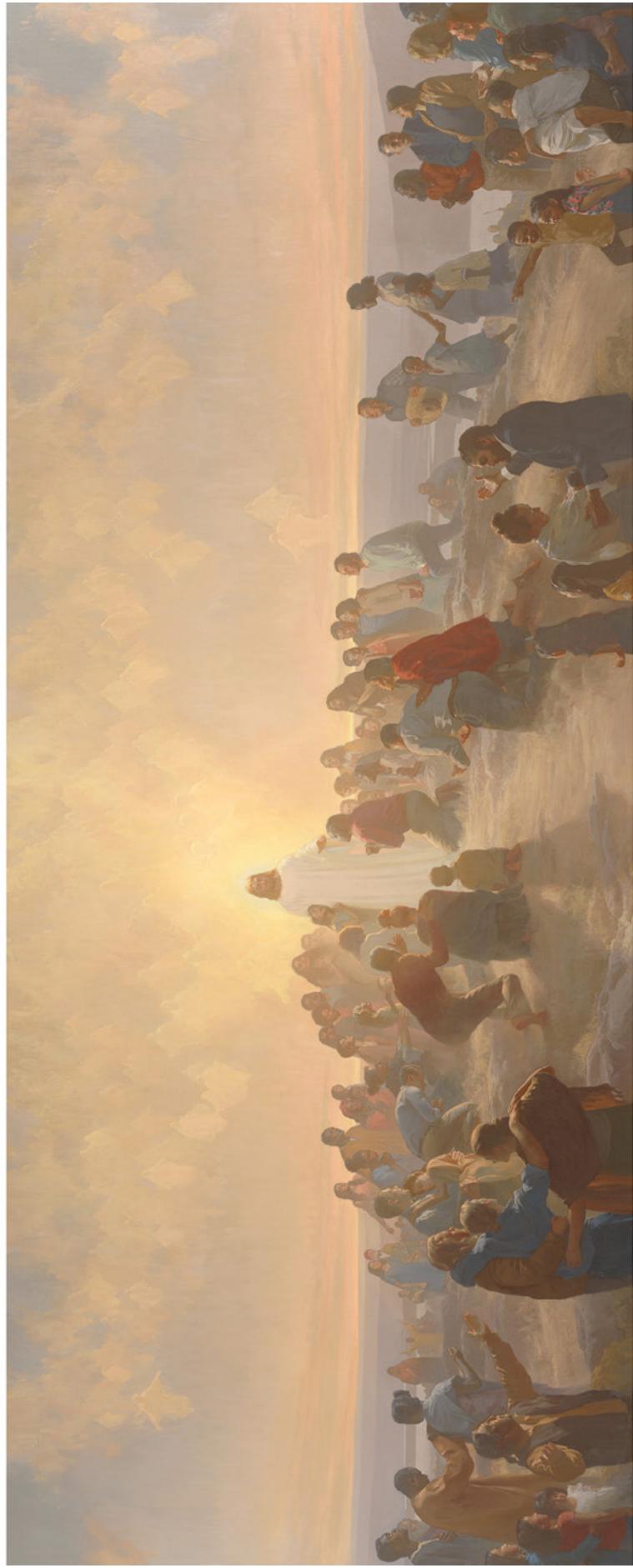
Heavenly Father wants to make covenants with me.

- Covenants are a major theme in the Old Testament. To introduce this theme to your children, you could talk with them about promises they make and keep with family or friends and why keeping these promises is important. You could then look at a picture of a baptism and talk about the promise, or covenant, we make with God when we are baptized (see Mosiah 18:10, 13). You could also show a picture of the temple and share your feelings about the covenants we make there.
- This week's activity page could help your children be excited to make and keep covenants with Heavenly Father. You could also sing a song about making covenants, like "When I Am Baptized" (*Children's Songbook*, 103).

Jesus Christ is Jehovah in the Old Testament.

- Do your children know anyone who goes by different names in different settings? Perhaps a parent or teacher is addressed differently at work, at home, and at church. Talk about those names; then read Exodus 6:3 together and invite your children to find the names Jesus Christ was known by before He was born (see also the Joseph Smith Translation in footnote *c*).

For more, see this month's issue of the *Friend* magazine.



Come unto Jesus, by Michael Malm

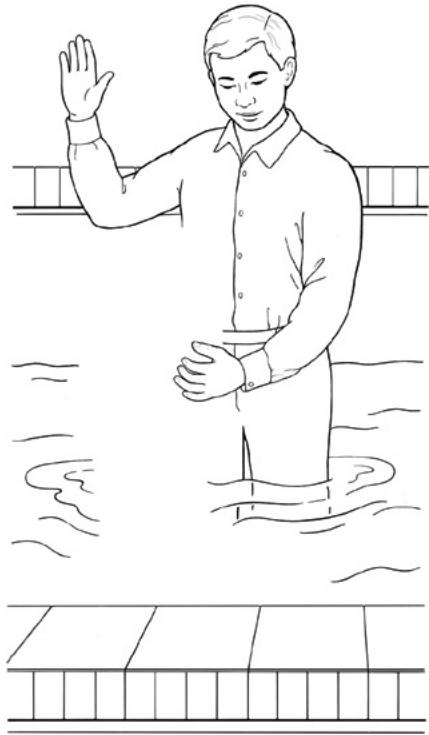
Heavenly Father made covenants with people in the Old Testament.



Heavenly Father wants to make covenants with me.

Draw a picture of yourself or your family making covenants below.

Baptism

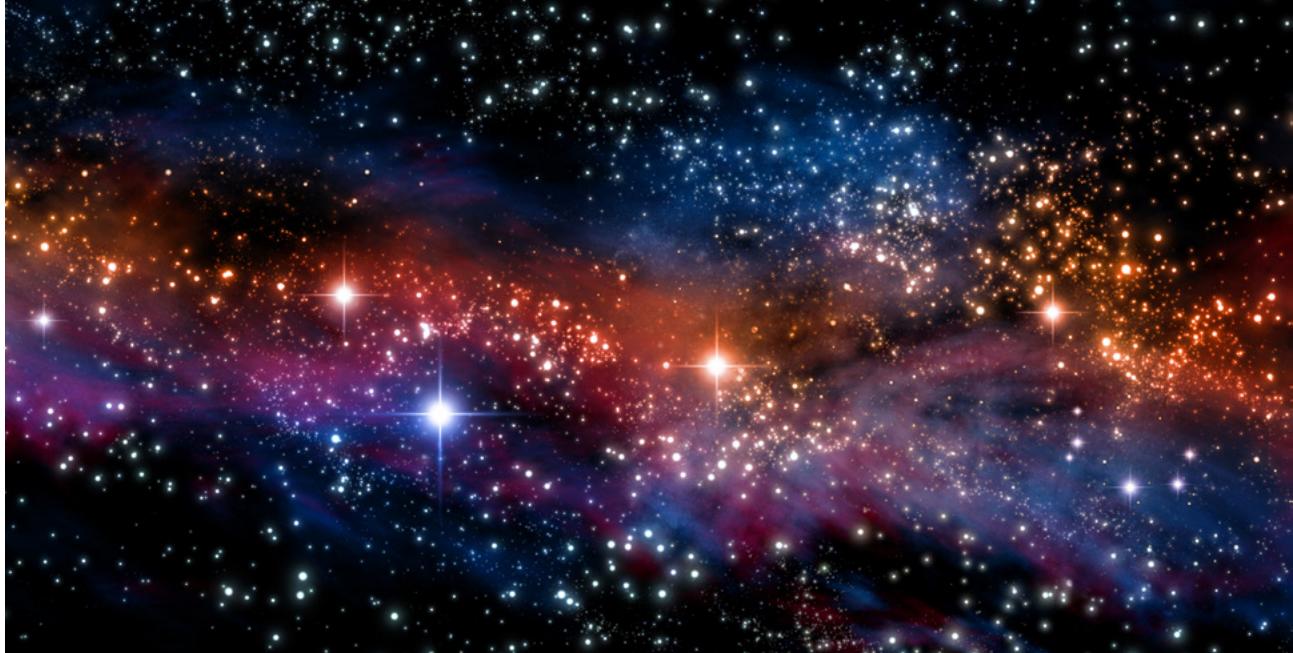


The sacrament



The temple





JANUARY 5-11: "THIS IS MY WORK AND MY GLORY"

Moses 1; Abraham 3

The Bible begins with the words “in the beginning God created the heaven and the earth” (Genesis 1:1). But what was there *before* this “beginning”? And *why* did God create all of this? Through the Prophet Joseph Smith, the Lord has shed light on these questions.

For example, He gave us the record of a vision in which Abraham saw our existence as spirits “before the world was” (see Abraham 3:22–28). The Lord also gave us an inspired translation or revision of the first six chapters of Genesis, called the book of Moses—which doesn’t begin with “in the beginning.” Instead, it begins with an experience Moses had that provides some context for the Creation story. Together, these latter-day scriptures are a good place to start our study of the Old Testament because they address some fundamental questions that can frame our reading: Who is God? Who are we? What is God’s work, and what is our place in it? The opening chapters of Genesis could be seen as the Lord’s response to Moses’s request: “Be merciful unto thy servant, O God, and tell me concerning this earth, and the inhabitants thereof, and also the heavens” (Moses 1:36).



Ideas for Learning at Home and at Church

MOSES 1

As a child of God, I have a divine destiny.

“If the Lord were speaking to you directly,” President Russell M. Nelson taught, “the first

thing He would make sure you understand is your true identity” (“Choices for Eternity” [worldwide devotional for young adults, May 2022], Gospel Library). It follows that Satan would try to confuse you on that same point. Look for this pattern in God’s message to Moses in Moses 1:4, 6 and in

Satan’s messages in Moses 1:12. What do you learn from these verses about the differences between God and Satan?

President Nelson also taught, “The way you think about who you really are affects almost every decision you will ever make” (“Choices for Eternity”). Consider making a list of choices you make because your identity as a child of God comes before other labels.

What additional verses or phrases in Moses 1 help you understand your divine worth? You might also read more of President Nelson’s message in the section of “Choices for Eternity” titled “First: Know the truth about who you are.” What do you feel inspired to do to make your identity as a child of God your most important identifier?

See also “I Am a Child of God,” *Hymns* (1985), no. 301; “Our True Identity” (video), Gospel Library; Topics and Questions, “Children of God,” Gospel Library.



MOSES 1:12–26

With the Lord’s help, I can resist Satan.

As Moses 1 clearly shows, powerful spiritual experiences do not mean we’ll never be tempted again. In fact, one of Satan’s tactics is to tempt us to doubt these experiences. As you read Moses’s response to Satan in verses 12–26, what do you learn that can help you stay true to the testimony you have

received? What was it that finally helped Moses overcome Satan?

Another lesson from Moses’s experience is that Satan tempts us with counterfeits of God’s truth and power. Think of some fake versions of things, such as an artificial plant or a baby doll. How can you tell they’re fake? Then consider the counterfeits Satan uses today to tempt you. What do you learn from Moses 1:13–18 about how to recognize and reject his counterfeits? How can the Lord help you? (see Moses 1:24–26).

See also Matthew 4:1–11; Gary E. Stevenson, “Deceive Me Not,” *Ensign* or *Liahona*, Nov. 2019, 93–96; “I Am a Son of God” (video), Gospel Library.

Learning at home can be planned but also spontaneous. “Teaching opportunities in the family frequently occur in informal, everyday moments—while eating a meal, doing chores, playing games, [or] traveling” (*Teaching in the Savior’s Way*, 31). For example, in addition to reading about how Moses resisted Satan in Moses 1, you might spend a few moments at dinnertime talking as a family about how you resisted the influence of the adversary.

MOSES 1:27–39; ABRAHAM 3

God’s work and glory is to help me gain eternal life.

After seeing a vision of God’s creations, Moses said to the Lord: “Tell me . . . why these things are so” (Moses 1:30). What impresses you about the Lord’s response in Moses 1:31–39? What’s the difference between immortality and eternal life? (see Topics and Questions, “Eternal Life,” Gospel Library). How does Jesus Christ help bring to pass both? Abraham also had a vision, recorded in Abraham 3. What do you find in verses 24–26 that could help answer Moses’s request?

ABRAHAM 3:22–28**I lived as a spirit before I was born on earth.**

We know very little about our premortal life. But much of what we do know comes from Abraham's vision in Abraham 3:22–28. As you read these verses, make a list of truths you find—including truths about yourself and about Jesus Christ. Why are

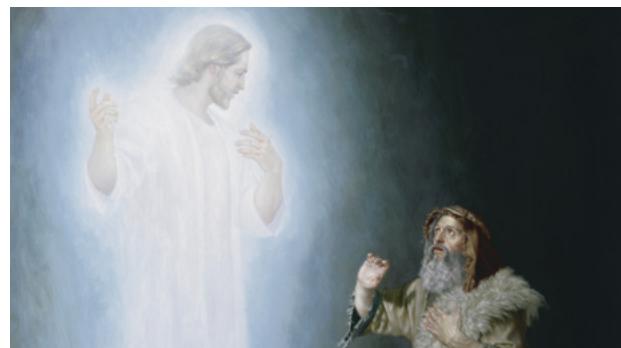
these truths valuable to you? What difference do they make in your life?

See also Topics and Questions, "Premortal Life," Gospel Library.

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.

**Ideas for Teaching Children****MOSES 1:1–4, 6, 12****I am a child of God.**

- After you read together God's message to Moses in Moses 1:4, consider letting your children look at their reflection in a mirror and giving themselves a similar message: "I am a child of God." Then they could give the same message to each other: "You are a child of God." You might even find pictures of a variety of people and invite your children to point to each one and say, "This is a child of God." Share with each other why you are glad to know you are children of God. How does this knowledge change the way you treat yourselves and others?
- You and your children could compare God's message to Moses in Moses 1:4 with Satan's message in verse 12. How can you help your children distinguish between God's messages to them and Satan's?



Moses Sees Jehovah, by Joseph Brickey (detail)

MOSES 1:6, 39**Heavenly Father has a work for me to do.**

- As you read Moses 1:6 with your children, you might talk to them about the "work" God had for Moses. Consider using the *Gospel Art Book*, nos. 13–16, or *Old Testament Stories*, pages 64–84, to help your children see what Moses accomplished with Heavenly Father's help. What is the work God has for us to do? (see, for example, Doctrine and Covenants 11:20).

MOSES 1:12–26

I can resist Satan's temptations.

- As you study Moses 1:12–26 with your children, help them discover what Moses did to resist Satan (see verses 13, 15, 18, 20–22, 26). It might be fun for them to act out things they can do to resist temptation (such as praying, walking away, or asking for help).

ABRAHAM 3:22–28

I lived as a spirit before I was born on earth.

- Knowing about our premortal life can inspire your children to make choices based on eternal truths. To help them learn about it, you could give them some key words and phrases to find in Abraham 3:22–28, like “before the world was,” “spirits,” “make an earth,” and “prove.” What do these verses teach us about why Heavenly Father sent us to earth?

- A song like “I Will Follow God’s Plan” (*Children’s Songbook*, 164–65) could reinforce what Abraham 3 teaches. Maybe you could invite your children to draw pictures that go with the words.
- Help your children think of situations in which they have to choose whether or not to do what God has asked them to (see Abraham 3:25; see also *For the Strength of Youth: A Guide for Making Choices*). Let them practice possible responses to these situations. How can the Savior help us when we make a wrong choice?

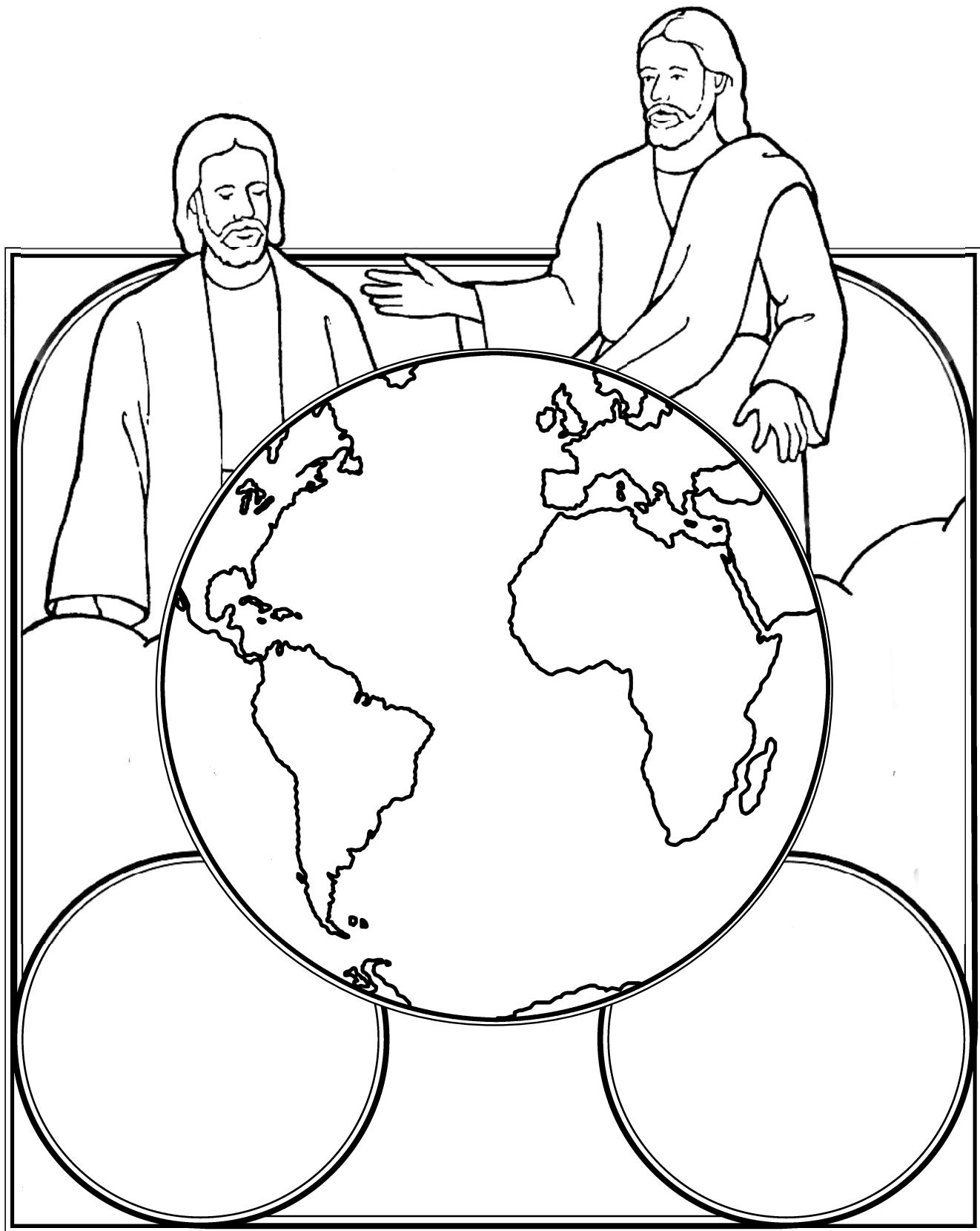
For more, see this month’s issue of the *Friend* magazine.



Moses Overcomes Satan, by Joseph Brickey

I am a child of God (Moses 1:1–4, 6).

Color the pictures. In the empty circles, draw something that goes with the words to the song “I Am a Child of God” (*Children’s Songbook*, 2–3). For example, you could draw your “earthly home” and your “parents kind and dear.”





JANUARY 12–18: “IN THE BEGINNING GOD CREATED THE HEAVEN AND THE EARTH”

Genesis 1–2; Moses 2–3; Abraham 4–5

Because the world around us is so beautiful and majestic, it's hard to imagine the earth when it was “without form, and void” and “empty and desolate” (Genesis 1:2; Abraham 4:2). One thing the Creation story teaches us is that God can, over time, make something magnificent out of something unorganized. That's helpful to remember when life seems chaotic. Heavenly Father and Jesus Christ are Creators, and Their creative work with us is not finished. They can make light shine in dark moments in our lives. They can fill our emptiness with life. They can transform us into the divine beings we were meant to be. That's what it means to be created in God's image, after His likeness (see Genesis 1:26). We have the potential to become like Him: exalted, glorified, heavenly.



Ideas for Learning at Home and at Church

GENESIS 1:1–25; MOSES 2:1–25; ABRAHAM 4:1–25

“By mine Only Begotten I created these things.”

Although we don't know everything about how the world was created, it's interesting to note what God has chosen to reveal about the Creation. What does God teach you about it in Genesis 1:1–25; Moses 2:1–25; and Abraham 4:1–25? Why does He want you to know these things? As you ponder these accounts, you might also consider what they teach

you about Heavenly Father, Jesus Christ, the world, and yourself.

To enrich your study, consider reading these verses while out among God's creations or while listening to a song like “All Creatures of Our God and King” (*Hymns*, no. 62). You could find pictures of His creations that help you feel reverence for the Creator. Consider sharing these pictures, along with your testimony, with others.

See also Doctrine and Covenants 101:32–34.



The Garden of Eden, by Grant Romney Clawson

GENESIS 1:26-27; MOSES 2:26-27; ABRAHAM 4:26-27

I am created in the image of God.

As you read Genesis 1:26–27; Moses 2:26–27; and Abraham 4:26–27, ponder what it means to be created in God’s “image” or “likeness,” male and female. Why is it important to you to know the truths in these verses? For example, how do these truths affect the way you see yourself, others, and God? How can they help you when you have negative feelings about yourself?

To help you think about these questions, try completing a sentence like this one: “Because I know I am created in God’s image, I choose to . . .” Reviewing “Your body is sacred” in *For the Strength of Youth: A Guide for Making Choices* (pages 22–29) can help. Consider choosing something you will do to show God that you know your body is sacred.

In the video “God’s Greatest Creation” (Gospel Library), President Russell M. Nelson bears testimony of the miraculous human body. As you watch this video, ask yourself, “How does Heavenly Father want me to feel about my body?” How is this different from messages you might hear from others?

Some people might say that being created in God’s image means that all of our thoughts, feelings, and desires are approved by Him and that we don’t need to (or cannot) improve. What would you say to that? What insights do you gain from Mosiah 3:19 and Ether 12:27?

See also Russell M. Nelson, “Your Body: A Magnificent Gift to Cherish,” *Liahona*, Aug. 2019, 50–55.

**GENESIS 1:27-28; 2:18-25; MOSES 3:18, 21-24;
ABRAHAM 5:14-18**

Marriage between a man and a woman is ordained of God.

“Adam and Eve were joined together in marriage for time and for all eternity by the power of [the] everlasting priesthood” (Russell M. Nelson, “Lessons from Eve,” *Ensign*, Nov. 1987, 87). Ponder this as you read Genesis 1:27–28; 2:18–25; Moses 3:18, 21–25; and Abraham 5:14–19. How can you treat marriage with the sacredness God has given it?

See also 1 Corinthians 11:11; “The Family: A Proclamation to the World,” Gospel Library.

GENESIS 1:28; MOSES 2:28; ABRAHAM 4:28

I am responsible for caring for God’s creations.

What do Genesis 1:28; Moses 2:28; and Abraham 4:28 suggest about our responsibility toward God’s creations? What do Doctrine and Covenants 59:16–21 and 104:13–18 add to your understanding?

See also Gérald Caussé, “Our Earthly Stewardship,” *Liahona*, Nov. 2022, 57–59; Topics and Questions, “Environmental Stewardship and Conservation,” Gospel Library.

GENESIS 2:2-3; MOSES 3:2-3; ABRAHAM 5:2-3**God blessed and sanctified the Sabbath day.**

God *made* the Sabbath day holy, and He asks us to *keep* it holy. As you read Genesis 2:2–3; Moses 3:2–3; and Abraham 5:2–3, think about what makes the Sabbath “blessed” to you.

**Ideas for Teaching Children****GENESIS 1:1-25; MOSES 2:1-25; ABRAHAM 4:1-25****Jesus created the earth.**

- How will you make learning about the Creation fun for your children? You could take them on a search outside for the kinds of things that were made during each period of Creation. Your children might also look at pictures of things Jesus created (see “The Creation of the Earth” in *Old Testament Stories*, 8–12). Then you and your children could talk about how you feel about Jesus Christ after reading about the Creation.
- Consider singing a song together about our beautiful world, such as “My Heavenly Father Loves Me” (*Children’s Songbook*, 228–29). Maybe your children could add to the song other things God has created that help them feel His love.

Help children express their creativity.

“When you invite children to draw, build, color, or write something related to a gospel principle, you help them better understand the principle and you give them a tangible reminder of what they have learned” (*Teaching in the Savior’s Way*, 32).

See also Doctrine and Covenants 59:9–13; “The Sabbath Is a Delight” (video), Gospel Library.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.

GENESIS 1:26-27; MOSES 2:26-27; ABRAHAM 4:26-27**I was created in God’s image.**

- Your children can develop a sense of reverence and respect for their own and others’ bodies as they learn that we were all created in God’s image. To help them understand what this means, you could let your children look at their image in a mirror or picture while you read Moses 2:26–27 to them. You could also show them how baby animals are often in the “likeness” of their parents (see the picture in this outline, for example). This could lead to a conversation about why it’s important to you to know that you are created in your Heavenly Father’s image.



- You and your children might enjoy drawing a human body and cutting the drawings into puzzles. As your children put their puzzles together, they could talk about ways they can show Heavenly Father that they are thankful for their bodies.

GENESIS 2:2-3; MOSES 3:2-3; ABRAHAM 5:2-3

The Sabbath day is holy.

- As you read Moses 3:2-3, ask your children to listen for what God did on the seventh day. Help your children find or draw pictures of things they can do on Sunday to make it a holy day and different from other days. Share with each other

why it is important to you to keep the Sabbath day holy.

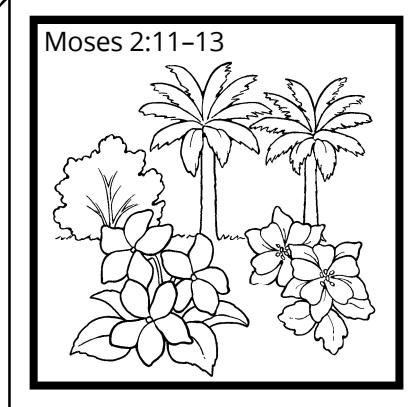
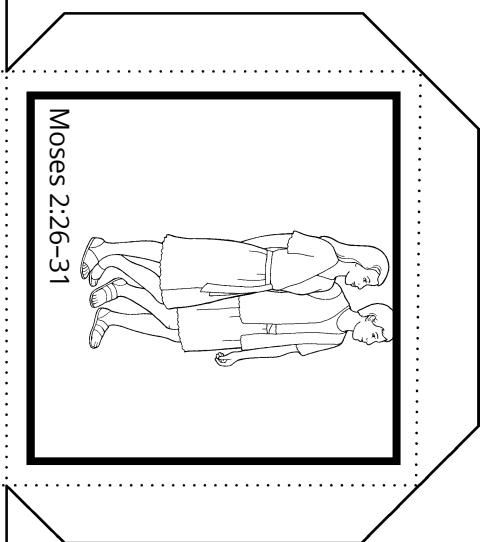
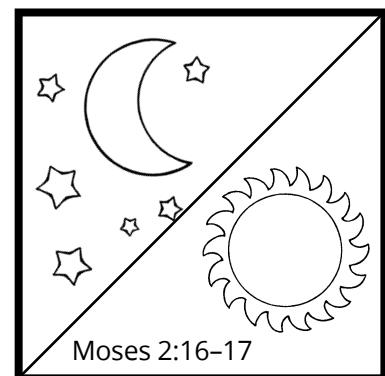
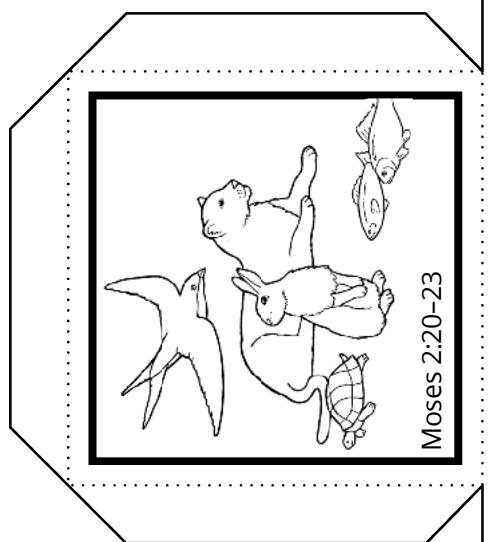
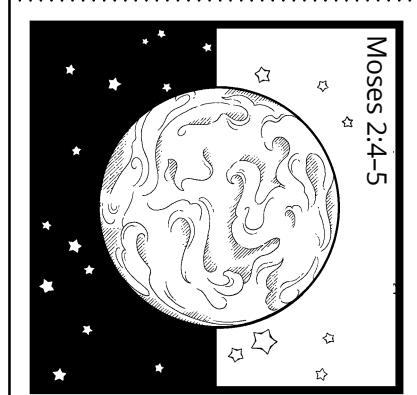
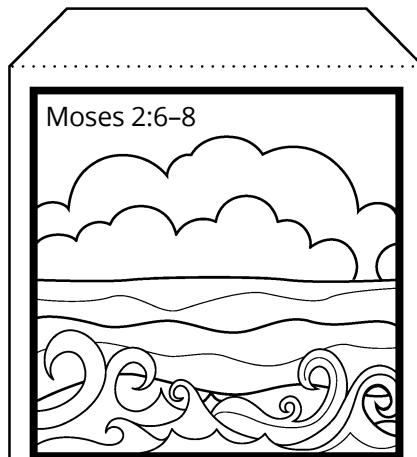
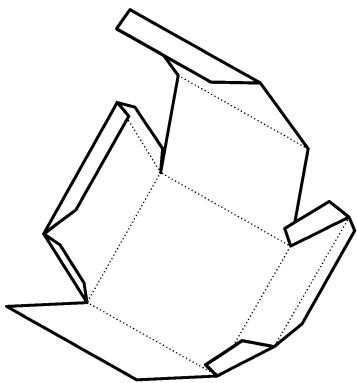
- Help your children role-play explaining to a friend why they choose to do things on Sunday that honor Heavenly Father and Jesus. Suggest that they use Genesis 2:2-3 in their explanations. How does keeping the Sabbath day holy show our love for Heavenly Father and Jesus Christ?

For more, see this month's issue of the *Friend* magazine.

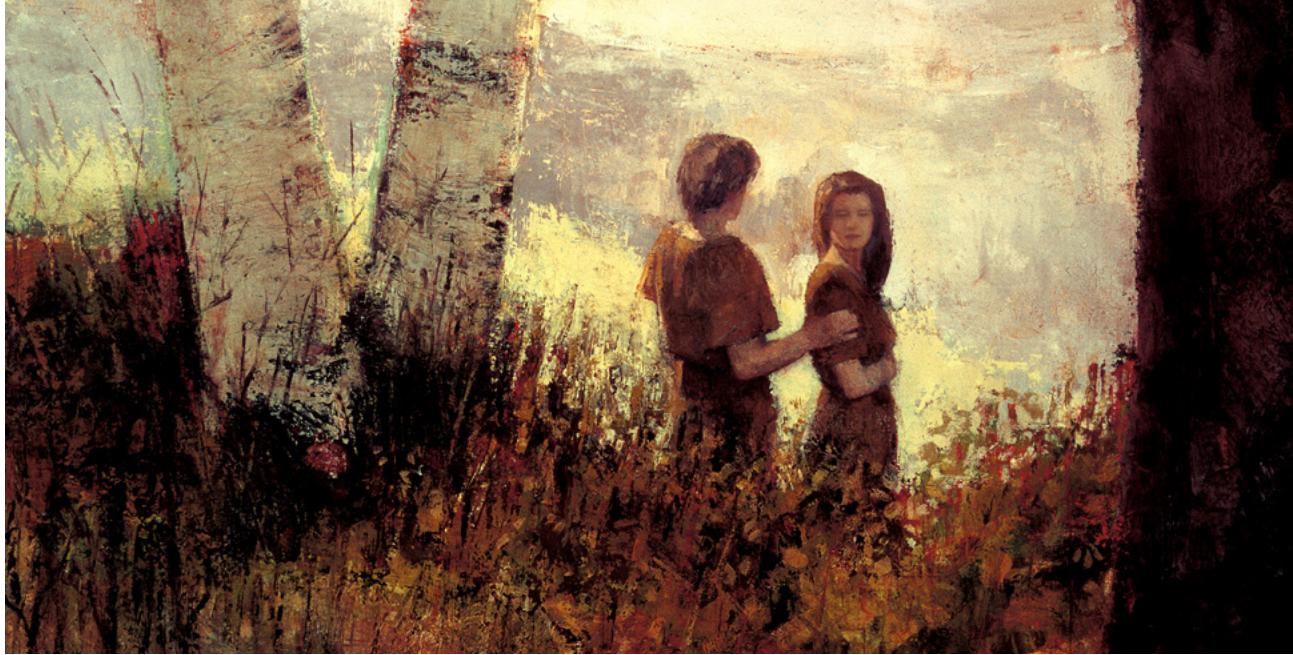


The Creation, by Annie Henrie Nader

Jesus Christ created the earth (Moses 2).



Color the pictures, and cut out the figure along the solid outer lines. Fold the figure on the dotted lines, and tape or glue the tabs to form a cube. Throw the cube, and see what picture shows on top. Read the scripture passage to find out more about what was made on that day of the Creation.



Adam and Eve, by Douglas M. Fryer

JANUARY 19–25: THE FALL OF ADAM AND EVE

Genesis 3–4; Moses 4–5

At first, the story of the Fall of Adam and Eve might seem like a tragedy. Adam and Eve were cast out of the beautiful Garden of Eden. They were sent into a world of pain, sorrow, and death (see Genesis 3:16–19). And they were separated from their Heavenly Father. But the truths restored through the Prophet Joseph Smith in the book of Moses give us a unique perspective on the Fall.

Yes, the Garden of Eden was beautiful. But Adam and Eve needed more than beautiful surroundings. They needed—and we all need—an opportunity to grow. Leaving the Garden of Eden was the necessary first step toward returning to God and eventually becoming like Him. That meant facing opposition, making choices, making mistakes, learning to repent, and trusting the Savior, whose Atonement makes possible progression and “the joy of our redemption” (Moses 5:11). So when you read about the Fall of Adam and Eve, focus not on the seeming tragedy but on the possibilities—not on the paradise Adam and Eve lost but on the glory their choice allows us to receive.



Ideas for Learning at Home and at Church

GENESIS 3; MOSES 4

The Fall was a necessary part of God's plan.

It's true that Adam and Eve's choice led to many of the difficulties we experience in mortality. But that doesn't mean we regret their choice. As you read

Genesis 3 and Moses 4, you might ask yourself, why was the Fall important to God's plan?

According to Moses 5:9–12, how did Adam and Eve feel about the Fall? How can you apply their words to your experiences in this fallen world? What else do you learn from 2 Nephi 2:19–25?

See also Mosiah 3:19; Alma 12:21–37; and Doctrine and Covenants 29:39–43.



Leaving Eden, by Annie Henrie Nader

GENESIS 3:1–7; MOSES 4:22–31; 5:4–15

Jesus Christ offers hope and redemption.

Adam and Eve’s story is one of hope and redemption through Jesus Christ. To see why, you might start by searching for the results of the Fall in Genesis 3:1–7; Moses 4:22–31 and marking or listing what you find. How do these results affect you? Then you could search Moses 5:4–15, looking for God’s plan to redeem us from these effects. Why were Adam and Eve “glad” after the angel visited them? What do you learn from them about Heavenly Father’s plan?

See also “Because of Him” (video), Gospel Library.

MOSES 4:1–4

I need agency and opposition to grow.

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

As you read Moses 4:1–4, look for what Heavenly Father and Jesus Christ did to protect your right to choose—your agency. How can you access their protecting power? For ideas, consider studying the

section “Make inspired choices” in *For the Strength of Youth: A Guide for Making Choices* (4–5).

Consider also reading what Lehi taught about agency in 2 Nephi 2:11–20, 25–30. Why is opposition necessary for agency? How can you show your appreciation to Jesus Christ for making you “free to choose”? (2 Nephi 2:27).

See also Dallin H. Oaks, “Opposition in All Things,” *Ensign or Liahona*, May 2016, 114–17; Topics and Questions, “Agency,” Gospel Library; “Choose the Right,” *Hymns*, no. 239.

Increase participation. Many learning activities can be done as an individual, family, or class; in small groups; or in pairs. Use a variety of methods to allow people to participate who might not otherwise have a chance. For this activity, you could invite one person or group to read Moses 4 and the *For the Strength of Youth* guide while another group studies the verses in 2 Nephi 2. They could then teach each other what they learned in their respective section.

MOSES 4:4–12; 5:13–33

Satan seeks “to deceive and to blind” me.

As you read Moses 4:4–12; 5:13–33, consider listing ways that Satan tried to tempt Adam and Eve and their children. How does he attempt these same things today? How does Heavenly Father help you resist Satan’s deceptions?

MOSES 4:13–16, 27

“I, the Lord God . . . clothed them.”

After partaking of the forbidden fruit, Adam and Eve tried to cover their own nakedness. Later, the Lord offered to clothe them. As you read Moses 4:13–16, 27, consider the following:

- Ponder what nakedness and clothing can represent in the scriptures (see, for example,

Revelation 7:9, 13–15; 2 Nephi 9:14; Doctrine and Covenants 109:22–26, 76). What do you learn from Adam and Eve’s experience with nakedness and clothing?

- If you have been endowed in the temple, consider what Adam and Eve might say to you about the significance of your temple garment and what it represents.

See also “Sacred Temple Clothing” (video), Gospel Library.

MOSES 5:4–9, 16–26

God will accept my sacrifices if I offer them with a willing and obedient heart.

As you study Moses 5:4–9, 16–26, consider the attitudes of Adam and Eve and their sons Cain and Abel toward sacrifice. Why did the Lord accept Abel’s sacrifice but not Cain’s?

What does the Lord ask you to sacrifice? Is there anything in these verses that shapes the way you think about those sacrifices?

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

GENESIS 3; MOSES 4; 5:8–15

Jesus Christ saves us from the Fall.

- To help your children better understand the Fall of Adam and Eve, you could copy the pictures from “Adam and Eve” (in *Old Testament Stories*, 13–16) and cut them out. Then you could work together to put the pictures in order as you discuss the experiences of Adam and Eve. As you do, talk about why it was important, in Heavenly Father’s plan, for Adam and Eve to leave the Garden of Eden.
- Your children can feel gratitude for the Atonement of Jesus Christ as they understand how He overcomes the effects of the Fall. As you read together Moses 4:25; 6:48; Romans 5:12; 2 Nephi 2:22–23, help your children find ways to complete this sentence: “Because of the Fall, I . . .” Then, as you read together Moses 5:8–11,

14–15; 6:59; Alma 11:42, they could complete this sentence: “Because of Jesus Christ, I . . .” Share with each other your gratitude for Jesus Christ.

MOSES 4:1–4

I can choose the right.

- Consider a simple object lesson to introduce the principle of agency: invite your children to color this week’s activity page, but give them only one color to use. Why would it be better to have choices? You could then read together Moses 4:1–4 and talk about why God wants us to be able to choose between right and wrong. How do Heavenly Father and Jesus Christ help us make good choices?
- Help your children think of and draw pictures of good choices they can make to follow Jesus Christ. Or you could sing together a song about

making good choices, such as “Choose the Right Way” (*Children’s Songbook*, 160–61). You might tell each other about a time when you made a good choice and talk about how you felt afterward.



The Fall, by Robert T. Barrett

MOSES 5:4, 8

I can pray to Heavenly Father.

- When Adam and Eve had to leave the Garden of Eden, they couldn’t be with Heavenly Father anymore. Read Moses 5:4, 8 with your children, and help them find what Adam and Eve did to feel near to Him and hear Him. What are some things we can say to Heavenly Father in our prayers?

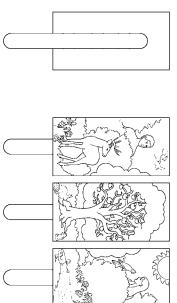
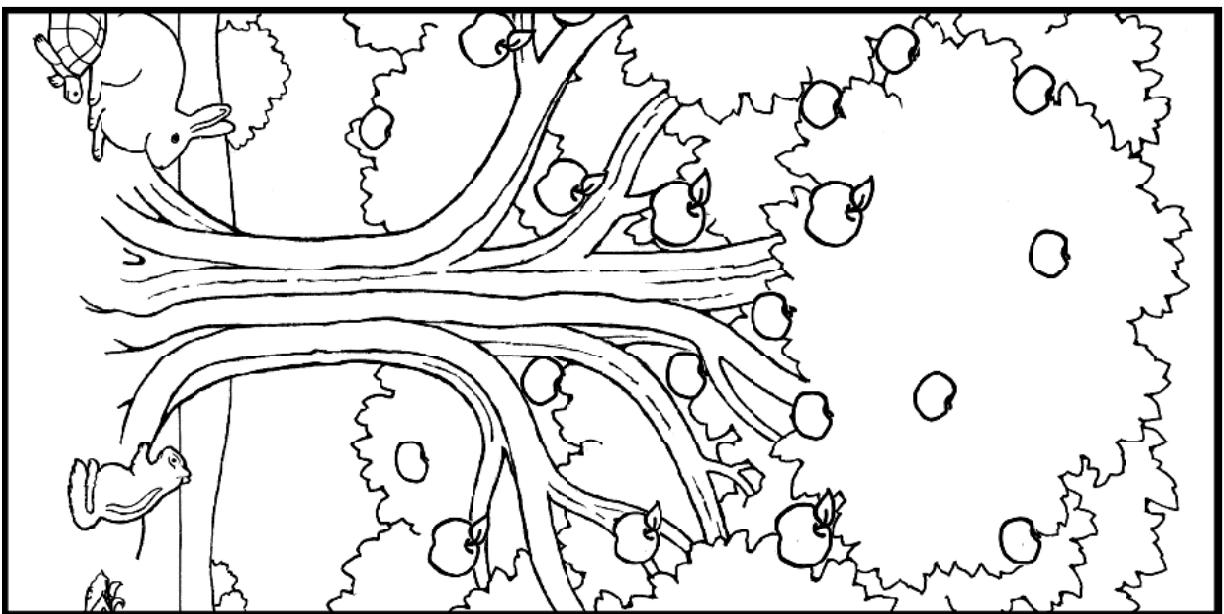
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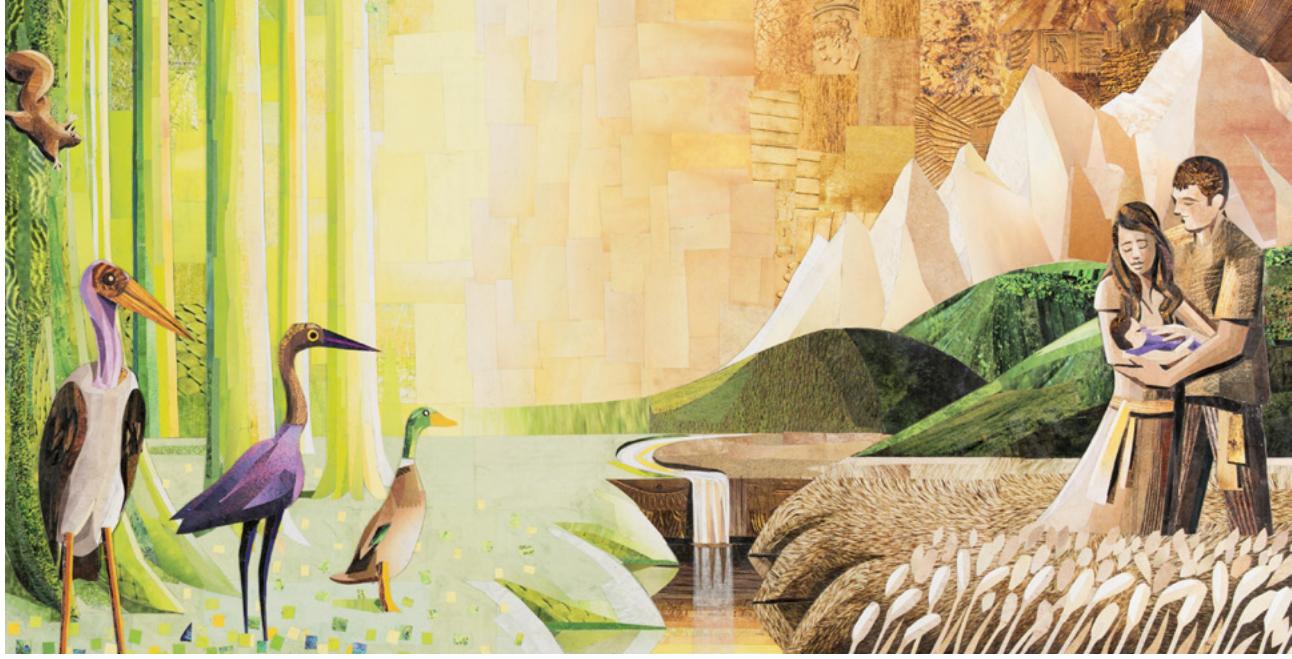


In Similitude of the Sacrifice of the Only Begotten of the Father, by Mike Malm (see Moses 5:5–9)

The Fall of Adam and Eve was part of God's plan (Genesis 3; Moses 4).

Color the pictures, and cut them out. Glue or tape craft sticks to the backs of the pictures. Use the pictures to tell the story of Adam and Eve.





Better Than Paradise, by Kendal Ray Johnson

JANUARY 26–FEBRUARY 1: “TEACH THESE THINGS FREELY UNTO YOUR CHILDREN”

Genesis 5; Moses 6

Most of Genesis 5 is a list of the generations between Adam and Eve and Noah. We read a lot of names, but we don’t learn much about them. Then we read this intriguing but unexplained line: “And Enoch walked with God: and he was not; for God took him” (Genesis 5:24). Surely there’s a story behind that verse! But without further explanation, the list of generations resumes.

Thankfully, Moses 6 reveals the details of Enoch’s story—and it’s quite a story. We learn of Enoch’s humility, his insecurities, the potential God saw in him, and the great work he performed as God’s prophet. We also get a clearer picture of the family of Adam and Eve as it progressed through the generations. We read of Satan’s “great dominion” but also of parents who taught children “the ways of God” (Moses 6:15, 21). Especially precious is what we learn about the doctrine these parents taught: faith in Jesus Christ, repentance, baptism, and receiving the Holy Ghost (see Moses 6:50–52). That doctrine, like the priesthood that accompanies it, “was in the beginning [and] shall be in the end of the world also” (Moses 6:7).



Ideas for Learning at Home and at Church

MOSES 6:26–36

Sin limits my ability to see, feel, and hear the things of God.

As you study Moses 6:26–36, what do you learn about the effects of sin? How have you seen these

effects? What attributes did Enoch have that helped him overcome these effects? How did God bless him as a result?

MOSES 6:26–47
 **God calls me to do His work despite my weaknesses.**

If you ever feel overwhelmed with what the Lord has called you to do, you aren't alone. Even Enoch felt that way when the Lord called him to be a prophet. As you read Moses 6:26–36, look for why Enoch felt overwhelmed and what the Lord said to give him courage.

In verses 37–47, you could look for ways the Lord supported Enoch and empowered him to do His work (see also Moses 7:13). You might compare Enoch's experience with that of other prophets who felt inadequate, such as Moses (see Exodus 4:10–16), Jeremiah (see Jeremiah 1:4–10), Nephi (see 2 Nephi 33:1–4), and Moroni (see Ether 12:23–29). What do you feel God wants you to learn from these scriptures about the work He has given you to do?



A Seer Hath the Lord Raised Up (Moses 6:36), by Eva Timothy

Many modern-day apostles and prophets have expressed feelings similar to Enoch's when they described how it felt to receive their calls. For example, see the testimony of Elder Ulisses Soares in “Prophets Speak by the Power of the Holy Spirit” (*Liahona*, May 2018, 98–99).

What can you learn from these prophets and apostles about your feelings of inadequacy? When have you felt the Savior help you when He asked you to do hard things? Consider writing down a few experiences in your future when you will need to rely

on the Savior's help. How can you approach these events with faith in Jesus Christ?

See also David A. Bednar, “Abide in Me, and I in You; Therefore Walk with Me,” *Liahona*, May 2023, 123–25; “I'll Go Where You Want Me to Go,” *Hymns*, no. 270.

MOSES 6:48–68
The gospel of Jesus Christ was taught from the beginning.

Because we have the book of Moses, we know that God has been teaching His children how to find redemption ever since Adam and Eve. As you study Moses 6:48–68, search for what we must know and do to be redeemed. Notice Adam’s question in verse 53. Have you ever wondered that? What do you learn from the Lord’s answer in verses 53–65? You might think of these verses as the Lord’s message at Adam’s baptismal service. What do you learn about baptism from His message? Why do you think He compared baptism to being “born again”? (verse 59). What can you do to continue to be “born again” throughout your life?

Look for symbols. In the scriptures, objects or events can often represent or symbolize spiritual truths, especially truths about the Savior (see *Teaching in the Savior's Way*, 7). These symbols can enrich your understanding of Him and His doctrine. For instance, what do you learn from the symbols of hearts and ears in Moses 6:27, eyes and clay in Moses 6:35, or water in Moses 6:59–60?

MOSES 6:51–62
“Teach these things freely unto your children.”

After teaching Adam truths of the gospel of Jesus Christ, in Moses 6:51–63, the Lord told Adam to

teach them to future generations. Consider making a list of these truths. (It might help to divide the passage into smaller groups of verses, such as verses 51–52, 53–57, 58–60, 61–63). Why are these truths valuable to today’s rising generation? What else can you learn from the Lord’s instructions to parents in Mosiah 4:14–15 and Doctrine and Covenants 68:25–28; 93:40–50?

Reading about the “book of remembrance” that Adam and Eve’s family kept may inspire you or your family to make your own book of remembrance. What do you feel the Lord would want you to include? Consider saving information from your book of remembrance on FamilySearch.org.

See also Dieter F. Uchtdorf, “Jesus Christ Is the Strength of Parents,” *Liahona*, May 2023, 55–59;

“Parenting: Touching the Hearts of Our Youth,” “But Why?” (videos), Gospel Library.



For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

MOSES 6:26–34

God can help me do hard things.

- When Enoch was called to preach the gospel, he worried that he would fail. But God helped him. Read together this story in Moses 6:26–34 (see also “Enoch the Prophet” in *Old Testament Stories*, 19–21). Why did Enoch feel that he couldn’t preach the gospel? (see Moses 6:31). How did God help Enoch? (see Moses 6:32–34; 7:13).
- Your children might enjoy sharing or acting out other examples of when God helped people do difficult things—for example, Noah, David, Ammon, or Samuel the Lamanite (see *Gospel Art Book*, nos. 7, 19, 78, 81). You could also share an experience of your own and let your children talk about how God helps them do hard things.

MOSES 6:50–62

Faith in Christ, repentance, baptism, and receiving the Holy Ghost prepare me to return to God.

- God taught Adam what we need to do to return to Him—have faith in Jesus Christ, repent, be baptized, and receive the gift of the Holy Ghost. Help your children find these principles in Moses 6:52, 57. Then you could help them write a short talk about one of the principles. Each talk could include a scripture from Moses 6, an experience, and a testimony. Let them share their talks with each other.
- You could also display pictures that represent the first principles of the gospel (see the fourth article of faith). Place them in a line leading to

a picture of Jesus Christ. As you read Moses 6:52, your children could stand next to the correct picture when they hear the words the picture represents.

- Your children might enjoy singing songs that teach the principles in Moses 6:52, such as “Faith,” “When I Am Baptized,” and “The Holy Ghost” (*Children’s Songbook*, 96–97, 103, 105). Help them find these principles in Moses 6:52.

MOSES 6:57–58

Heavenly Father wants parents to teach their children.

- To encourage your children to support their parents in their role as gospel teachers, consider

asking a child to read Moses 6:58 and identify the commandment God gave to parents. Then you could show a picture of Adam and Eve teaching their children (like the one at the end of this outline) and let your children talk about what they see in the picture. Your children could draw pictures of their families reading the scriptures together, praying together, or playing together.

For more, see this month’s issue of the *Friend* magazine.



Adam and Eve Teaching Their Children, by Del Parson

The gospel teaches me how to return to Heavenly Father (Genesis 5; Moses 6).

I will follow the gospel pathway that leads me to ...



OBEY my parents and God's commandments.



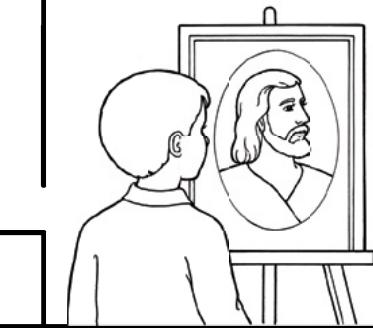
REPENT and take the sacrament when I make wrong choices.



PRAY to Heavenly Father for help to do hard things.



Have **FAITH** in Jesus Christ.



Obey promptings from the **HOLY GHOST**.



Prepare now to go to the **TEMPLE**.



Be **BAPTIZED** and receive the gift of the Holy Ghost.



... live with Heavenly Father and Jesus Christ again.





Enoch Sees the Meridian of Time, by Jennifer Paget

FEBRUARY 2–8: “THE LORD CALLED HIS PEOPLE ZION”

Moses 7

Throughout history, people have tried to achieve what Enoch and his people accomplished: building an ideal society where there is no poverty or violence. As God’s people, we share this desire. We call it building Zion, and it includes—in addition to caring for people in need and promoting peace—making covenants, dwelling together in righteousness, and becoming one with each other and with Jesus Christ, “the King of Zion” (Moses 7:53). If the world, your community, or your family isn’t quite what you want it to be, it’s helpful to ask, How did Enoch and his people do it? How did they become “of one heart and one mind” (Moses 7:18) despite the contention around them? Among the many details Moses 7 gives us about Zion, a particularly valuable one for Latter-day Saints might be this: Zion is not just a city—it is a condition of the heart and spirit. Zion, as the Lord has taught, is “the pure in heart” (Doctrine and Covenants 97:21). So perhaps the best way to build Zion is to start in our own hearts and homes.



Ideas for Learning and Home and at Church

MOSES 7:16–21, 27, 53, 62–69

I can help build Zion.

When the Prophet Joseph Smith first learned about Enoch and his City of Holiness, he was inspired. He “knew the day had come when the Lord would again establish Zion on the earth” (*Saints*, 1:108–9), and he started a lifelong quest to build Zion.

Reading Moses 7 can inspire you to continue that effort today.

You might start by exploring the questions “What is Zion?” and “How is it different from the rest of the world?” Consider listing answers that come to you as you study Moses 7, in particular verses 16–21, 27, 53, 62–69.

Your answers to these questions might make it clear that we still have a lot of work to do to build Zion. So how do we do it? It might help to think about times when you felt you were “of one heart and one mind” with someone (Moses 7:18). Maybe it was in a ward, family, or group at work or school. What did people do to create righteous unity?

Here are some other resources that you could explore to find ideas and inspiration. Pick one or more to study, and then write down what you feel inspired to do to build Zion:

- Philippians 2:1–4; 4 Nephi 1:15–18; Doctrine and Covenants 97:21; 105:5.
- Ulisses Soares, “Brothers and Sisters in Christ,” *Liahona*, Nov. 2023, 70–73.
- D. Todd Christofferson, “One in Christ,” *Liahona*, May 2023, 77–80.
- “We Come Together and Unite as One” (video), Gospel Library.



God wants His people to be “of one heart and one mind” (Moses 7:18).

MOSES 7:53

Jesus Christ is “the King of Zion.”

What does it mean to you to have Jesus Christ as your King? Note the other titles of Jesus Christ in this verse. What do they teach you about Him? What do you think it means to come “in at the gate and [climb] up by [Him]”?

See also “Come, O Thou King of Kings,” *Hymns*, no. 59.

MOSES 7:28–69

God weeps—and rejoices—for His children.

Some people see God as a distant being who isn’t emotionally affected by what happens to us. Enoch gained a different view of God in the vision recorded in Moses 7. What did he learn about God—and what do you learn—in verses 28–40? Why do you think Enoch was surprised to see God weep? Why is it important to you to know that He does?

As the vision continued, Enoch wept too. But God also shared with him reasons to rejoice. Look for them in Moses 7:41–69. What do you learn from Enoch’s vision that can help you “lift up your heart, and be glad,” despite the “bitterness” in your life (verse 44)?

See also Jeffrey R. Holland, “The Grandeur of God,” *Ensign* or *Liahona*, Nov. 2003, 70–73.

MOSES 7:59–67

Jesus Christ will come again in the last days.

Enoch’s vision, especially what’s recorded in Moses 7:59–67, is one of history’s first prophecies of the Savior’s Second Coming. What impresses you about the way these verses describe the last days? For example, consider how you feel the prophecies from verse 62 are being fulfilled. What do these phrases teach you about God’s work in the latter days?

See also Henry B. Eyring, “Sisters in Zion,” *Ensign* or *Liahona*, Nov. 2020, 67–69.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

MOSES 7:18–21, 62–63, 68–69

God wants us to be “of one heart and one mind.”

- To help your children learn about Enoch and Zion, you could use “Enoch the Prophet” in *Old Testament Stories* (19–21) or the second verse of “Follow the Prophet” (*Children’s Songbook*, 110–11). Then you could ask your children to help you retell the story in their own words. The pictures of Enoch in this outline might help.
- Here’s one way to help your children understand what it means to be of “one heart and one mind” (Moses 7:18): Make a paper heart and cut it into pieces, enough for each child to have one. Let them write their name on their piece and work together to put the heart together. As they do, you might talk about things you love about each child.



- Help your children count how many times the word “Zion” appears in Moses 7:18–21, 62–63, 68–69. Each time they find the word, help them discover what the verse says about Zion (see also *Guide to the Scriptures*, “Zion,” *Gospel Library*). How can we be more like the people described in these verses?

Encourage personal scripture study. Whether you’re teaching your family at home or a class on Sunday, one of the best ways you can help others build lasting faith in Jesus Christ is to help them establish a habit of seeking personal experiences with the scriptures. Share the experiences you’re having with the scriptures, and encourage family or class members to share their experiences. When we hear about how reading the scriptures is blessing others, we are often inspired to seek these same blessings from the Lord. (See *Teaching in the Savior’s Way*, 25.)

MOSES 7:32–33

Heavenly Father wants me to choose to follow Him.

- To introduce Moses 7:32–33 to your children, you might talk to them about a choice they had to make recently. Then you could read the verses together to find out what Heavenly Father wants us to choose. What choices can we make to show that we choose Him? Perhaps your children could take turns acting out one of these choices while the others guess what the action represents.

MOSES 7:59–67

Jesus will come back to earth.

- In Moses 7:59, Enoch asks the Lord a question. Invite your children to find it, and then ask them to find the answer in verse 60. You might also talk with them about a time when they were expecting someone to return home. Ask them how they felt and what they did to get ready. How can we get ready for Jesus to return?

- Consider showing pictures of times when the Savior appeared to people (such as *Gospel Art Book*, nos. 60, 82, 83, and 84). What are the people doing in the pictures? How might the people have felt when they met Jesus? You could also sing a song about the Savior’s Second Coming, such as “When He Comes Again” (*Children’s Songbook*, 82–83), and ask the children what they

think it will be like when Jesus comes again. Let the children share how they feel about seeing Jesus when He comes again.

For more, see this month’s issue of the *Friend* magazine.

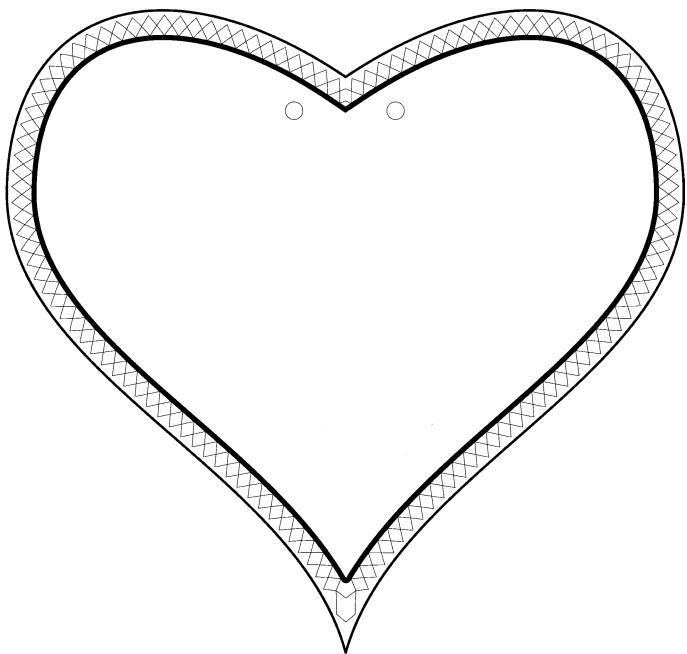
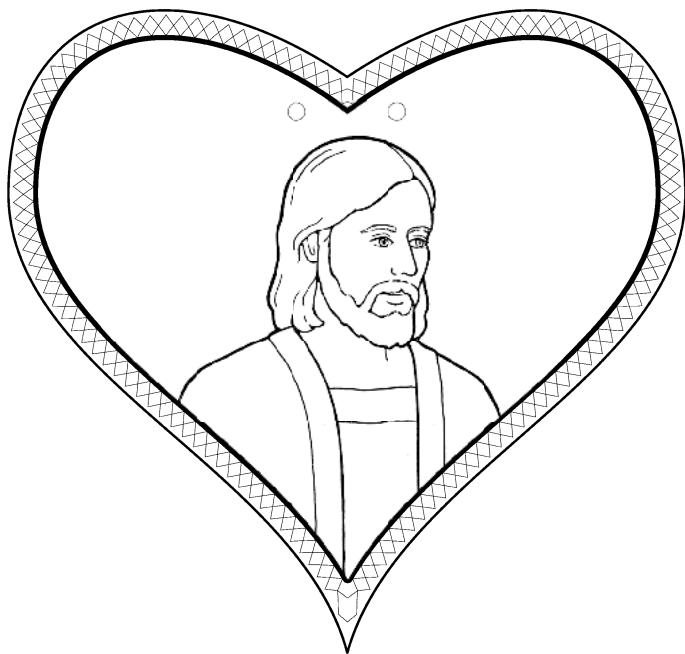
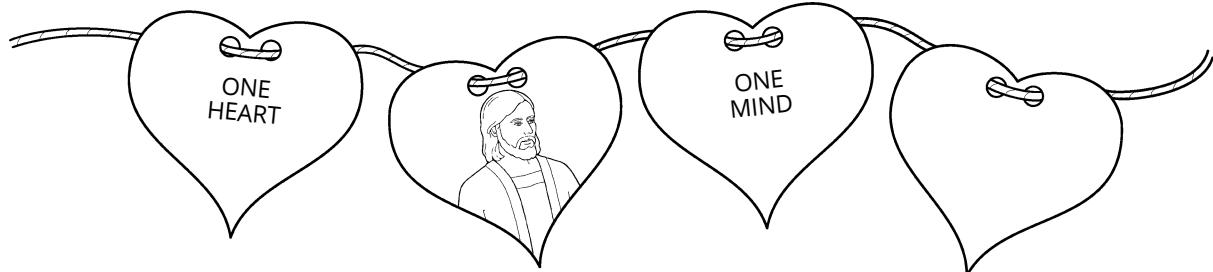


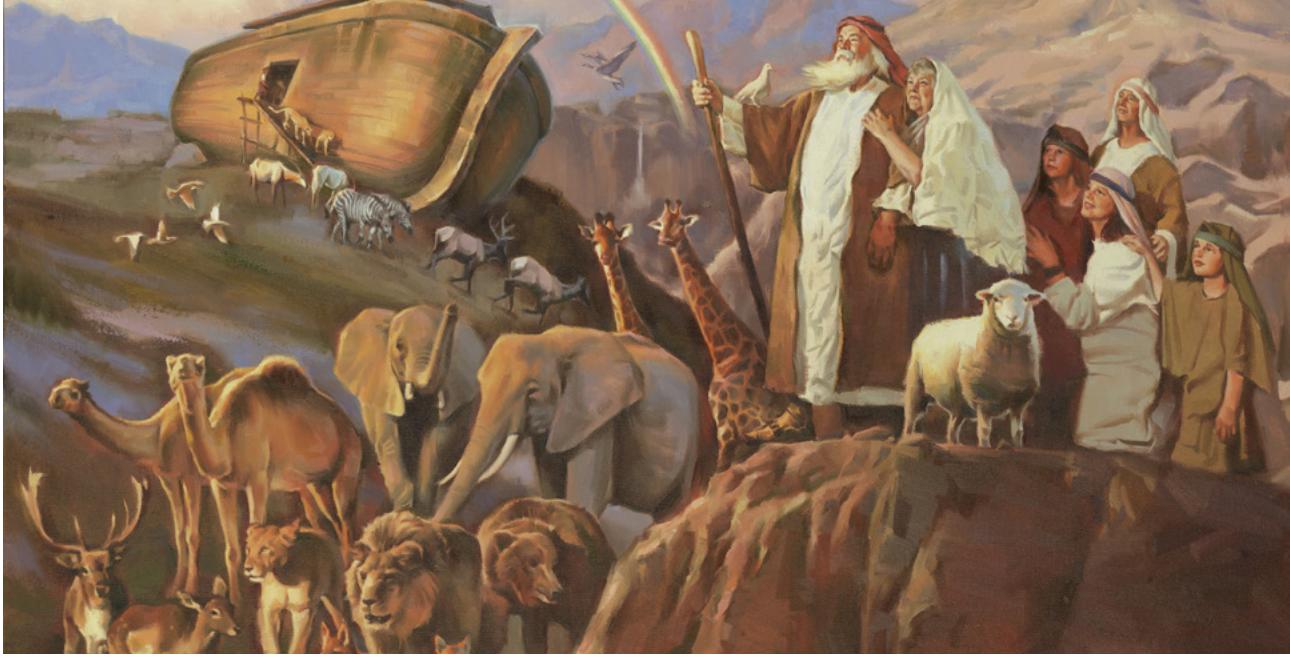
City of Zion Translated, by Del Parson

The Lord wants us to love each other (Moses 7:18–21, 69).

In the blank heart, draw or write a way you can show love to others.

String the hearts together to make a banner that reminds you how we can be like the people of Zion.





Jehovah Keeps a Promise, by Sam Lawlor

FEBRUARY 9–15: “NOAH FOUND GRACE IN THE EYES OF THE LORD”

Genesis 6–11; Moses 8

Living in the latter days, we have special reason to pay attention to the story of the Flood. When Jesus Christ taught how we should watch for His Second Coming, He said, “As it was in the days of Noah, so it shall be also at the coming of the Son of Man” (Joseph Smith—Matthew 1:41). In addition, words that describe Noah’s day, like “corrupt” and “filled with violence,” could just as easily describe our time (Genesis 6:12–13; Moses 8:28). The story of the Tower of Babel also feels applicable to our day, with its description of pride followed by confusion and then division.

These ancient accounts are valuable not just because they show us that wickedness repeats itself throughout history. More important, they teach us what to do about it. Noah “found grace in the eyes of the Lord” (Moses 8:27). And the families of Jared and his brother turned to the Lord and were protected from the confusion and division in Babel (see Ether 1:33–43). If we wonder how to keep ourselves and our families safe during corruption and violence, the stories in these chapters have much to teach us.



Ideas for Learning at Home and at Church

GENESIS 6; MOSES 8

 **There is spiritual safety in following the Lord’s prophet.**

Do you see anything in the description of Noah’s day that seems similar to conditions in our day? In particular, look in Moses 8:15–24, 28. What themes do you see repeated?

One important similarity you’ll see is that God called Noah to be a prophet, and He has called a prophet today too. Consider making a list of truths you learn about prophets from Moses 8:13–30. How is our living prophet like Noah? Of course, the Lord’s prophet today isn’t warning of a Flood or inviting us to help build an ark. But what is he warning us about? And what is he inviting us to do? To help answer these questions, you could review

a chapter from *Teachings of Presidents of the Church* in Gospel Library, especially the “Invitations and Promised Blessings” section. Perhaps you could pick one warning and one invitation that seem especially important to you.

Elder Allen D. Haynie taught, “A perfect and loving Father in Heaven has chosen the pattern of revealing truth to His children through a prophet” (“A Living Prophet for the Latter Days,” *Liahona*, May 2023, 25). Consider studying Elder Haynie’s message, looking for reasons having a prophet is a sign of Heavenly Father’s love. How has following the Lord’s prophet helped you feel safe living in the latter days?

See also Topics and Questions, “Prophets,” Gospel Library; “Why Do We Have Prophets?” (video), Gospel Library.

GENESIS 6:5–13

The Flood was an act of God’s mercy.

Some people wonder about the justice of God in sending the Flood to “destroy man” (Genesis 6:7). Elder Neal A. Maxwell explained that at the time of the Flood, “corruption had reached an agency-destroying point that spirits could not, in justice, be sent here” (*We Will Prove Them Herewith* [1982], 58). You might also consider how the Flood was an act of mercy. What do you find in Genesis 6:5–13 that shows the Lord’s tender mercy and love for the people?

GENESIS 9:8–17

Tokens or symbols help me remember my covenants with the Lord.

According to Genesis 9:8–17, what can a rainbow bring to your mind? What does Joseph Smith Translation, Genesis 9:21–25 (in the Bible appendix) add to your understanding? You might also consider making a list of other things (like symbols, objects, or anything else) that God has given you to remind

you of your covenants. What do these things teach you? How do they help you remember?



The Tower of Babel, by David Green

See also Gerrit W. Gong, “Always Remember Him,” *Ensign* or *Liahona*, May 2016, 108–11; “Reverently and Meekly Now,” *Hymns*, no. 185.

Learn actively. Learning can involve more than just reading or listening. For example, when learning about the Tower of Babel, you and your family or class could write, on slips of paper, things that take us away from God. Then, on other slips of paper, you could write things that bring us nearer to God. Arrange the first group of papers in the shape of a tower and the second group in the shape of a temple.

GENESIS 11:1–9

Following Jesus Christ is the only way to Heavenly Father.

The account of the people of Babel building a tower provides an interesting contrast to the account of Enoch and his people building Zion, which you studied last week. Both groups of people were trying to reach heaven but in different ways. How did the people of Zion obtain heaven? (see Moses 7:18–19, 53, 62–63, 69). What do you learn from Genesis 11:1–9 and Helaman 6:26–28 about the people of Babel? What does this teach us about our own efforts to return to God’s presence? What has God

provided to help us “reach unto heaven”? (Genesis 11:4; see also John 3:16).



Ideas for Teaching Children

GENESIS 6:14–22; 7–8; MOSES 8:16–24

Following the Lord’s prophet will bless me and my family.

- Most children love the story of Noah and the ark. Consider giving your children opportunities to share what they know about it. To help them, you could use the pictures in this outline, “Noah and His Family” in *Old Testament Stories* (22–25), and the third verse of “Follow the Prophet” (*Children’s Songbook*, 110–11). Your children might enjoy acting out parts of the story—for example, by pretending to use a tool to build the ark or walking like animals entering the ark.
- As you talk about Noah together, help your children see how blessed we are to have a prophet of God today. Help your children search Moses 8:16–24 to find things Noah taught that the Lord’s prophets still teach today. How are we blessed when we obey these teachings?

GENESIS 9:15–16

God will keep His promises to me.

- Your children might enjoy drawing or coloring a rainbow while you talk about what it represents (see Joseph Smith Translation, Genesis 9:21–25 [in the Bible appendix]). What did God want Noah and his family to think of whenever they saw a rainbow?
- You could also show your children something you have that reminds you of something important

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.

in your life, such as a wedding ring, a picture, or a journal. Let your children share their own examples. This could lead to a conversation about things that help us remember our covenants, such as the sacrament, which helps us remember our baptismal covenant to follow Jesus Christ (see *Doctrine and Covenants* 20:75–79).



God told Noah’s family that the rainbow would be “the token of the covenant which I make between me and you” (Genesis 9:12).

GENESIS 11:1–9

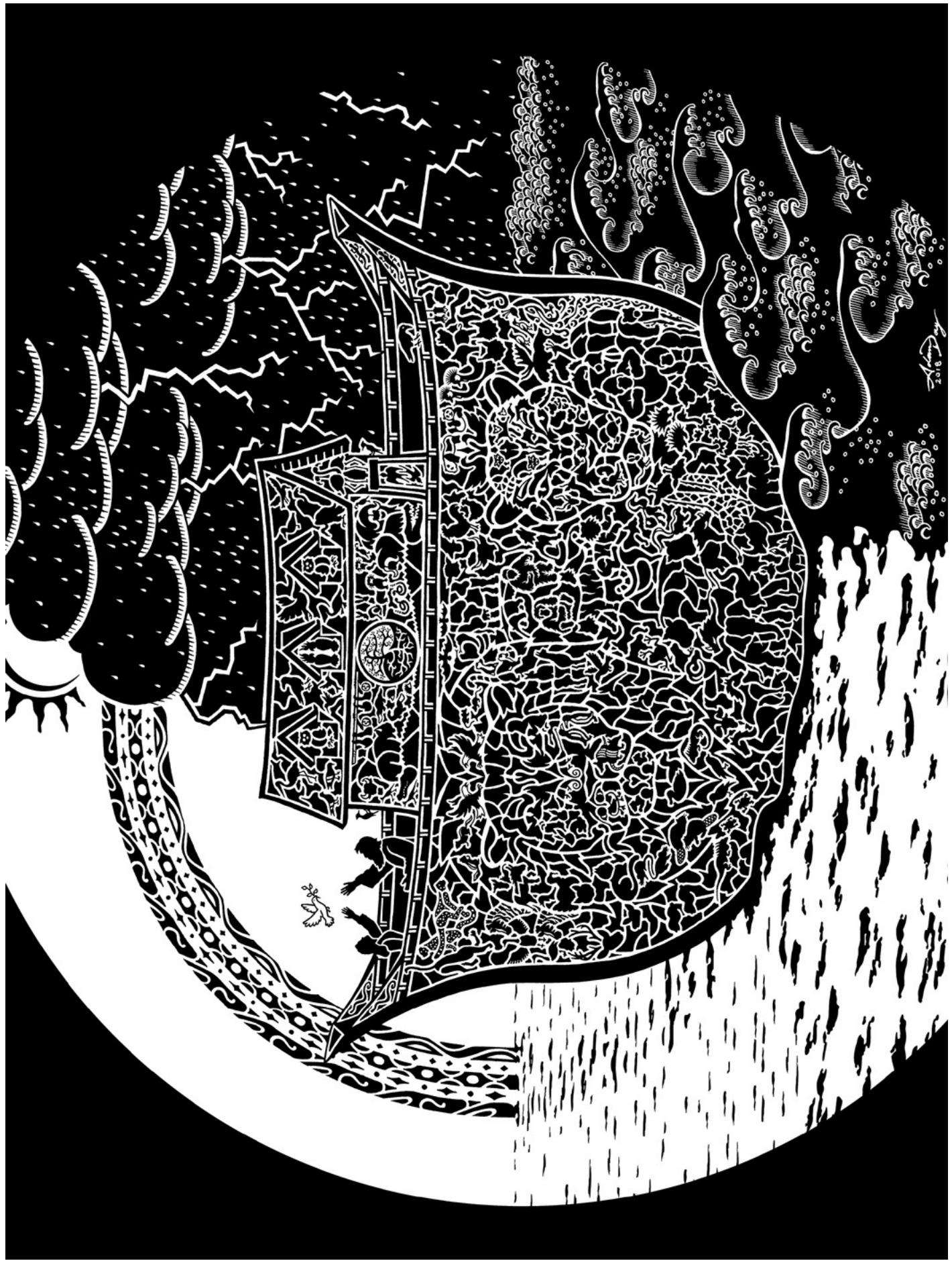
Following Jesus Christ is the only way to heaven.

- It could be fun to build a tower out of blocks or other objects with your children. As you do so, explain that the people of Babel thought they could get to heaven by building a tall tower. You could then look together at a picture of the Savior and ask your children how He helps us get to heaven. Then you could talk with each other about things you can do to follow the Savior.

- In addition to reading the story of the tower of Babel in Genesis 11:1–9, you and your children could read Helaman 6:28. According to this verse, why did the people of Babel build the tower? Why was building this tower the wrong way to reach heaven? Then you could search 2 Nephi 31:20–21 and Helaman 3:28 to find the right way

to reach heaven. What advice would we give to the people of Babel?

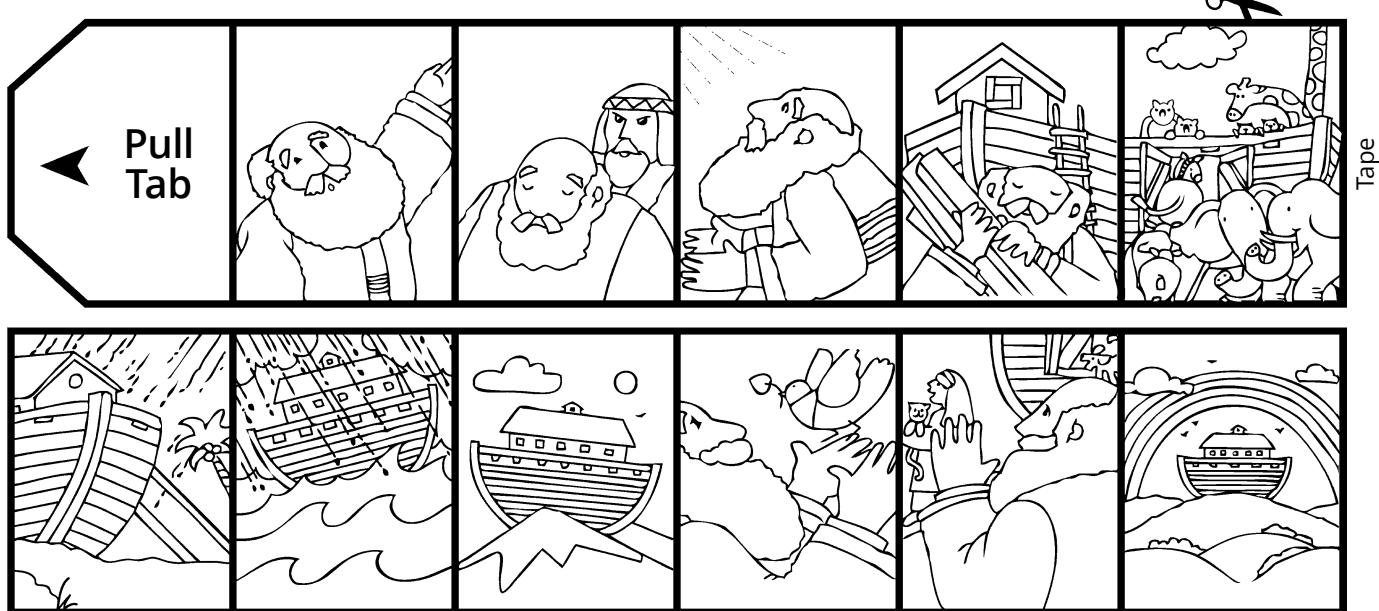
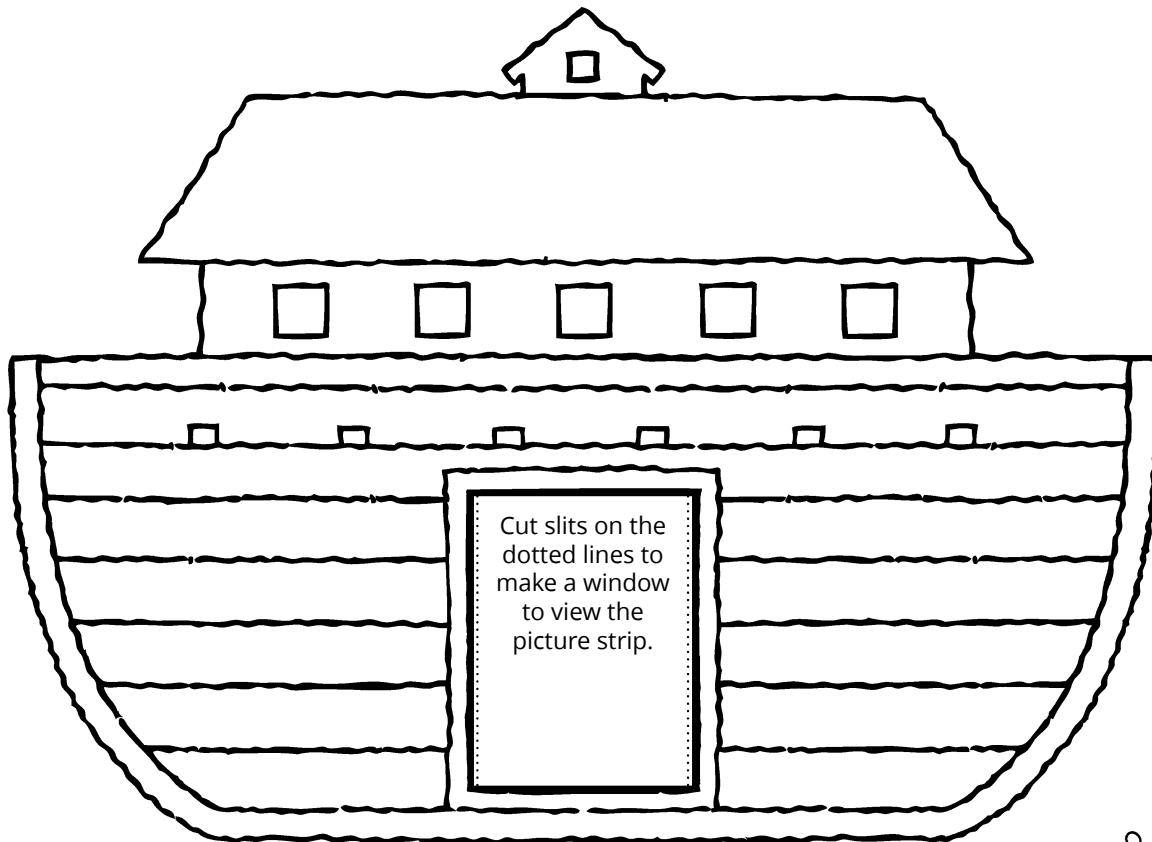
For more, see this month's issue of the *Friend* magazine.



Noah's Ark, by Adam Klint Day. adamdayart.com

**Following the prophet will bless me and my family
(see Genesis 6:14-22; 7-8; Moses 8:16-30).**

Color the ark and picture strip, and cut them out. Tape the picture strip together, and put it through the window on the ark to tell the story of Noah and his family. You can also write or draw on the ark some of the things our living prophet has taught that will bless you and your family.





THOUGHTS TO KEEP IN MIND

The Covenant

Throughout the Old Testament, you will frequently read the word *covenant*. Today we usually think of covenants as sacred promises with God, but in the ancient world, covenants were also an important part of people's interactions with each other. For their safety and survival, people needed to be able to trust each other, and covenants were a way to secure that trust.

So when God spoke to Enoch, Noah, Moses, and others about covenants, He was inviting them to enter into a relationship of trust with Him. We call this covenant the new and everlasting covenant¹ or the Abrahamic covenant—a reference to the covenant God made with Abraham and Sarah and then

renewed with their descendants Isaac and Jacob (also called Israel). In the Old Testament, it was known simply as “the covenant.” You will see that the Old Testament is fundamentally the story of people who saw themselves as the inheritors of this covenant—the covenant people.

The Abrahamic covenant continues to be important today, especially to Latter-day Saints. Why? Because we are also the covenant people, whether or not we are direct descendants of Abraham, Isaac, and Jacob.² For this reason, it is important to understand what the Abrahamic covenant is and how it applies to us today.

What Is the Abrahamic Covenant?

Abraham wanted “to be a greater follower of righteousness” (Abraham 1:2), so God invited him into a covenant relationship. Abraham wasn’t the first to have this desire, and he wasn’t the first to receive a covenant. It was, after all, an everlasting covenant. Abraham sought for “the blessings of the fathers” (Abraham 1:2)—blessings that were offered by covenant to Adam and Eve and thereafter to people who sought these blessings diligently.

God’s covenant with Abraham promised wonderful blessings: an inheritance of land, a large posterity, access to priesthood ordinances, and a name that would be honored for generations to come. But the focus of this covenant was not just on the blessings Abraham and his family would *receive* but also on the blessing they would *be* to the rest of God’s children. “Thou shalt be a blessing,” God declared, “and in thee shall all families of the earth be blessed” (Genesis 12:2–3).



Did this covenant give Abraham, Sarah, and their descendants a privileged status among God's children? Only in the sense that it is a privilege to bless others. The family of Abraham were to "bear this ministry and Priesthood unto all nations," sharing "the blessings of the Gospel, which are the blessings of salvation, even of life eternal" (Abraham

2:9, 11). Being God's covenant people didn't mean they were better than others; it meant they had a duty to help others be better.

This covenant was the blessing Abraham was longing for. After receiving it, Abraham said in his heart, "Thy servant has sought thee earnestly; now I have found thee" (Abraham 2:12).

That was thousands of years ago, but this covenant has been restored in our day.³ And it is currently being fulfilled in the lives of God's people. The fulfillment of the covenant is building momentum in the latter days as God's work progresses, blessing families throughout the world. And anyone who, like Abraham, wants to be a greater follower of righteousness—anyone who seeks the Lord earnestly—can be a part of it.

What Does the Abrahamic Covenant Mean to Me?

You are a child of the covenant. You make a covenant with God when you are baptized and when you partake of the sacrament. And you receive the fulness of the covenant with the sacred ordinances of the temple.



Be Not Afraid, by Dan Wilson

Through these covenants and ordinances, we become God's people.⁴ We are bound to Him "with everlasting ties." "Once we make a covenant with God," President Russell M. Nelson has taught, "we leave neutral ground forever. God will not abandon His relationship with those who have forged such a bond with Him. In fact, all those who have made a covenant with God have access to a special kind of love and mercy. . . . Because of our covenant with God, He will never tire in His efforts to help us, and we will never exhaust His merciful patience with us."⁵ You will see this in the history of God's covenant people in the Old Testament, and you will see it in your own life as one of His covenant children.

This is the precious understanding granted to us because of the Restoration of the Abrahamic covenant through the Prophet Joseph Smith.⁶ So when you read about covenants in the Old Testament, don’t think just about God’s relationship with Abraham, Isaac, and Jacob. Think also about His relationship with you. When you read about the promise of numberless posterity,⁷ don’t think just about the millions who today call Abraham their father. Think also about God’s promise to you of eternal families and eternal increase.⁸ When you read about the promise of a land of inheritance, don’t think just about the land promised to Abraham. Think also about the celestial destiny of the earth itself—an inheritance promised to the “meek” who “wait upon the Lord” (Matthew 5:5; Psalm 37:9, 11).⁹ And when you read about the promise that God’s covenant people will bless “all the families of the earth” (Abraham 2:11), don’t think just about the ministry of Abraham or the prophets who descended from him. Think also about what you can do—as a covenant follower of Jesus Christ—to be a blessing to the families around you.

Notes

1. See *Doctrine and Covenants* 22:1; 132:6.
2. See *Galatians* 3:27–29.
3. See *1 Nephi* 22:8–12.
4. See *Exodus* 6:7; *Deuteronomy* 7:6; 26:18; *Ezekiel* 11:20.
5. Russell M. Nelson, “The Everlasting Covenant,” *Liahona*, Oct. 2022, 5–6.
6. See *Doctrine and Covenants* 110:12.
7. See *Genesis* 28:14.
8. See *Doctrine and Covenants* 131:1–4; 132:20–24.
9. See also *Doctrine and Covenants* 88:17–20.



Melchizedek Blesses Abram, by Walter Rane (detail)

FEBRUARY 16–22: “TO BE A GREATER FOLLOWER OF RIGHTEOUSNESS”

Genesis 12–17; Abraham 1–2

Because of the covenant God made with him, Abraham has been called “the father of the faithful” (Doctrine and Covenants 138:41) and “the Friend of God” (James 2:23). Millions today honor him as their direct ancestor, and others have been adopted into his family through conversion to the gospel of Jesus Christ. Yet Abraham himself came from a troubled family—his father, who had abandoned the true worship of God, tried to have Abraham sacrificed to false gods. In spite of this, Abraham’s desire was “to be a greater follower of righteousness” (Abraham 1:2), and the account of his life shows that God honored his desire. Abraham’s life stands as a testimony that no matter what a person’s family history has been, the future can be filled with hope.



Ideas for Learning at Home and at Church

ABRAHAM 1:1–19

God will bless me for my faith and righteous desires.

“We are all influenced by our families [and] our culture,” Elder Neil L. Andersen taught, “and yet I believe there is a place inside of us that we uniquely and individually control and create. . . . Eventually, our inner desires are given life and they are seen in our choices and in our actions” (“Educate Your Desires, Elder Andersen Counsels,” ChurchofJesusChrist.org). Consider how Abraham

1:1–19 demonstrates what Elder Andersen taught. Questions like these might help:

- What did Abraham desire? How were his desires evident in his actions? How did God support his desires?
- What are your desires? How are they evident in your actions? How does God support you?
- What message do these verses have for people whose family members do not desire righteousness?

One of Abraham and Sarah's greatest desires—to have a child—went unfulfilled for many years (see Genesis 15:1–6). What do you learn from Hebrews 11:8–13 about how Abraham and Sarah faced this trial? How does the Savior help you “embrace” His promises, even if they are “afar off”?

See also “Deliverance of Abraham” (video), Gospel Library.

**GENESIS 12:1-3; 13:15-16; 15:1-6; 17:1-8, 15-22;
ABRAHAM 2:6-11**

God wants me to make and keep covenants with Him.

Why is it important for you to know about the covenant God made with Abraham? Because God wants to make a similar covenant with you. He promised that this covenant would continue in Abraham’s posterity, or “seed,” and that “as many as receive this Gospel shall be . . . accounted thy seed” (see Abraham 2:10–11). In other words, the covenant continues in you—when you are baptized and more completely when you make covenants in the temple (see Galatians 3:26–29; Doctrine and Covenants 132:30–32).

For that reason, you might want to study Abraham 2:6–11 and make a list of what, exactly, God promised Abraham and Sarah (see also Genesis 12:1–3; 13:15–16; 15:1–6; 17:1–8, 15–22). How might these blessings apply to you?

Some of these promises have eternal parallels. How are promises like a land of inheritance or a large posterity fulfilled eternally? (see Doctrine and Covenants 131:1–4; 132:20–24, 28–32).

Besides promising blessings, God told Abraham to “*be a blessing*” (Genesis 12:2; emphasis added). What do you think that means? How will *you* be a blessing? (see Abraham 2:11).

To teach about covenants, Elder Dale G. Renlund spoke of tidal waves in the Amazon River, and President Emily Belle Freeman talked about walking

a rocky path with a broken ankle (see “Accessing God’s Power through Covenants,” *Liahona*, May 2023, 35–37; “Walking in Covenant Relationship with Christ,” *Liahona*, Nov. 2023, 76–79). Search one or both of these messages for sentences that help answer the question “Why does God want me to make covenants with Him?”

Invite people to teach each other. If you’re teaching your family or a Church class about covenants, consider giving each person a portion of Elder Renlund’s or President Freeman’s message to study. Then they could share with the rest of the family or class what they learned. This allows people to testify to and learn from each other, and that invites the Spirit. (See *Teaching in the Savior’s Way*, 26.)

See also Topics and Questions, “Abrahamic Covenant,” Gospel Library; “Thoughts to Keep in Mind: The Covenant,” in this resource.



The Abrahamic Covenant, by Dilleen Marsh (detail)

**GENESIS 14:18-19; JOSEPH SMITH TRANSLATION,
GENESIS 14:25-40**

“Melchizedek was a man of faith.”

Imagine you were introducing Melchizedek to someone who didn’t know him. What would you say? Look for ideas in Joseph Smith Translation, Genesis 14:26–27, 33–38 (in the Bible appendix); Alma 13:13–19; Doctrine and Covenants 107:1–4.

What Christlike qualities do you find in these descriptions of Melchizedek? How does your study of Melchizedek's life affect the way you view the Melchizedek Priesthood?

**GENESIS 14:18–24; JOSEPH SMITH TRANSLATION,
GENESIS 14:36–40**

Abraham paid tithing.

What do you learn about Abraham's attitude toward wealth from Genesis 14:18–24 and Joseph Smith Translation, Genesis 14:36–40 (in the Bible appendix)? For example, note his response to the king of Sodom in Genesis 14:23. How has obeying the law of tithing affected your view of money?



Ideas for Teaching Children

ABRAHAM 1:18; 2:8

Jesus Christ will lead me by the hand.

- As you and your children read Abraham 1:18 and 2:8, you could invite them to listen for a part of the body that is mentioned in both verses. Maybe you could play a game in which a child closes their eyes and you lead the child somewhere by the hand. Then you could talk about how it feels to have Jesus Christ lead us by the hand or protect us.

GENESIS 13:5–12

I can be a peacemaker.

- Your children might enjoy acting out the story from Genesis 13:5–12, pretending to be Abraham, Lot, and the herdsmen. How can we follow Abraham's example of being a peacemaker with our family or friends? Try role-playing their answers.

GENESIS 16

God hears me.

As you read Genesis 16, you might think about a time when you felt you were being treated unfairly, as Hagar did. Note that "Ishmael" means "God hears." How has God shown you that He has heard you?

See also "Secret Prayer," *Hymns*, no. 144.

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.



Lot's Choice, by William Fredericks © Providence Collection/licensed from goodsalt.com

GENESIS 13:16; GENESIS 15:1–6; 17:1–8; ABRAHAM 2:9–11

God wants me to make covenants with Him.

- Consider showing your children a container of sand, the stars in the night sky, or the picture at the end of this outline. This could help them understand God's promises in Genesis

13:16; 15:1-6. Talk about how you've learned to trust God's promises, even when they seemed impossible.

- To teach your children about covenants, ask them to tell you about a time when they made a promise or someone made a promise to them. If it's helpful, share some examples of your own—including covenants you've made with God at baptism or in the temple. How have your covenants affected your relationship with God? Choose a few phrases from Genesis 15:1-6; 17:1-8; Abraham 2:9-11 to share some of the blessings God promised to Abraham and Sarah.
- To help your children prepare to make a covenant with God when they are baptized, you could use some of the activity ideas suggested in appendix A or appendix B.

ABRAHAM 1:12-17; GENESIS 16:7-11

God hears me.

- When Abraham's life was in danger, he called on God. When Hagar was alone in the wilderness, she learned that God heard her. Consider sharing these two stories with your children: "Abraham and Sarah" and "Hagar" in *Old Testament Stories*, 28-31, 32-33. What do we learn about God from these stories? Then you could share with each other experiences when you felt that God heard you. A song like "A Child's Prayer" (*Children's Songbook*, 12-13) could reinforce this principle.

For more, see this month's issue of the *Friend* magazine.



Pondering God's Promise, by Courtney Matz

God wants me to make covenants with Him (see Genesis 15:1-6; 17:1-8; Abraham 2:9-11).

Abraham and Sarah promised to obey God. God also made a promise to them.

Draw a line from dot to dot to see how God blessed them.





Sarah and Isaac, by Scott Snow

FEBRUARY 23–MARCH 1: “IS ANY THING TOO HARD FOR THE LORD?”

Genesis 18–23

Abraham and Sarah’s life, filled with events both heartbreakng and heartwarming, is evidence of a truth Abraham learned in a vision—that we are on earth to be proven, “to see if [we] will do all things whatsoever the Lord [our] God shall command” (Abraham 3:25). Would Abraham and Sarah prove faithful? Would they continue to have faith in God’s promise of a large posterity, even when they were still childless in their old age? And once Isaac was born, would their faith endure the unthinkable—a command to sacrifice the very son through whom God had promised to fulfill that covenant?

Abraham and Sarah trusted God, and He trusted them (see Genesis 15:6; Romans 4:3). In Genesis 18–23, we find stories from the lives of Abraham, Sarah, and others that can prompt us to think about our own willingness to believe God’s promises, to flee wickedness and never look back, and to trust God regardless of the sacrifice. In proving us, God also improves us.



Ideas for Learning at Home and at Church

GENESIS 18:9–14; 21:1–7

The Lord fulfills His promises in His own time.

The Lord has made glorious promises to the faithful, but sometimes the circumstances of our lives can cause us to wonder how these promises can possibly be fulfilled. Abraham and Sarah may have

felt that way. What do you learn from their experiences? It may be helpful to begin your study by reviewing what the Lord had promised in Genesis 17:4, 15–22. How did Abraham and Sarah react? (see Joseph Smith Translation, Genesis 17:23 [in Genesis 17:17, footnote b]; Genesis 18:9–12). How did the Lord respond to help them have greater faith in His promises? (see Genesis 18:14).

What do you find in these verses that builds your faith? What other experiences—in your life or someone else's—have strengthened your faith that the Lord will fulfill His promises in His own time and way? You might also ponder how you can sustain your faith when promised blessings are *not* received in this life. What counsel do you find in Hebrews 11:8–13 and President Russell M. Nelson's message “Christ Is Risen; Faith in Him Will Move Mountains”? (*Liahona*, May 2021, 101–4).

See also Doctrine and Covenants 88:68.

Use visuals to teach. To add variety in teaching and learning, you might use one or more of the pictures in this outline as you study the stories in Genesis 18–23. For example, you and your family or class could note details in the pictures of Abraham and Isaac. Talk about why these details are important to the story, and find these details in the scriptures. How do they highlight the story's symbolism of the sacrifice of the Son of God?

GENESIS 19:12–29

The Lord commands me to flee wickedness and not look back.

What lessons do you learn about fleeing wickedness as you read about Lot and his family? For example, what impresses you about what the angels said and did to help Lot and his family escape destruction? (see Genesis 19:12–17). How does the Lord help you and your family flee or find protection from evil influences in the world? Think about situations where you may be tempted to “[look] back” (verse 26) when you ought to be looking forward with faith in the Savior. What does Luke 9:62 add to your understanding of this concept?

See also Joseph Smith Translation, Genesis 19:9–15 (in the Bible appendix).



Abraham and Isaac, by Harold Copping

GENESIS 22:1–19

Abraham's willingness to sacrifice Isaac is a similitude of God and His Son.

Although we don't know all the reasons God commanded Abraham to offer Isaac as a sacrifice, we do know it was a test of his faith in God. We also know it was “a similitude of God and his Only Begotten Son” (Jacob 4:5). As you read Genesis 22:1–19, you could look for symbols or similarities between Abraham's offering of Isaac and the Father's offering of His Son, Jesus Christ. Consider writing what you find in a chart like this:

Abraham and Isaac	Heavenly Father and Jesus Christ
Isaac was the only begotten son of Abraham and Sarah (Genesis 22:2; see also Hebrews 11:17)	Jesus is the Only Begotten of the Father (John 3:16)
Isaac was to be offered in place of a lamb (Genesis 22:7–9)	Jesus Christ is the Lamb of God (John 1:29)

What symbols or similarities to the Savior’s atoning sacrifice do you find most meaningful? Consider singing or reading the lyrics of a hymn that shows Heavenly Father’s love for us, such as “God Loved Us, So He Sent His Son,” *Hymns*, no. 187. You might also record your feelings about Heavenly Father and Jesus Christ and Their sacrifice for you.

If you want to study more about the sacrifice of our Savior, consider reading President Jeffrey R. Holland’s message “Behold the Lamb of God” (*Ensign* or *Liahona*, May 2019, 44–46). Why is a lamb

such a powerful symbol of the Son of God? What did President Holland teach that increases your reverence for Heavenly Father’s gift?

See also “Akedah (The Binding)” (video), Gospel Library.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

GENESIS 17:15–21; 18:14; 21:1–7

I can trust God to keep His promises.

- To learn about Abraham and Sarah’s trust in God’s promises, you and your children could talk about a time when they had to wait for something they really wanted. You could then look at the picture of Sarah and Isaac at the beginning of this outline and talk about the promise God made to her and Abraham (see also “Abraham and Sarah,” in *Old Testament Stories*, 28–31). Help your children think of things that God has promised us if we are faithful. Encourage them to be patient and trust that God will keep His promises.
- To help your children learn the important truth in Genesis 18:14, you could write each word from the first sentence of that verse on separate pieces of paper. Then mix the papers up, and invite your children to put the words in the correct order.

You and your children could then read Genesis 17:15–21; 21:1–7 to find an example of something the Lord did that seemed impossible. Share with your children your faith that the Lord will fulfill His promises, even if they seem impossible or take a long time.

GENESIS 19:15–26

I can flee wickedness.

- Ask your children about situations in which someone might invite them to do something they know isn’t right. How would we “flee” these situations? Summarize Genesis 19:15–26 by explaining that Lot’s family lived in a very wicked city and angels warned them to leave. As you and your children read together verses 15–17, 26, ask them what it might mean for us today to “escape” evil and “look not behind” (verse 17).



Sodom, by Julius Schnorr von Carolsfeld

GENESIS 22:1-14

Abraham obeyed the Lord.

- Using pictures of Abraham and Isaac and of the Crucifixion (see *Gospel Art Book*, nos. 9, 57) can help your children compare the story in Genesis 22 with the Savior’s sacrifice (see Matthew 27:26–37). What can we learn

about Heavenly Father and Jesus Christ from the accounts of Abraham and Isaac and of the Crucifixion? (See also “*Abraham and Isaac*,” in *Old Testament Stories*, 34–37.)

- Can you think of a simple game to play with your children that requires them to follow directions? Maybe the directions could lead to a hidden picture of the Savior. The game could prompt a conversation about things Heavenly Father has commanded us to do so we can live with Him and Jesus Christ again. Consider singing a song such as “Keep the Commandments” (*Children’s Songbook*, 146–47). This week’s activity page could help as well.

For more, see this month’s issue of the *Friend* magazine.

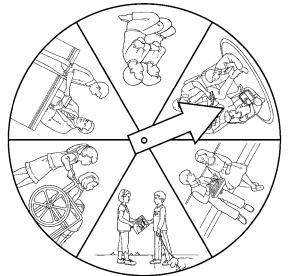


Abraham and Isaac, by Jeff Ward

Abraham obeyed the Lord (Genesis 22:1-14).



Cut out the arrow, and attach it to the middle of the circle. Turn the arrow around to a picture, and share how you can obey the Lord by following the commandment shown in the picture.



O I Will Obey





THOUGHTS TO KEEP IN MIND

The House of Israel

Somewhere in the wilderness east of Canaan, Jacob nervously awaited an encounter with his twin brother, Esau. The last time Jacob had seen Esau, about 20 years earlier, Esau wanted to kill him. Jacob spent all night in a wrestle, seeking a blessing from God. As a result of Jacob's faith, persistence, and determination, God answered his prayers. That night Jacob's name was changed to Israel, a name that means, among other things, "he perseveres with God" (Genesis 32:28, footnote b).¹



Near the Jabbok River, Jacob received the name *Israel*.

This is the first time the name *Israel* appears in the Bible, and it's a name that perseveres throughout the book and throughout history. The name soon came to refer to more than just one man. Israel had 12 sons, and their descendants were collectively known as the "house of Israel," the "tribes of Israel," the "children of Israel," or the "Israelites."

Throughout history, the children of Israel attached great significance to their descent from one of the twelve tribes of Israel. Their lineage was an important part of their covenant identity. The Apostle Paul proclaimed that he was "of the tribe of Benjamin" (Romans 11:1). One reason Lehi sent his sons to Jerusalem to retrieve the plates of brass was that the plates contained "a genealogy of his fathers" (1 Nephi 5:14). Lehi discovered that he was a descendant of Joseph, and his posterity's understanding of their connection to the house of Israel proved important to them in the years that followed.²

In the Church today, you may hear about Israel in expressions like "the gathering of Israel." We sing about the "Redeemer of Israel," the "Hope of Israel," and "Ye Elders of Israel."³ In these cases, we aren't talking or singing about the ancient kingdom of Israel or the modern nation called Israel. Rather, we are referring to people who have been gathered from the nations of the world into the Church of Jesus Christ. We are referring to people who persevere with God, who earnestly seek His blessings, and who, through baptism, have become His covenant people. In the words of President Russell M. Nelson, to be of Israel means "to let God prevail in our lives, . . . to let God be the most powerful influence in our lives."⁴

Your patriarchal blessing declares your connection to one of the tribes of the house of Israel. That's more than an interesting piece of family history. It also has to do with your present and future. Being a part of the house of Israel means you have a covenant relationship with Heavenly Father and Jesus Christ. It means that you, like Abraham, are meant to "be a blessing" to God's children (Genesis 12:2; Abraham 2:9–11). It means, in the words of Peter, that "ye are a chosen generation, a royal priesthood, an holy nation, a peculiar people; that ye should shew forth the praises of him who hath called you out of darkness into his marvellous light" (1 Peter 2:9). It means that *you* "let God prevail"—that you are one who "perseveres with God" as you honor your covenants with Him.

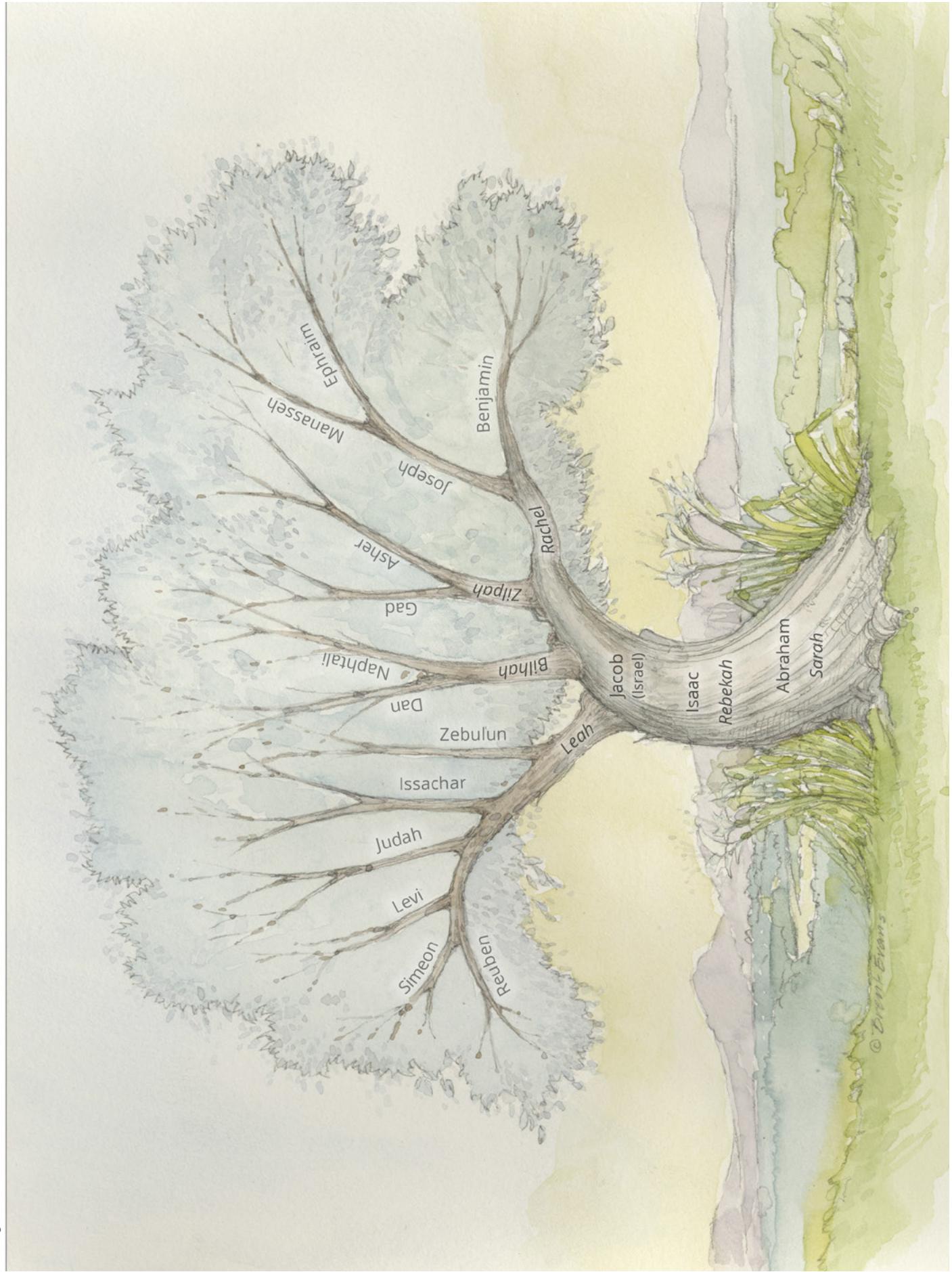
Notes

1. See also Genesis 32:24–32. There are other meanings for the name Israel, including "God rules," "God fights or perseveres," and "Let God prevail."

2. See Alma 26:36; 3 Nephi 20:25.

3. *Hymns* (1985), nos. 6, 259, 319.

4. Russell M. Nelson, "Let God Prevail," *Ensign* or *Liahona*, Nov. 2020, 92.



Family Tree of Jacob (Israel), by Brent Evans



Esau Sells His Birthright, by Glen S. Hopkinson (detail)

MARCH 2–8: “LET GOD PREVAIL”

Genesis 24–33

How do you secure for yourself a blessing from God? You might say that the account of Jacob, grandson of Abraham and Sarah, is the story of a man who learned the answer to that question. In a culture where the firstborn son received a birthright blessing, Jacob was born second, grasping the heel of his twin brother, Esau. The name “Jacob” means “supplanter”—one who replaces someone else. Jacob lived up to that name by trying, more than once, to supplant Esau as inheritor of the birthright blessing because Esau was unworthy of it (see Genesis 25:30–34; 26:34–35; 27:36). The result was discord in the family, and Jacob had to flee for his life into the wilderness.

Years later, God commanded Jacob to return home. On the way, Jacob, in humility, again sought a blessing from God. The scriptures describe this time as a “wrestle” for Jacob, and he declared that he would not give up “except thou bless me” (Genesis 32:26). Then came the lesson—and the blessing. God changed Jacob’s name to Israel—meaning, among other things, “let God prevail.” Israel learned that to receive God’s most valuable blessings, His covenant blessings, it’s not necessary to supplant someone else. His blessings aren’t purchased or seized or won. He gives them freely to all who live up to the name of Israel—who let God prevail in their lives.



Ideas for Learning at Home and at Church

GENESIS 24

Covenant marriage is essential to God's eternal plan.

While reading Genesis 24, ask yourself why Abraham considered the marriage of his son Isaac to be so important. Why is marriage important to God?

What qualities do you find in Rebekah that would contribute to a strong marriage and family? (see especially verses 15–28, 57–61).

See also Topics and Questions, “Marriage,” Gospel Library.

GENESIS 25:29–34

I can value eternal things over temporal things.

In Isaac and Rebekah’s culture, the oldest son received the birthright, which meant a greater inheritance, along with greater responsibilities for caring for the family. As you read Genesis 25:29–34, ponder why Esau might have been willing to give up his birthright in exchange for a meal. What lessons do you find for yourself in this account? It might help to make two lists: (1) eternal blessings God wants to give you and (2) worldly things that might distract you. Then you could read the passage, replacing “birthright” with something from the first list and “pottage” with something from the second. How will you focus on the Savior and the eternal blessings of His gospel?

See also Matthew 6:19–33; M. Russell Ballard, “Remember What Matters Most,” *Liahona*, May 2023, 105–7.



Jacob at Bethel, by James Smetham

GENESIS 28

The covenants of the Lord's house bring God's power into my life.

While sleeping on a pillow of stones, Jacob had a life-changing dream. It was such a sacred experience that Jacob named the place Bethel, or “house of God,” declaring, “Surely the Lord is in this place” (Genesis 28:16).

As you read Genesis 28, you might ask yourself what made this experience so sacred to Jacob. What was he going through at the time? How might he have been feeling? You could also look for words and phrases in verses 10–22 that remind you of the house of the Lord. What impressions do you receive about God, His house, and His covenants?

At the end of this outline is a painting that depicts Jacob’s dream; you might refer to it as you read. If you were to create your own artistic depiction of his dream, what would you do? What truths from the story would you try to portray?

The hymn “Nearer, My God, to Thee” (*Hymns*, no. 100) is based on Jacob’s experience. What connections do you see between this song and

Genesis 28:10–22? How does the temple help you feel nearer to God? Consider looking for answers to this question in President Russell M. Nelson’s message “The Temple and Your Spiritual Foundation” (*Liahona*, Nov. 2021, 93–96). You may also want to review the covenants and blessings of the house of the Lord in *General Handbook*, 27.2 (Gospel Library). How does keeping these covenants bring God’s power into your life?

Be creative. There are many ways to learn from the scriptures besides just reading them. Some people find that they understand the scriptures better if they draw pictures of the accounts. Others find spiritual insights in sacred music related to the scriptures. Don’t limit yourself to one way of learning; be open to trying a variety of approaches.

GENESIS 29:31–35; 30:1–24

The Lord remembers me in my trials.

As you read Genesis 29:31–35 and 30:1–24, look for words describing God’s mercy to Rachel and Leah.



Ideas for Teaching Children

GENESIS 24:10–21

I can be kind to others.

- To highlight Rebekah’s impressive example of kindness, you could show your children the picture below or this week’s activity page as you summarize the story in Genesis 24:10–21. Your children might enjoy acting out the story. This

Ponder how God has “looked upon [your] affliction” and “remembered” you (Genesis 29:32; 30:22).

GENESIS 32–33

The Savior can heal my family.

As Jacob returned to Canaan, he was “greatly afraid and distressed” about how his brother, Esau, would receive him (Genesis 32:7). As you read Genesis 32–33, ponder your own family relationships—perhaps especially one that needs healing. Maybe this story could inspire you to reach out to someone. Questions like these could guide your reading:

- How did Jacob prepare to meet Esau?
- What stands out to you about Jacob’s prayer found in Genesis 32:9–12?
- What do you learn about forgiveness from Esau’s example?
- How can the Savior help us heal family relationships?

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



Old Testament Heroes, by Dilleen Marsh (detail)

GENESIS 25:21–34

Eternal things are more important than worldly things.

- Consider using “Jacob and Esau” (in *Old Testament Stories*, 38–41) to help your children understand the story in Genesis 25:21–34. Maybe your children could imagine that Esau asked for their advice about whether he should trade his birthright for the pottage. What would they say to him?
- What things matter eternally to you and your children? Perhaps your children could find pictures or objects that represent these things. How can we show the Lord that these things are important to us?

GENESIS 28:10–22

Covenants help me return to Heavenly Father.

- As you read Genesis 28:10–22 together, you could use a ladder or a staircase (or a picture like the one at the end of this outline) to talk about how our covenants are like a ladder. Maybe your children could pretend to climb a ladder, and with each step, talk about times when we promise to obey God, such as when we are baptized, take the sacrament, or go to the temple. How do our covenants bring us closer to God?

GENESIS 32:6–11; 33:1–4

Heavenly Father and Jesus Christ can help me love my family.

- To introduce these verses, you might explain that after many years of hard feelings, Jacob was going to meet Esau again. Read together Genesis 32:6–11. How did Jacob feel? What did he do to get help? Read together Genesis 33:1–4 to discover how the Lord answered Jacob’s prayer. If Jacob and Esau could talk to us today, what might they say to help us when there is contention in our family?

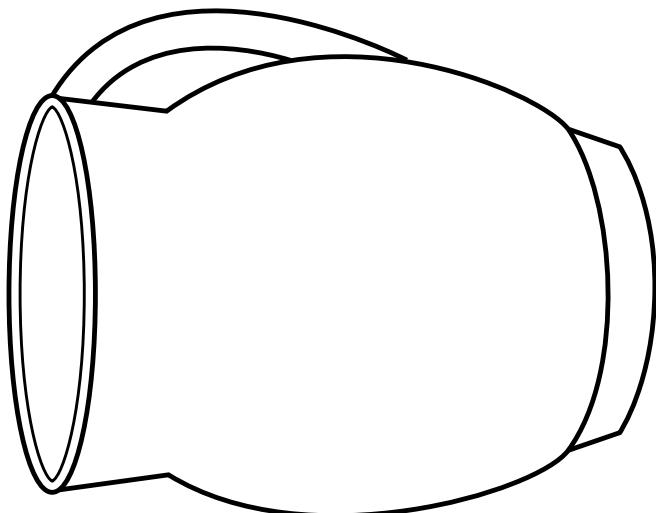
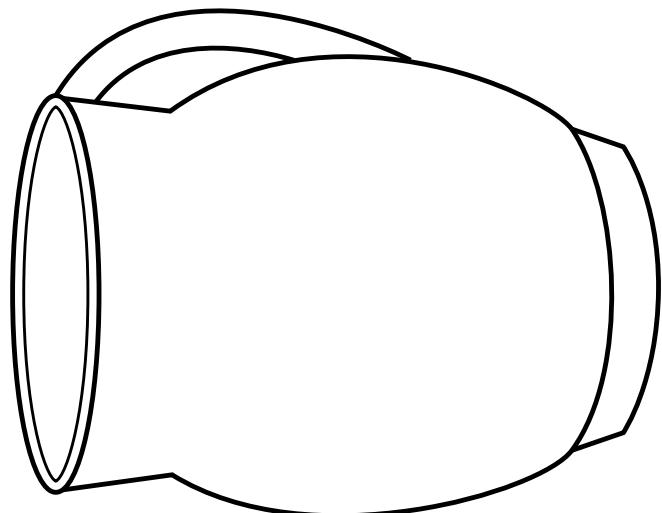
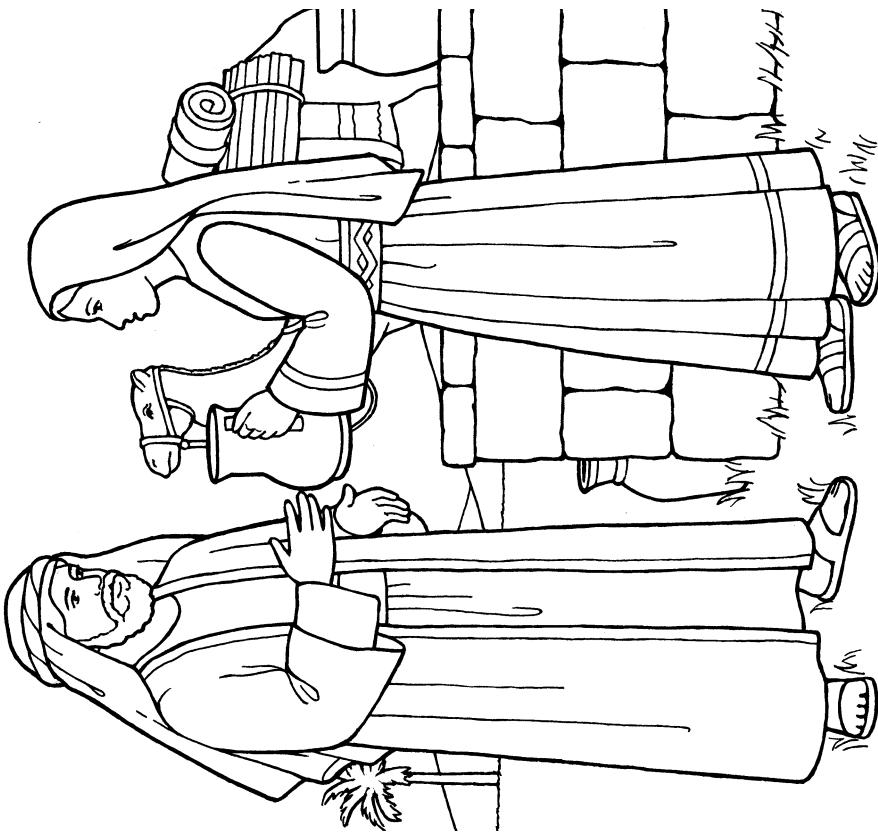
For more, see this month’s issue of the *Friend* magazine.



Jacob's Dream, by J. Ken Spencer

I can be kind to others (Genesis 24:10-21).

Color the picture of Rebekah giving water to Abraham's servant. Write or draw in the large pitchers different things you can do to show kindness to people you know. Keep this page somewhere where it will remind you to do these acts of kindness.





Joseph and His Brothers, by Sam Lawlor

MARCH 9–15: “THE LORD WAS WITH JOSEPH”

Genesis 37–41

We know that God blesses people who trust Him and keep His commandments. But sometimes it doesn't seem that way. Sometimes the person who trusts God is abused and abandoned by family members. Sometimes the person who bravely refuses to violate the law of chastity gets falsely accused anyway. When things like that happen to us, we might be tempted to become angry with God. We might wonder, “What's the point of trying to do the right thing if it only seems to make life harder?”

Joseph, the son of Jacob, could have wondered that. At times, this faithful man prospered; at other times, it seemed that the more faithful he was, the more hardship he faced. But Joseph never left the Lord, and the Lord never left Joseph. That doesn't mean the Lord prevented bad things from happening to Joseph, but through it all, “the Lord was with him” (Genesis 39:3).



Ideas for Learning at Home and at Church

GENESIS 37:1–28; 39; 41:9–45

The Lord will be with me in my adversity.

Time and again, good fortune seemed to abandon Joseph, but the Lord never did. As you read Joseph's story, ponder questions such as these: What did Joseph do to stay close to the Lord? How was the Lord “with him”? (see Genesis 39; 40:1–19; 41:9–45).

What do you learn from Joseph's story that could help you recognize the Lord's presence in your life?

You might also ask similar questions about your life. What evidence have you seen that the Lord has not forsaken you in times of trial? Consider how you can share your experiences with family members and future generations (see 1 Nephi 5:14).

Of course, you will have other trials in the future. What can you do now to help ensure that these trials don't pull you away from the Lord? Consider writing a letter to encourage your future self to stay close to Him no matter what. You might include insights from Joseph's life or from Elder D. Todd Christofferson's message "Our Relationship with God" (*Liahona*, May 2022, 78–81).

See also John 14:18; Romans 8:28; Alma 36:3; Doctrine and Covenants 121:7–8; "Abide with Me!," *Hymns*, no. 166.

GENESIS 37:5–11; 40; 41:1–38

If I am faithful, the Lord will guide and inspire me.

Joseph had a gift for discerning messages from the Lord through dreams. What can you learn from Genesis 37:5–11; 40:5–8; 41:14–25, 37–38 about receiving and understanding revelation from the Lord? For instance, what can you learn from Joseph's example when revelation seems difficult to understand? (see Genesis 40:8; 41:16).

Ponder how the Lord is revealing His will to you. What are you doing to act on revelation He has given you? How are you seeking additional guidance from Him?



Joseph Interpreting the Butler and Baker's Dreams, by François Gérard

GENESIS 39:1–20

With the Lord's help, I can flee temptation.

If Joseph were to give counsel on how to resist temptation to commit sexual sin, what do you think he would say? Think about this as you read about his experience in Genesis 39. For example, consider how Joseph might respond to concerns like these:

- If no one else knows what I'm doing, what's the big deal? (see verses 8–9).
- I try to resist, but the temptation just doesn't seem to stop (see verse 10).
- What should I do when I'm in a situation where temptation is strong? (see verse 12).

How would you explain why obeying the law of chastity is important? (see *For the Strength of Youth: A Guide for Making Choices*, 23–28).

Joseph's example, of course, can apply to other kinds of temptation. With Joseph's experience in mind, consider making a plan for avoiding and resisting temptation. For example, you could think of a temptation and write down situations to avoid and how you will "flee" when the temptation arises.

Temptation	
Situations to avoid	
Plan to respond	

Here are some other scriptures that could inform your plan. What do you learn from each about how the Savior can help you resist temptation? Matthew 4:1–11; 1 Corinthians 10:13; 1 Nephi 15:23–24; 3 Nephi 18:17–18.

As you make your plan, it might also help to think about times in the past when you successfully avoided or resisted temptation. How did the Savior help you? (see 2 Nephi 4:18–33).

GENESIS 41:15–57

The Lord will help me prepare for possible hardships.

Joseph’s interpretation of Pharaoh’s dream led to some very wise and practical counsel for surviving a



Ideas for Teaching Children

GENESIS 37

I can be kind to my family.

- Reading about the hard feelings in Joseph’s family could prompt a discussion about how we should treat family members. To tell the story of Joseph and his brothers from Genesis 37, you could use the pictures in this outline or in “Joseph’s Inspired Dreams” (in *Old Testament Stories*, 47–51). Let your children share details they know about the story. You might ask your children to imagine they were in Joseph’s family. What would they have said or done to be a peacemaker in the family? For example, what does it mean to “speak peaceably” in our family? (verse 4). How is Jesus Christ a peacemaker in God’s family?

famine (see Genesis 41:15–57). Consider what spiritual messages the Lord might have for you in this account. How do you feel He wants you to prepare for hardships in your future?

See also David A. Bednar, “We Will Prove Them Herewith,” *Ensign* or *Liahona*, Nov. 2020, 8–11.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.

GENESIS 37:18–28; 39:20–23; 41:38

God can help me when bad things happen.

- When your children face hard times, they need to know that the Lord will be with them, as He was with Joseph. Perhaps you could help your children make a list of hard things that happened to Joseph (see Genesis 37:23–28; 39:20; or “Joseph’s Inspired Dreams” and “Joseph in Egypt,” in *Old Testament Stories*, 47–51, 52–56). After each hardship they find, invite your children to repeat, “The Lord was with Joseph” (Genesis 39:2).
- Perhaps your children could search Genesis 39:1–3, 20–23 for every instance of the phrase “The Lord was with Joseph” and similar phrases. Let them share what they think this phrase means. How do we know that the Lord is with us? Tell each other about how you felt God was with you during a challenging time.



Joseph of Egypt in Prison, by Jeff Ward (detail)

GENESIS 39:7-12

With the Lord's help, I can flee temptation.

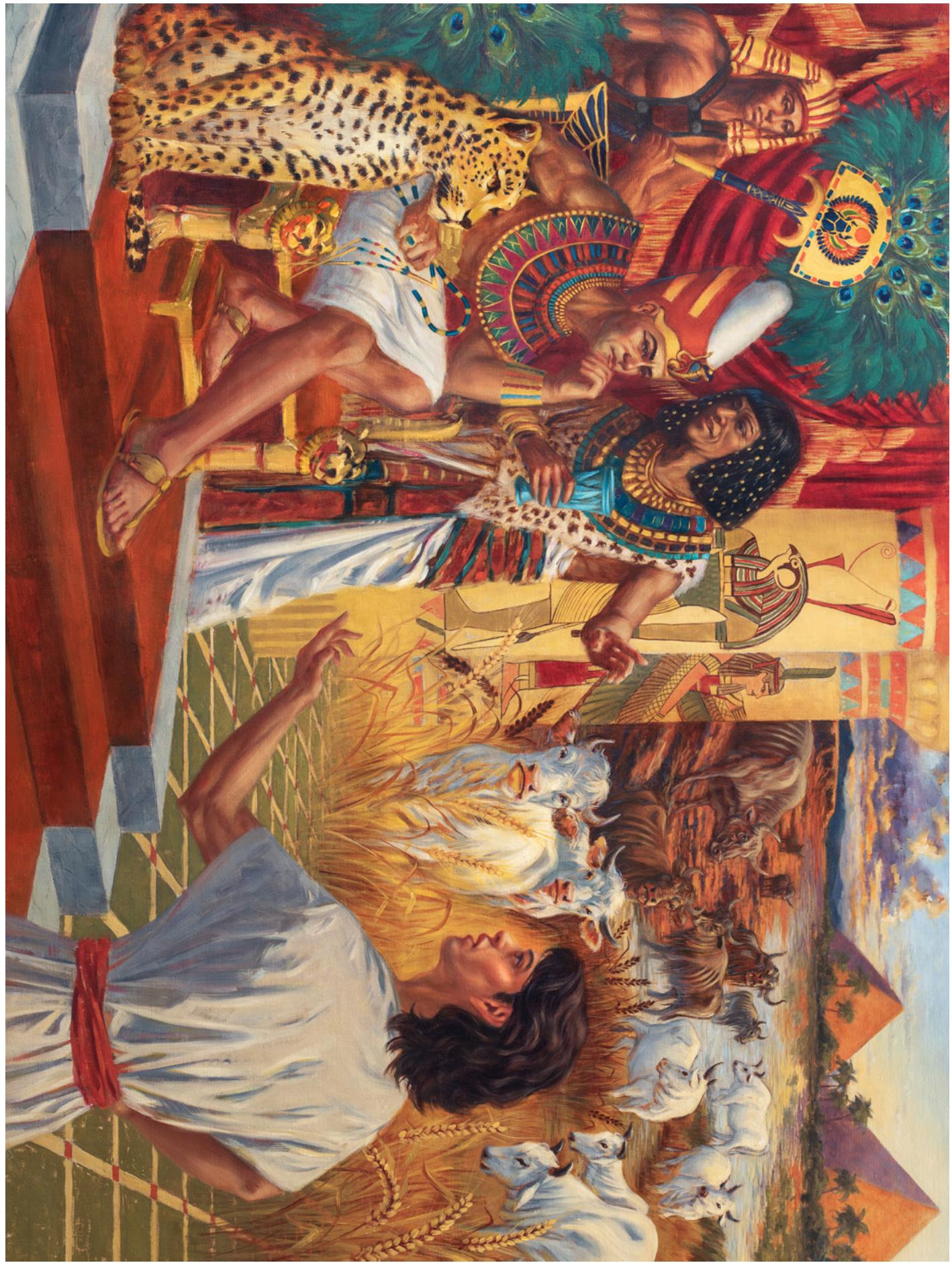
- Here's an object lesson that can help your children follow Joseph's example of fleeing from Potiphar's wife: Use two magnets to represent Jesus Christ and Satan. Use a small metal object, like a paper clip, to represent us. Then let your children see how the influence of a magnet on the metal object is stronger when they move the object closer to it. How does Joseph's experience in Genesis 39:7-12 illustrate this truth? What can we do to move away from sin and closer to Jesus?

The video "Temptation Fades as We Seek Christ in Every Thought" (Gospel Library) and a song like "I Need Thee Every Hour" (*Hymns*, no. 98) can help with this discussion.

Use music. "Hymns and other sacred songs can help children feel God's love, feel the Spirit, and learn gospel truths. The melodies, rhythms, and simple rhymes can help children remember gospel truths for years to come. As you sing with children, help them discover and understand the principles taught in the songs" (*Teaching in the Savior's Way*, 32).

- Help your children think of temptations they might face. Let them role-play how they could "flee" from these temptations.

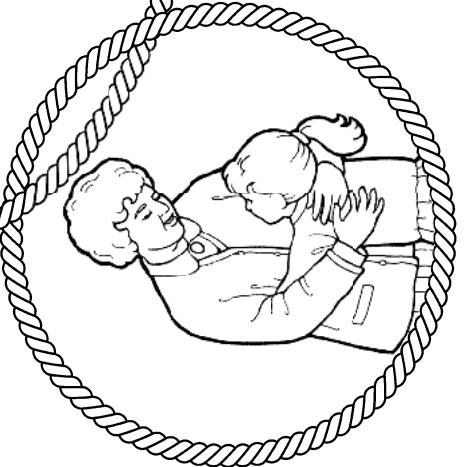
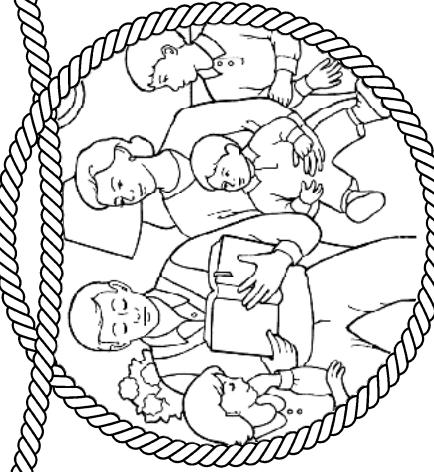
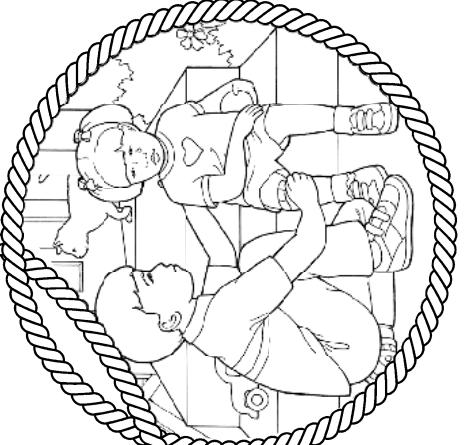
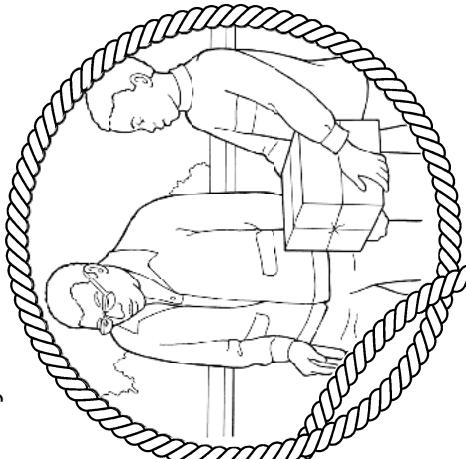
For more, see this month's issue of the *Friend* magazine.



Joseph, the Dream Interpreter, by Kristi Kirisberg Harmon

I can be kind to my family (Genesis 37).

Talk about the different ways the children in the pictures are being kind to their families. Draw a picture in the center space of a way you can be kind to your family.





Forgiveness, by Megan Rieker

MARCH 16–22: “GOD MEANT IT UNTO GOOD”

Genesis 42–50

It had been about 22 years since Joseph’s brothers sold him into slavery. Joseph had suffered many trials, including false accusations and imprisonment. When he finally saw his brothers again, Joseph was the governor of all Egypt, second only to the pharaoh. He could easily have taken revenge on his brothers, and considering what they had done to Joseph, that might seem understandable. And yet Joseph forgave them. Not only that, but he helped them see divine purpose in his suffering. “God meant it unto good” (Genesis 50:20), he told them, because it put him in a position to save “all his father’s household” (Genesis 47:12) from famine.

In many ways, Joseph was like Jesus Christ. Even though our sins caused Jesus great suffering, He offers forgiveness, delivering all of us from a fate far worse than famine. Whether we need to receive forgiveness or extend it—at some point we all need to do both—Joseph’s example points us to the Savior, the true source of healing and reconciliation.



Ideas for Learning at Home and at Church

GENESIS 45:5–7; 47:12

“God sent me before you to preserve you.”

Have you noticed any similarities between Joseph’s life and the atoning mission of Jesus Christ? To see some examples of these similarities, try comparing:

- Genesis 37:3 with Matthew 3:17.

- Genesis 37:26–28 with Matthew 26:14–16.
- Genesis 45:5–7 with Luke 4:18.
- Genesis 47:12 with John 6:35.

What impressions do you have about the Savior and His mission as you read these passages?

GENESIS 45; 50:15-21 **Forgiveness brings healing.**

Reading about Joseph forgiving his brothers of the terrible things they had done may prompt you to think about someone you are currently struggling to forgive. The following questions may help as you strive to apply this principle:

- Why might it have been hard for Joseph to forgive his brothers? (to review what they did to him, see Genesis 37). What experiences or attitudes might have given Joseph the strength to forgive? (see, for example, Genesis 45:1–15 or 50:15–21).
- What blessings came from Joseph’s forgiveness of his brothers? For example, compare the relationships in Jacob’s family at the beginning of the story (see, for example, Genesis 37:3–11) with the relationships at the end (see Genesis 45:9–15; 50:15–21). How might things have turned out differently if Joseph had not been willing to forgive?
- Consider writing down the name of someone who may need your forgiveness—whether or not they have asked for forgiveness. What can you do to invite the Savior’s healing power into that situation? If forgiving seems too difficult, consider reviewing the counsel of Elder Gerrit W. Gong in the last six paragraphs of his message “Happy and Forever” (*Liahona*, Nov. 2022, 85). What do you find that gives you hope that you can forgive?

See also Doctrine and Covenants 64:9–11; “Forgiveness: My Burden Was Made Light” (video), Gospel Library.

GENESIS 49**Jacob gave his family prophetic blessings.**

Jacob’s blessings to his posterity contain vivid imagery, but they aren’t easy to understand. Thankfully, the restored gospel gives us some help. When you read the blessing to Joseph in Genesis 49:22–26,

read the following verses too, and see what insights they provide: 1 Nephi 15:12; 2 Nephi 3:4–5; Jacob 2:25; Doctrine and Covenants 50:44.

As you read about Judah’s blessing in Genesis 49:8–12, remember that Jesus Christ was a descendant of Judah. What do you find in these verses that reminds you of the Savior? (see also Revelation 5:5–6, 9; 1 Nephi 15:14–15; Doctrine and Covenants 45:59; 133:46–50).

Reading these blessings might inspire you to review your patriarchal blessing—or, if you don’t have one, to receive one. What words and phrases in your blessing turn your thoughts to Jesus Christ?

See also Randall K. Bennett, “Your Patriarchal Blessing—Inspired Direction from Heavenly Father,” *Liahona*, May 2023, 42–44.

GENESIS 50:19-21**God can help me find meaning in my trials.**

Though it may not have been clear while he was going through it, Joseph was eventually able to look back on his adversity in Egypt and see that “God meant it unto good” (Genesis 50:20). If you could have visited Joseph while he was in the pit or in prison, how would you have comforted him? How can Genesis 50:19–21 help you in your times of trial?

See also Doctrine and Covenants 122; “How Firm a Foundation,” *Hymns*, no. 85.



Joseph Smith among the Prophets, by Paul Mann (detail)

GENESIS 50:24–25

"A seer shall the Lord my God raise up."

As you read Genesis 50:24–25 and Joseph Smith Translation, Genesis 50:24–38 (in the Bible appendix), ponder why it would have been important for Joseph to know about Moses and Joseph Smith so many centuries in advance. How did Joseph Smith

fulfill Joseph's prophecies about him? (see Doctrine and Covenants 1:17–23; 20:7–12; 39:11; 135:3).

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

GENESIS 42–44; 45:4–15

I can show love and forgiveness to my family.

- It might be fun for your children to reenact the story of Joseph reuniting his family (see Genesis 42–44). Or they could use "Joseph and the Famine" (in *Old Testament Stories*, 57–60) or pictures in this outline to teach the story to each other. Here are some questions that could help your children learn from the story:
 - What did Joseph do to show love for his family? (see Genesis 45:4–15).
 - Why do you feel Joseph forgave his brothers?
 - How do you think Joseph's brothers felt when they found out Joseph had forgiven them? Who in your life needs to be forgiven? How can you show love and forgiveness?

As you prepare to teach, ask, "What will my children do to learn?" For example, in this activity your children are acting out or retelling a story. Doing this will help them remember both what happened and the gospel principles contained in the story.

- You or your children may want to share an experience when they forgave someone or when someone forgave them. You could then sing a song such as "Love One Another" (*Children's Songbook*, 136) or "Help Me, Dear Father" (*Children's Songbook*, 99).

GENESIS 48:8–9

The Lord helps me through priesthood blessings.

- You and your children could look at the picture of Jacob blessing his sons at the end of this outline and discuss what is happening (see Genesis 48:8–9). If needed, explain that Jacob, Joseph's father, wanted to give priesthood blessings to his family. Perhaps you could share with each other any experiences you've had receiving help from God through a priesthood blessing. What are some reasons we might ask for a priesthood blessing?

**GENESIS 45:5-11**

Heavenly Father sent Jesus Christ to save me.

- How can you help your children see the Savior in the story of Joseph saving his family from famine? Consider making a chart with two columns labeled *Joseph* and *Jesus Christ*. Help your children

search the following pairs of scriptures and fill in the chart with things that Joseph and Jesus have in common: Genesis 37:3 and Matthew 3:17; Genesis 37:26–28 and Matthew 26:14–16; Genesis 45:5–7 and Luke 4:18; and Genesis 47:12 and John 6:35.

- Ask your children what it means to save or rescue someone. If any of them have had an experience being saved or rescued from danger, invite them to share. How did Joseph save his brothers? (see Genesis 42:1–3; 45:5–7). Then you could look at a picture of the Savior together and ask your children to talk about how Jesus saves us.

For more, see this month's issue of the *Friend* magazine.



Jacob Blessing Joseph (Jacob Blessing His Sons), by Harry Anderson

I can forgive (Genesis 50:15-21).

Color the picture of Joseph being mistreated by his brothers (on the left) and the picture of Joseph forgiving them (on the right).





Moses and the Burning Bush, by Jerry Thompson

MARCH 23–29: “I HAVE REMEMBERED MY COVENANT”

Exodus 1–6

The invitation to live in Egypt saved Jacob’s family. But after hundreds of years, their descendants were enslaved and terrorized by a new pharaoh who “knew not Joseph” (Exodus 1:8). It would have been natural for the Israelites to wonder why God allowed this to happen to them, His covenant people. Did He remember the covenant He had made with them? Were they still His people? Could He see how much they were suffering?

There may be times when you’ve felt like asking similar questions. You might wonder, “Does God know what I’m going through? Can He hear my pleas for help?” Israel’s deliverance from Egypt answers such questions clearly: God does not forget His people. He remembers His covenants with us and will fulfill them in His own time and way. “I will redeem you with a stretched out arm,” He declares. “I am the Lord your God, which bringeth you out from under [your] burdens” (Exodus 6:6–7).



Ideas for Learning at Home and Church

EXODUS 1–2

God can work through me to fulfill His purposes.

What impresses you about the women described in Exodus 1–2? How did they help fulfill God’s plan for His people? What do their efforts teach you about service in God’s work?

EXODUS 1–3

Jesus Christ is my Deliverer.

Before you begin reading Exodus, you might think about a hardship you’re going through—something you hope the Lord will deliver you from. What words and phrases in Exodus 1–3 sound similar to spiritual captivity or other things we face today? Notice also how the children of Israel sought

deliverance and how the Lord responded (see, for example, Exodus 2:23–25; 3:7–8). How has the Lord “come down to deliver” you?

Throughout the book of Exodus, you might also note some similarities between Moses and Jesus Christ (see Deuteronomy 18:18–19; 1 Nephi 22:20–21). For example, what similarities do you see between Exodus 1:22; 2:1–10 and Matthew 2:13–16? Or between Exodus 24:18 and Matthew 4:1–2? What do you feel the Lord wants you to understand about Himself and His power?

Look for symbols that testify of Jesus Christ.

“You can . . . find parallels to the Savior’s life in the lives of prophets and other faithful men and women in the scriptures. [Doing so] reveals truths about the Savior in places you might otherwise overlook” (See *Teaching in the Savior’s Way*, 7; see also Hosea 12:10).



Faith at Water's Edge, by Anne Marie Oborn

EXODUS 3:1–6

I can show reverence for holy things and places.

Can you think of a time when something filled you with awe and wonder? How did you react? How would you describe the emotions you felt?

With that in mind, read Exodus 3:1–6. What impresses you about Moses’s inspiring experience?

What did Moses do to show reverence for God? What connections do you see between his actions and reverence for sacred things?

Reading these verses might prompt you to think about holy things and holy places in your life. Why are they sacred to you? How do you treat them differently from things that are common? To guide your pondering, you could refer to the section titled “Remembering the Promises” in Elder David A. Bednar’s message “Exceeding Great and Precious Promises” (*Ensign* or *Liahona*, Nov. 2017, 91–93). You might also sing or listen to a hymn that inspires awe, like “I Stand All Amazed” (*Hymns*, no. 193) and ponder what it is about the gospel that amazes you.

Of course, even when we’ve had wonderful spiritual experiences, there’s a danger of becoming too casual about sacred things. How do you avoid this? Here are two messages that address this issue; pick one, and look for statements that help you: Ulisses Soares, “In Awe of Christ and His Gospel” (*Liahona*, May 2022, 115–17); Gérald Caussé, “Is It Still Wonderful to You?” (*Ensign* or *Liahona*, May 2015, 98–100).

See also Doctrine and Covenants 6:10–12; 63:64.

EXODUS 3–4

God gives power to people He calls to do His work.

Today we know Moses as a great prophet and leader. But Moses did not see himself that way when the Lord first called him. As you read Exodus 3–4, list Moses’s concerns and how the Lord responded to each. What do you find in these chapters that might inspire you when you feel inadequate? When have you seen God empower you or others to do His work?

See also Topics and Questions, “Serving in Church Callings,” Gospel Library.

EXODUS 5–6

The Lord's purposes will be fulfilled in His own time.

It can be discouraging when our sincere efforts to do good don't seem to be working—when we're trying to do the Lord's will but we're not seeing the results we expected. To learn about a similar experience Moses had, read Exodus 5:4–9, 20–23. How did the Lord help Moses overcome his feelings of



Ideas for Teaching Children

Because this Sunday is the fifth Sunday of the month, Primary teachers are encouraged to use learning activities in “Appendix B: Preparing Children for a Lifetime on God’s Covenant Path.”

EXODUS 1–2

God can work through me to fulfill His purposes.

- Moses had a major role in freeing Israel from bondage. But he wouldn't have been able to accomplish this if his mother, his sister, Pharaoh's daughter, and other faithful women hadn't protected and cared for him. Help your children learn about these women in Exodus 1:15–20; Exodus 2:2–10 (see also Numbers 26:59); and Exodus 2:16–21. You could also use this week's activity page and “Baby Moses” (in *Old Testament Stories*, 61–63) to tell their stories. How did these women help fulfill God's plan? Talk with each other about other people you admire who help with God's work, including in small and simple ways. How can we follow their example?

discouragement? (see Exodus 6:1–13). How has the Lord helped you persist in doing His will?

See also Jeffrey R. Holland, “Waiting on the Lord,” *Ensign* or *Liahona*, Nov. 2020, 115–17.

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.

EXODUS 3:1–5

I can treat holy places with reverence.

- After reading Exodus 3:1–5 together, ask your children to summarize these verses in their own words (see also “Moses the Prophet” in *Old Testament Stories*, 64–66). How did Moses show reverence in the Lord's presence? How does the Lord want us to show reverence? You might also ask your children to help you find (or draw) pictures of sacred places or activities where we should be reverent. What can we do to make our home a sacred place?
- Sing together a song about reverence, such as “Reverence Is Love” (*Children's Songbook*, 31). As you do, your children could find words or phrases that explain what it means to be reverent. If we were bringing a friend to church for the first time, how would we explain what it means to be reverent?



Moses and Aaron Speak to the People, by James J. Tissot

EXODUS 3-4

**When the Lord asks me to do something,
He will help me do it.**

- Using the account in Exodus 3; 4:1–17, let your children take turns pretending to be Moses. It

might be fun to include objects or simple props, such as a flashlight and a plant to represent the burning bush. Help your children discover how Moses felt about the assignment the Lord gave him (see Exodus 3:11; 4:1, 10). Maybe you could share with each other times when you had similar feelings. What advice would we share with Moses to help him? Read about how the Lord encouraged Moses in Exodus 3:12; 4:2–9, 11–12. Tell the children how the Savior has helped you fulfill a calling, follow a prompting, or do something else that was hard for you.

For more, see this month's issue of the *Friend* magazine.



The Mother of Moses, by Simeon Solomon

God can work through me to fulfill His purposes (Exodus 2:1-10).

Color the pictures. Cut out baby Moses, and move him down the river as someone tells the story from Exodus 2.

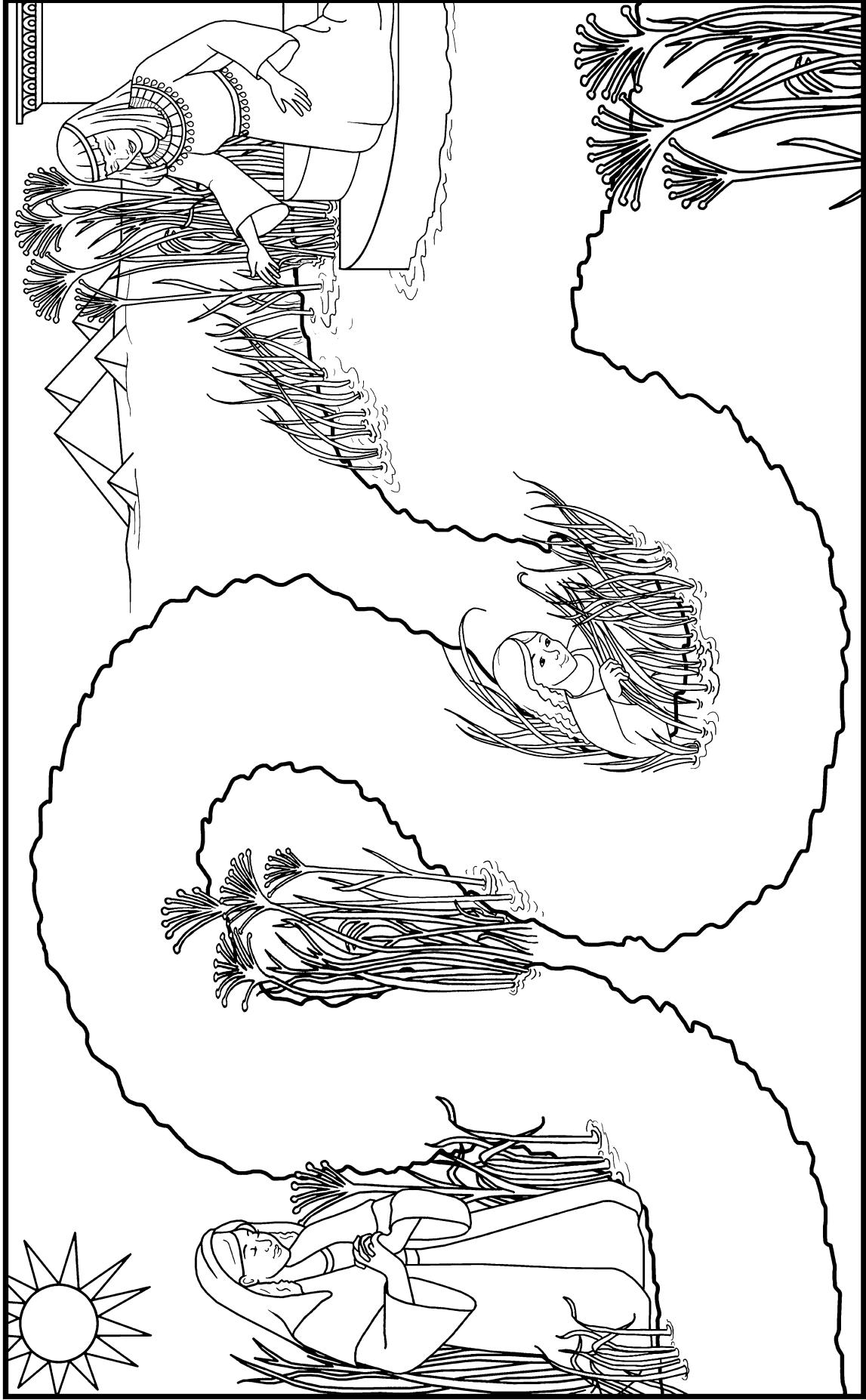




Illustration of the empty tomb

MARCH 30–APRIL 5: “HE WILL SWALLOW UP DEATH IN VICTORY”

Easter

The life of Jesus Christ “is central to all human history” (“The Living Christ: The Testimony of the Apostles,” Gospel Library). What does that mean? In part, it means that the Savior’s life influences the eternal destiny of everyone who has ever lived or ever will live. You might also say that the Resurrection of Jesus Christ, on that first Easter Sunday, connects all of God’s people throughout history: those who were born before His Resurrection looked forward to it with faith (see Jacob 4:4), and those born after look back on it with faith. As we read Old Testament accounts and prophecies, we don’t ever see the name Jesus Christ, but we do see the evidence of the ancient believers’ faith in and longing for their Messiah and Redeemer. So we who are invited to *remember* Him can feel a connection with those who *looked forward* to Him. For truly Jesus Christ has borne “the iniquity of us *all*” (Isaiah 53:6; emphasis added), and “in Christ shall *all* be made alive” (1 Corinthians 15:22; emphasis added).



Ideas for Learning at Home and at Church

Prophets ancient and modern testify of the Savior’s atoning sacrifice.

Many passages in the Old Testament point to the Savior’s ministry and atoning sacrifice. The table below lists some of these passages. As you read these verses, what impressions come to you about the Savior?

Old Testament	New Testament
Zechariah 9:9	Matthew 21:1–11
Zechariah 11:12–13	Matthew 26:14–16; 27:3–8
Isaiah 53:4	Matthew 8:16–17; 26:36–39
Isaiah 53:7	Mark 14:60–61

Old Testament	New Testament
Psalm 22:16	John 19:17–18; 20:25–27
Psalm 22:18	Matthew 27:35
Psalm 69:21	Matthew 27:34, 48
Psalm 118:22	Matthew 21:42
Isaiah 53:9, 12	Matthew 27:57–60; Mark 15:27–28
Isaiah 25:8	Mark 16:1–6; Luke 24:6
Daniel 12:2	Matthew 27:52–53

Prophecies that teach about the Savior are even more abundant and clear in the Book of Mormon. Consider how your faith is strengthened by passages like these: 1 Nephi 11:31–33; 2 Nephi 25:13; Mosiah 3:2–11; Alma 7:10–13.

Latter-day prophets continue to bear special witness of Jesus Christ and His atoning mission. As you listen to general conference this Easter weekend, make note of testimonies of Christ that you hear. What do they teach you about Him?

Jesus Christ offers me peace and joy.

Easter is a joyful time, because it's a time to celebrate the Savior's Atonement and Resurrection. And yet, even during Easter, there are many people who don't feel joyful for various reasons. What can you do to spread the Savior's peace and joy this Easter?

One idea is to find messages in the scriptures about the peace and joy Jesus Christ offers, like these: Psalms 16:8–11; 30:2–5; Isaiah 12; 25:8–9; 40:28–31; John 14:27; 16:33; Alma 26:11–22. Consider how you might share these messages with others. For example, maybe you could create Easter cards to share, based on these messages. Be prayerful about who needs to receive your Easter greeting. You might also decide to share your messages on social media, where many people can see them.

Hymns about Christ and the Resurrection, such as "He Is Risen!" (*Hymns*, no. 199), can also help us feel peace and joy at Easter. Look for phrases

in the hymn that, in your opinion, capture the joy of Easter.

See also Jeffrey R. Holland, "Not as the World Giveth," *Liahona*, May 2021, 35–38; Mark S. Palmer, "Our Sorrow Shall Be Turned into Joy," *Liahona*, May 2021, 88–90.



Why Weepest Thou, by Simon Dewey (detail)

Because of His Atonement, Jesus Christ has the power to help me overcome sin, death, trials, and weaknesses.

Here's an activity that can help you see the many blessings that come through Jesus Christ and His Atonement. Read the scriptures below about what Jesus Christ helps us overcome. Try sorting the passages into these categories: sin, death, trials, and weaknesses (some passages may fit in more than one category). As you read, what impressions do you have about the Savior's power?

- Isaiah 61:1–3
- Ezekiel 36:26–28
- Matthew 11:28–30
- Luke 1:46–55
- Romans 8:35–39
- Alma 7:10–13
- Alma 11:42–45
- Alma 58:11
- Moroni 10:32–33

- Doctrine and Covenants 19:15–19
- Moses 5:9–12

How would you explain to a friend who isn't a Christian why Jesus Christ is important to you? Elder Ahmad S. Corbitt's message "Do You Know Why I as a Christian Believe in Christ?" (*Liahona*, May 2023, 119–21) can help.

See also Reyna I. Aburto, "The Grave Has No Victory," *Liahona*, May 2021, 85–87; Topics and Questions, "Atonement of Jesus Christ," "Resurrection," Gospel Library.



Ideas for Teaching Children

Jesus Christ suffered and died for me.

- The week of Easter is a good time to teach your children about what the Savior did for us in Gethsemane and on the cross. You could start by showing them the pictures below and letting them talk about what's happening in the pictures. While your children are looking at the pictures, you could read verses that describe these events (see Matthew 26:36–46; 27:35–50; Luke 22:39–46; John 19:16–30). Your children could point out details in the pictures that they hear in the verses.
- How are we blessed because of Jesus's sacrifice for us? Help your children look for words and phrases that answer this question in Isaiah 53:4–12; Alma 7:11–13; and Doctrine and Covenants 19:16–19. Share with each other how you feel about the Savior after reading these scriptures.

Jesus Christ paid the ultimate price for my salvation.

What do you learn from the following verses about the price Jesus Christ paid for your salvation: Isaiah 53:3–5; Mosiah 3:7; Doctrine and Covenants 19:16–19? What price did Heavenly Father pay? (see John 3:16).

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.



Left: *Christ in Gethsemane*, by Harry Anderson. Right: *The Crucifixion*, by Harry Anderson

Jesus Christ was resurrected for me.

- You could use this week's activity page or other pictures in this outline to tell your children the story of the Resurrection (see also "Jesus Is Risen," in *New Testament Stories*, 139–44). Then let your children tell the story back to you.

- Consider how you will help your children find joy in Christ this Easter. For example, you could sing together a favorite Easter hymn, such as “Christ the Lord Is Risen Today” (*Hymns*, no. 200) or “Gethsemane” (Gospel Library). To find other songs about the Resurrection, you could look in the topical index of *Hymns* and *Children’s Songbook*. You and your children could share with each other why you like these songs and how you feel when you sing them. What do these songs teach us about Heavenly Father and Jesus Christ?

Children can feel the Spirit but may need help recognizing His influence. “Teach children about the different ways the Spirit communicates with us. Help them recognize His voice as He speaks to them. This will help them develop a habit of seeking and acting on personal revelation throughout their lives” (*Teaching in the Savior’s Way*, 32). For example, as you sing songs about the Savior with your children, look at pictures of Him, or read stories about Him, share with each other the spiritual feelings you have.

- Gospel Library has a collection of Easter videos that your children might enjoy. Maybe you could let them pick one to watch. Ask them what they learn about Jesus Christ from the video. You might also ask them to summarize the message of the video in one sentence.

Prophets testify of Jesus Christ and His Atonement.

- As you and your children watch general conference together this Easter weekend, help them notice when the Savior’s special witnesses bear testimony of the Resurrection. Perhaps you could make a game of it—invite them to stand every time they hear words like *Easter* or *Atonement* or *Resurrection*. Share with each other why you’re grateful for the living prophets’ testimonies of the Savior.

For more, see this month’s issue of the *Friend* magazine.



For This Purpose, by Yongsung Kim. Image courtesy of havenlight.com

Jesus was resurrected for me (Matthew 28; Mark 16; Luke 24; John 20).

Color and cut out the pictures. Cut out the center of the tomb. Use the pictures to tell the story of Jesus's Resurrection.

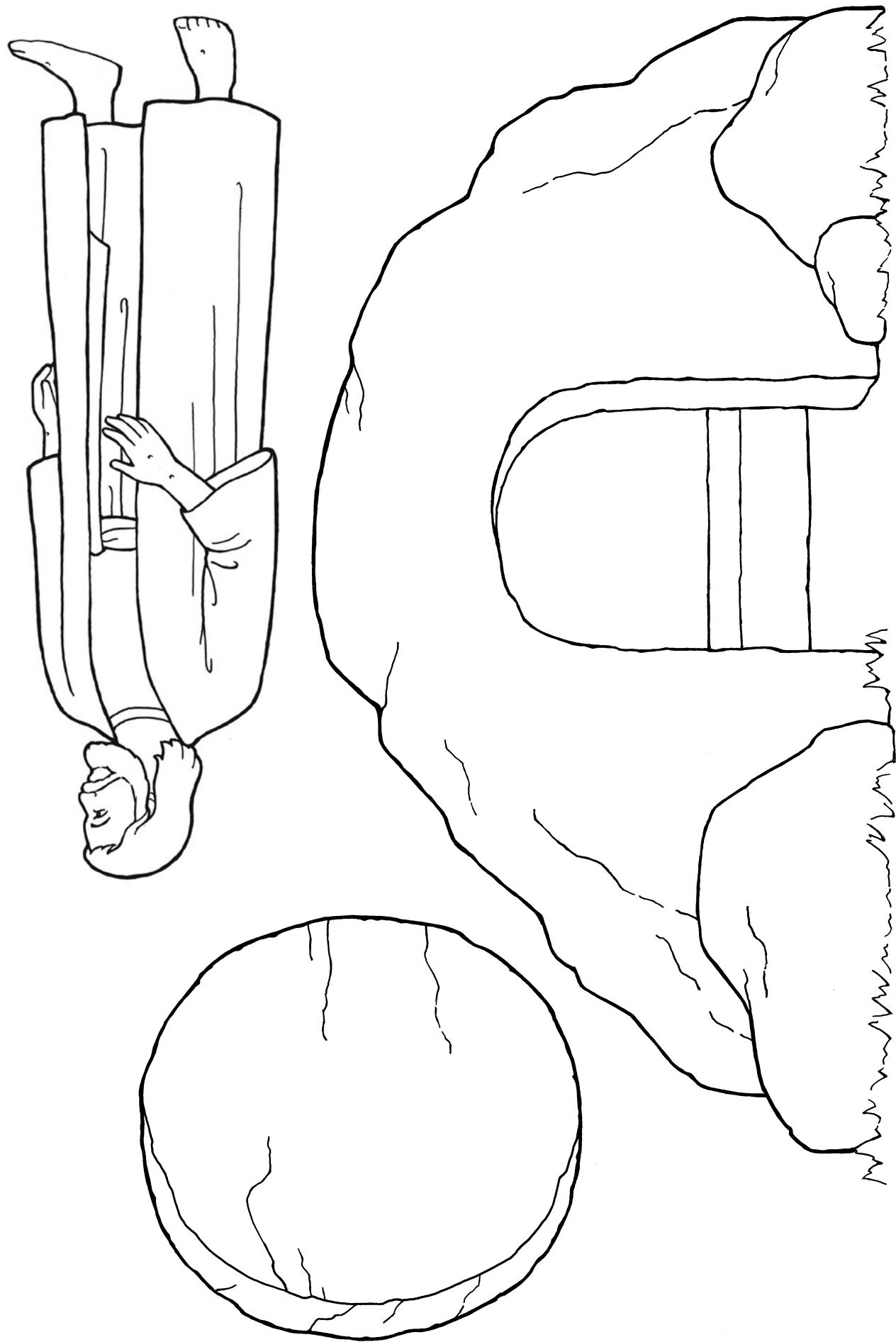




Illustration of Moses and Aaron in the court of Pharaoh, by Robert T. Barrett

APRIL 6-12: "REMEMBER THIS DAY, IN WHICH YE CAME OUT FROM EGYPT"

Exodus 7-13

Plague after plague afflicted Egypt, but Pharaoh still refused to release the Israelites. And yet God continued to demonstrate His power and give Pharaoh opportunities to accept “that I am the Lord” and “there is none like me in all the earth” (Exodus 7:5; 9:14). Meanwhile, Moses and the Israelites must have watched with awe at these manifestations of God’s power on their behalf. Surely these continued signs confirmed their faith in God and strengthened their willingness to follow God’s prophet. Then, after nine terrible plagues had failed to free the Israelites, it was the tenth plague—the death of the firstborn, including Pharaoh’s firstborn—that finally ended the captivity. This seems fitting because in every case of spiritual captivity, there truly is only one way to escape. It is only the sacrifice of Jesus Christ, the Firstborn—the blood of the Lamb without blemish—that will save us.



Ideas for Learning at Home and at Church

EXODUS 7-11

I can choose to soften my heart.

Hopefully, your will is never opposed to God’s will as Pharaoh’s was. Still, we all have times when our hearts aren’t as soft as they should be. What stands out to you about Pharaoh’s responses to the plagues in Exodus 7:14–25; 8:5–32; 9:1–26; 10:12–29; 12:29–33? Note the clarification in the Joseph Smith Translation of Exodus 7:3, 13; 9:12.

Why is “hard” a good description of Pharaoh’s heart? Consider what you learn from these verses about having a soft heart: 1 Nephi 2:16; Mosiah 3:19; Alma 24:7–8; 62:41; Ether 12:27. As you read about the consequences of Pharaoh’s hard-heartedness, ponder the condition of your heart. What changes do you feel inspired to make?

EXODUS 12:1-42
 **Jesus Christ can save me because of His Atonement.**

The only way for the Israelites to be spared from the tenth plague, described in Exodus 11:4–5, was to follow precisely the instructions the Lord gave to Moses in Exodus 12, a ritual known as the Passover. The Passover teaches us through symbols that just as the Lord delivered the Israelites from bondage in Egypt, He can also deliver us from the bondage of sin. To explore this symbolism in Exodus 12:1–42, you could use a chart like this one:

Symbol	Possible meanings	God's message to me
<i>The beginning of months</i> (verse 2; the Lord commanded the Israelites to use this event to mark the beginning of their calendar).	This was to be a new beginning for Israel. They were to be “born again.”	
<i>The lamb</i> (verses 3–5).	See John 1:29; 6:54; 1 Peter 1:19.	
<i>Blood of the lamb on the doorposts</i> (verses 7, 13, 23).	See Mosiah 4:2; Revelation 12:11.	
<i>Unleavened bread</i> (verses 8, 15, 19–20).	Leaven, or yeast, can be a symbol of corruption because it spoils easily. See Matthew 16:6–12; John 6:35.	

Symbol	Possible meanings	God's message to me
<i>Bitter herbs</i> (verse 8).	A reminder of the bitterness of sin and captivity. See Exodus 1:14; Moses 6:55.	
<i>Eating in haste, dressed to leave</i> (verse 11).	A symbol of urgency to leave the captivity of sin. See Genesis 39:12; 2 Timothy 2:22.	
<i>The destroyer</i> (verses 13, 23).	See Doctrine and Covenants 89:18–21.	
<i>The Israelites were set free</i> (verses 29–32).	See 2 Nephi 2:26; Doctrine and Covenants 138:15–19, 31.	

What else do you find in the instructions and symbols of the Passover that reminds you of Jesus Christ and His Atonement? What do these symbols suggest to you about how to receive the blessings of His Atonement?

Come unto Christ by identifying symbols that testify of Him. “All things,” the Lord declared, “are created and made to bear record of me” (Moses 6:63; see also 2 Nephi 11:4). In Exodus 12, symbols like a lamb, blood, unleavened bread, miracles, and deliverance all point to Christ. “Once we understand how these objects relate to the Savior, they can teach us of His power and attributes” (*Teaching in the Savior’s Way*, 7).



In Remembrance of Me, by Walter Rane

EXODUS 12:14–17, 24–27; 13:1–16

The sacrament helps me remember my deliverance through Jesus Christ.

The Savior commanded the Israelites to observe the Passover each year to help them remember He had delivered them, even after their captivity became a distant memory. As you read His instructions in Exodus 12:14–17, 24–27; 13:1–16, think about what



Ideas for Teaching Children

EXODUS 7–11

The Lord has power over all things.

- The plagues described in Exodus 7–11 showed the Egyptians and the Israelites that the Lord has great power. The Lord will help your children throughout their lives when they have faith in His power. To help them learn from this story, you could give each child a paper divided into 10 sections, and invite them to draw pictures of

you are doing to remember God's blessings for you. How can you preserve that remembrance "throughout your generations"? (see Exodus 12:14, 26–27).

What similarities do you see between the feast of the Passover and the sacrament? What can you do to "always remember" Jesus Christ? (Moroni 4:3; 5:2).

You might also ponder other things the Lord wants you to remember; see, for example, Helaman 5:6–12; Moroni 10:3; Doctrine and Covenants 3:3–5, 10; 18:10; 52:40.

See also Kevin W. Pearson, "Are You Still Willing?," *Liahona*, Nov. 2022, 67–69; "Always Remember Him" (video), Gospel Library; "In Memory of the Crucified," *Hymns*, no. 190.

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.

the plagues described in these verses: Exodus 7:17–18; 8:1–4; 8:16–17; 8:20–22; 9:1–6; 9:8–9; 9:22–23; 10:4–5; 10:21–22; 11:4–7 (see also "The Plagues of Egypt" in *Old Testament Stories*, 67–69). Read together Exodus 7:5 and 9:14 to explain why the Lord sent the plagues.

- Share with your children how the Lord has shown you "that there is none like [Him] in all the earth" (Exodus 9:14). Let them share how they know that the Lord is powerful.

EXODUS 8:28–32; 9:7**The Lord can help me have a soft heart.**

- To help your children visualize what it means to have a soft heart, it might be fun to show them an object that is hard, such as a rock, and another that is soft and absorbent, such as a sponge. You could also pour water over these objects to demonstrate how easily a soft heart receives the word of the Lord. You could then read together a few verses describing how Pharaoh responded to the plagues sent by the Lord (see Exodus 8:28–32; 9:7). Which of the objects best represents Pharaoh’s heart or attitude? What does it mean to have a soft heart? (see Mosiah 3:19).
- You and your children could make a list of some actions that might show when we have a hard heart (for example, using unkind words or being unwilling to share). How can we show the Lord we want to have soft hearts?

**EXODUS 12:1–13****The sacrament can help me remember Jesus.**

- The Passover taught the Israelites to look forward to the Savior and His sacrifice for us. As you explore Exodus 12:1–13 together, help your children see connections between the details of the Passover and Jesus Christ’s Atonement (see also “The Passover” in *Old Testament Stories*, 70–74). For example, how is Jesus like the lamb described in verse 5?
- Today, we take the sacrament to remember Jesus’s sacrifice. You could show your children a picture of the sacrament and talk about how this ordinance helps us remember Jesus Christ. You might help your children find the word “remember” in the sacrament prayers (see Moroni 4–5). Or sing together a favorite hymn about the sacrament, and help your children notice the peaceful feeling they have when they think about the Savior. How can we seek that feeling when we take the sacrament?

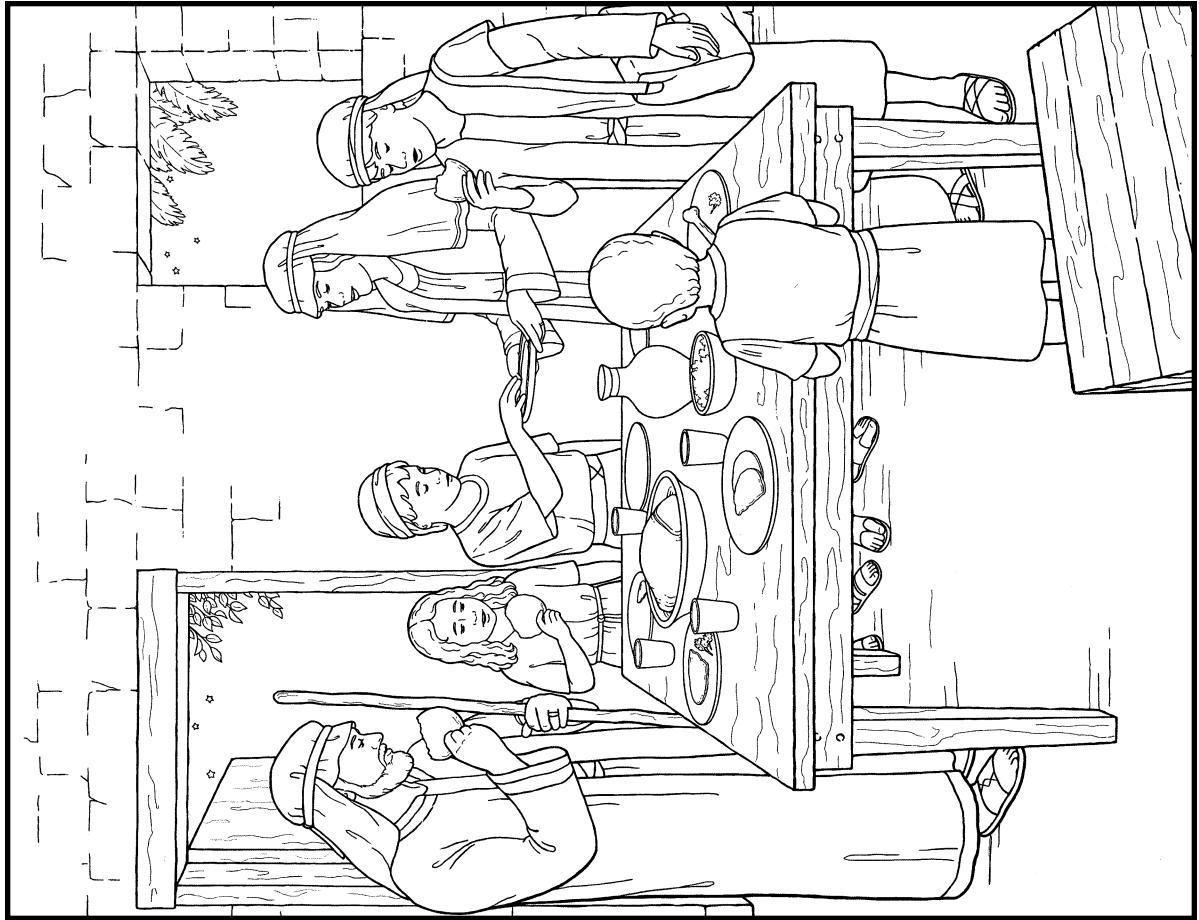
For more, see this month’s issue of the *Friend* magazine.



The Passover Supper, by Brian Call

The sacrament can help me remember Jesus (Exodus 12:1-13).

Color the pictures of children celebrating the Passover in ancient days and children taking the sacrament today.
The Passover and the sacrament help us remember Jesus.





APRIL 13–19: “STAND STILL, AND SEE THE SALVATION OF THE LORD”

Exodus 14–18

The Israelites were trapped. The Red Sea was on one side, and the army of Pharaoh was advancing on the other. Their escape from Egypt, it seemed, would be short lived. But God had a message for the Israelites that He wanted them to remember for generations: “Fear ye not. . . . The Lord shall fight for you” (Exodus 14:13–14).

Since that time, when God’s people have needed faith and courage, they have told this story. When Nephi wanted to inspire his brothers, he said, “Let us be strong like unto Moses; for he truly spake unto the waters of the Red Sea and they divided hither and thither, and our fathers came through, out of captivity, on dry ground” (1 Nephi 4:2). When King Limhi wanted his captive people to “lift up [their] heads, and rejoice,” he reminded them of this same story (Mosiah 7:19). So did Alma, when he wanted to testify to his son of God’s power (see Alma 36:28). And when we feel trapped—when we need a little more faith to “see the salvation of the Lord”—we can remember how “the Lord saved Israel that day” (Exodus 14:13, 30).



Ideas for Learning at Home and at Church

EXODUS 14; EXODUS 15:1–21

The Lord can do a “great work” in my life.

As you read Exodus 14:1–10, imagine how the Israelites might have felt as they saw Pharaoh’s army closing in. Perhaps you feel that you need a miracle

to survive a difficult challenge you are facing. What do you find in Exodus 14:13–31 that inspires you to seek God’s power in your life? Ponder how you have seen His power in the past. What have you learned about Him from these experiences?

Exodus 15:1–19 is a song of praise that the Israelites sang after the Lord parted the Red Sea. Which phrases in this song do you find especially meaningful? Maybe there's a hymn that you feel like singing when the Lord has done something amazing for you, such as "Redeemer of Israel" (*Hymns*, no. 6). Consider singing or listening to it as part of your worship today.

See also Doctrine and Covenants 8:2–3.

EXODUS 15:22–27; 16:1–15; 17:1–7

The Lord can make bitter things sweet.

Reading about Israel's journey might lead you to think about things in your life that have seemed "bitter" like the waters of Marah (see Exodus 15:23–27). How has the Lord made bitter things in your life sweet? What value have these experiences had in your life?

You'll notice more examples of bitter experiences for the Israelites in Exodus 16 and 17. It's tempting to be critical of their murmuring or complaining, but as you read, consider whether you have ever done the same thing. What do you learn from the Israelites' experiences that can help you murmur less and trust God more? What do these verses teach you about God?

See also 1 Nephi 2:11–12.



The Israelites gathering manna. Neo-gothic fresco, Trnava (detail)

EXODUS 16

The Lord offers me daily spiritual nourishment.

Since we all need to eat, the Lord often compares spiritual things to food. Look for His spiritual lessons in the Israelites' experiences with manna in Exodus 16. For example, what do you find in the Lord's instructions in Exodus 16:16, 19, 22–26 that applies to your spiritual nourishment?

To discover other lessons the Lord may want you to learn from this miracle, ponder questions like these:

- What does the Lord give me that is like the daily manna that He gave the Israelites?
- What can I do that is like gathering manna?

You may find additional insights in one or more of these videos: "Daily Bread: Pattern," "Daily Bread: Experience," and "Daily Bread: Change" (Gospel Library).

Think of other things, besides eating, that you do every day. Why do certain things have to be done daily to be effective? What do you feel inspired to do to seek daily spiritual experiences?

See also Dieter F. Uchtdorf, "Daily Restoration," *Liahona*, Nov. 2021, 77–79; "Daily Restoration" (video), Gospel Library.

EXODUS 17:1–7

Jesus Christ is my spiritual rock and living water.

Think about the Savior as you read Exodus 17:1–7. How is Jesus Christ like a rock to you? (see Psalm 62:6–7; Helaman 5:12). How is He like water? (see John 4:10–14; 1 Corinthians 10:1–4; 1 Nephi 11:25).

Look for physical objects that testify of Christ.

Whenever the scriptures describe things that could be symbols of Jesus Christ, like Exodus 17:1–7 does, it might be an opportunity for an object lesson. Looking at or touching a rock or water can make it easier to understand how these objects are like Jesus Christ. If you can involve multiple senses in learning, it will be more memorable and impactful.

EXODUS 17:8–16; 18:13–26**Disciples help each other “bear the burden” of doing the Lord’s work.**

There may be times in your life when you can relate to Moses—when others are depending on you, but

**Ideas for Teaching Children****EXODUS 14:5–22****The Lord can do a “great work” in my life.**

- When the Lord parted the Red Sea, Moses and the Israelites saw how powerful He is. Let your children help you think of a fun way to reenact the story from Exodus 14:5–22 (see also “The Passover” in *Old Testament Stories*, 70–74). Maybe you could set up chairs or blankets and “divide” them like the Red Sea. Then you could share with each other how you have seen God’s power in your lives.
- What does Doctrine and Covenants 8:2–3 add to our understanding of the story in Exodus 14?

your “hands [feel] heavy” (Exodus 17:12). Other times, you might be more like Aaron, Hur, and Jethro, who supported Moses. Put yourself in the position of each of these people as you read Exodus 17:8–16; 18:13–26, and see what the Lord teaches you about His work.

See also Mosiah 4:27; 18:8–9.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.

Consider telling your children about an experience when the Holy Ghost told you something in your mind or heart, and invite them to talk about their experiences. You could also sing a song about the Holy Ghost, such as “Let the Holy Spirit Guide” (*Hymns*, no. 143).

EXODUS 15:22–25**The Lord can make bitter things sweet.**

- Maybe you and your children could drink something sweet and something bitter while studying Exodus 15:22–25 together. How has the Savior made “bitter” experiences in our lives “sweet”?

EXODUS 15:23–25; 16:14–15; 17:1–6

Jesus is my Living Water, my Bread of Life, and my Rock.

- As you and your children read Exodus 15:23–25; 16:14–15; 17:1–6, let them help you find objects to help tell each story—like a branch (to heal the water at Marah), a jar or pot (to fill with manna), and a rock (for the water at Horeb). What do these stories remind us about what Jesus Christ does for us? As part of your discussion, you might read Matthew 7:24–27; John 4:10–14; 6:29–35, 48–51; Helaman 5:12; Doctrine and Covenants 20:77, 79.



One Before God, by Joseph Brickey (detail)

EXODUS 17:8–16; 18:13–26

I can help “bear the burden” of doing the Lord’s work.

- As you read Exodus 17:8–16, you could invite a child to hold their hands high in the air. When the child gets tired, other children could help, the way Aaron and Hur helped Moses. What does this story teach about how we can help God’s kingdom be successful? You could also read Exodus 18:13–26 and talk about the heavy responsibilities of people who serve in your ward. What can we do today to help our Church leaders, just as Aaron and Hur helped the prophet Moses?

For more, see this month’s issue of the *Friend* magazine.

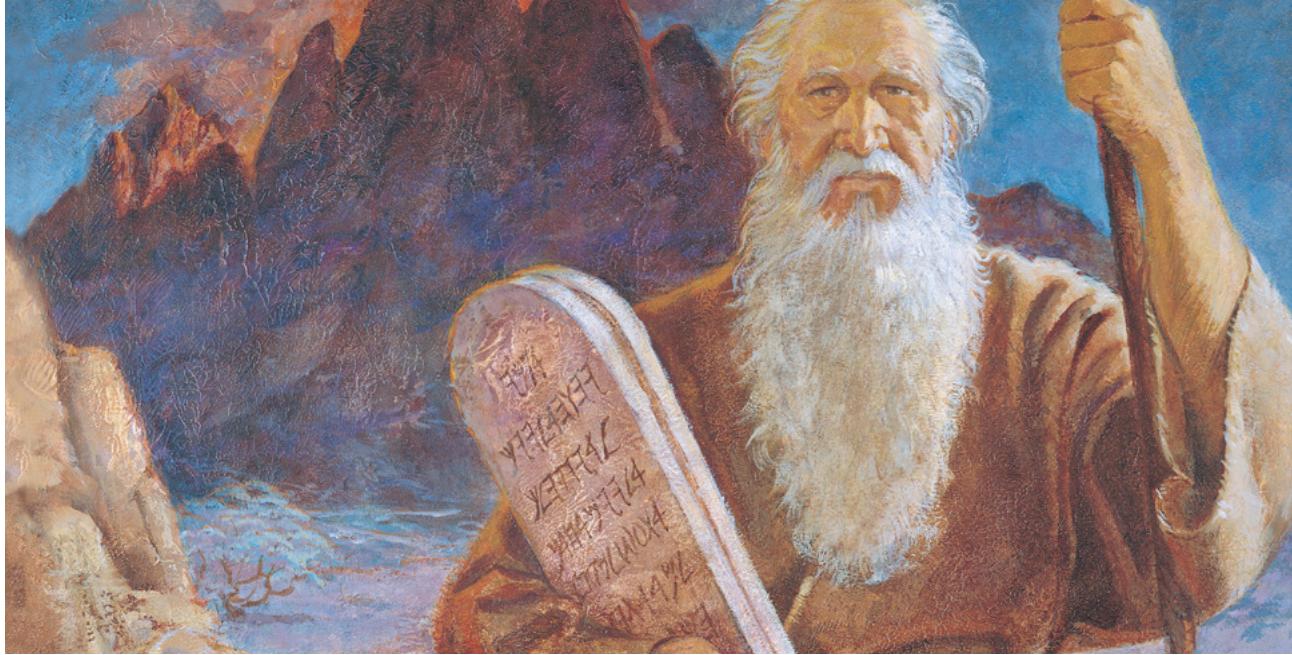


Crossing the Red Sea, by Otto Semler

The Lord can do a “great work” in my life (Exodus 14:5–22).

Color the picture and cut it out. Fold the picture on one of the dotted lines and bring that fold to the other dotted line to hide Moses and the children of Israel. Open the fold to see how God helped Moses lead His people through the Red Sea on dry ground. What are some amazing things the Lord has done in your life?





Moses and the Tablets, by Jerry Harston (detail)

APRIL 20–26: “ALL THAT THE LORD HATH SPOKEN WE WILL DO”

Exodus 19–20; 24; 31–34

Although the children of Israel had murmured and wavered in the past, when Moses read the law at the foot of Mount Sinai, they made this covenant: “All that the Lord hath said will we do, and be obedient” (Exodus 24:7). God then called Moses onto the mountain, telling him to build a tabernacle so “that I may dwell among them” (Exodus 25:8).

But while Moses was at the top of the mountain learning how the Israelites could have God’s presence among them, the Israelites were at the bottom of the mountain making a golden idol to worship instead. Soon after promising to “have no other gods,” they “turned aside quickly” from their promise (Exodus 20:3; 32:8; see also Exodus 24:3). It was a surprising turn, but we know from experience that faith and commitment can sometimes be overcome by impatience, fear, or doubt. As we seek the Lord’s presence in our lives, it is encouraging to know the Lord did not give up on ancient Israel and He will not give up on us and the people we love—for He is “merciful and gracious, longsuffering, and abundant in goodness and truth” (Exodus 34:6).



Ideas for Learning at Home and at Church

EXODUS 19:3–6

The Lord’s covenant people are a treasure to Him.

President Russell M. Nelson taught: “In the Old Testament, the Hebrew term from which *peculiar* was translated is *segullah*, which means ‘valued

property,’ or ‘treasure.’ . . . For us to be identified by servants of the Lord as his *peculiar* people is a compliment of the highest order” (“Children of the Covenant,” *Ensign*, May 1995, 34). How do President Nelson’s words affect the way you understand Exodus 19:3–6? How has the Lord shown you that He treasures you?

EXODUS 19:10-11, 17

Sacred experiences require preparation.

The Lord told Moses that the children of Israel needed to be prepared before they could “meet with God” (Exodus 19:10–11, 17) and keep a covenant with Him (see Exodus 19:5). How do you prepare for spiritual experiences, including the sacrament and temple ordinances? How can you help others prepare? What do you learn about preparation from Luke 6:12–13; Enos 1:2–6; Alma 17:2–3?



This mountain in Egypt is traditionally believed to be Mount Sinai.

EXODUS 20:1-17



Obedience to God's commandments brings blessings.

While the Israelites were gathered at the base of Mount Sinai, they heard the voice of God give the Ten Commandments (see Deuteronomy 4:12–13). These, of course, aren't God's only commandments—there are many others in the scriptures. So as you read Exodus 20:1–17, ask yourself why God emphasized these ten in particular. Here's a sample table you could use as you ponder the importance of the Ten Commandments in your life:

- How does keeping these ten commandments help you keep the two great commandments Jesus gave in Matthew 22:34–40?
- What are things that you may be tempted to put before God? What blessings have you seen from putting God first?
- How would you respond to someone who says the Ten Commandments were given a long time ago and do not apply today? What examples from your life would you share as part of your response? How might the hymn “How Gentle God’s Commands” (*Hymns*, no. 125) affect the way you explain God’s commandments to others?
- How has the Lord fulfilled the promise in Exodus 20:6 in your life?

See also “The Great Commandment—Love the Lord,” in *Teachings of Presidents of the Church: Ezra Taft Benson* (2014), 37–45; Dallin H. Oaks, “No Other Gods,” *Ensign* or *Liahona*, Nov. 2013, 72–75; Topics and Questions, “Commandments,” Gospel Library.

EXODUS 24:1–11

Making covenants shows my willingness to obey God’s law.

As you read Exodus 24:3–8, consider the covenants you have made with God. While Israel’s covenant



Ideas for Teaching Children

EXODUS 20:3–17

God gives me commandments because He wants me to be happy.

- How can you make learning about the Ten Commandments fun for your children? As you read Exodus 20:3–17 together, let your children

included rituals that are different from what God requires today, you may notice some similarities. For example, verses 4, 5, and 8 mention an altar, animal sacrifices, and blood. What could these things represent, and how do they relate to your covenants?

EXODUS 32–34

Sin is turning away from God; repentance is turning toward Him and away from evil.

Try to put yourself in the Israelites’ place—you’re in the wilderness, Moses has been gone for 40 days, and a confrontation with the Canaanites over the promised land is in your future (see Exodus 32:1–8). Why do you think the Israelites wanted a golden idol? What inspires you about Moses’s plea to the Lord in Exodus 33:11–17?

While the Israelites’ sin was serious, this story also includes a message of God’s mercy and forgiveness. What does Exodus 34:1–10 teach you about the Savior? (see Exodus 32:30–32; Mosiah 14:4–8; 15:9; Doctrine and Covenants 45:3–5).

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.

help you find or draw a picture to represent each of the Ten Commandments. Then your children could take turns choosing a picture and talking about how they can live that commandment. Share with each other how living that commandment brings you happiness.

- You could also sing a song like “Keep the Commandments” (*Children’s Songbook*, 146–47). Help your children find words in the song that teach them why God wants us to keep His commandments.

When children share spiritual experiences, their testimony grows. The questions you ask can encourage your children to share how they feel about the Savior and how living the gospel has blessed them (see *Teaching in the Savior’s Way*, 32). When they do this, they are bearing testimony. Consider how you can do this as you discuss the blessings that come from living the Ten Commandments.

EXODUS 20:12

The Lord wants me to honor my parents.

- Help your children learn the phrase “Honour thy father and thy mother” (Exodus 20:12). You may want to explain that to “honor” someone can mean to show respect for them or to bring them happiness. What did Jesus do to honor His mortal mother and His Heavenly Father? (see Luke 2:48–51; John 19:26–27). Perhaps your children could take turns acting out things they can do to honor their parents, while the other children guess what they are doing.

EXODUS 31:13, 16–17

Honoring the Sabbath is a sign of my love for the Lord.

- Your children might enjoy looking at examples of signs—such as road signs or signs on a building. What are the purposes of signs? Your children could then find the word “sign” in Exodus 31:13,

16–17. What did the Lord say is a sign between us and Him? Share with each other some of the ways you and your family try to show your love for the Lord on the Sabbath.



Illustration of Moses holding the Ten Commandments, by Sam Lawlor (detail)

EXODUS 32:1–8, 19–24; 34:6–7

I will not “turn aside” from God’s ways.

- Consider using “Moses on Mount Sinai” (in *Old Testament Stories*, 77–82) to help your children learn the story in Exodus 32:1–8, 19–24. Why was it wrong for the Israelites to worship a statue instead of God?
- It might be fun to create a path on the floor (or find one near your home) to illustrate these words from Exodus 32:8: “They have turned aside quickly out of the way.” While walking on the path, your children could talk about temptations we face to turn away from God. What helps us remain on God’s path—and return to it if we have strayed? (see Exodus 34:6–7).

For more, see this month’s issue of the *Friend* magazine.

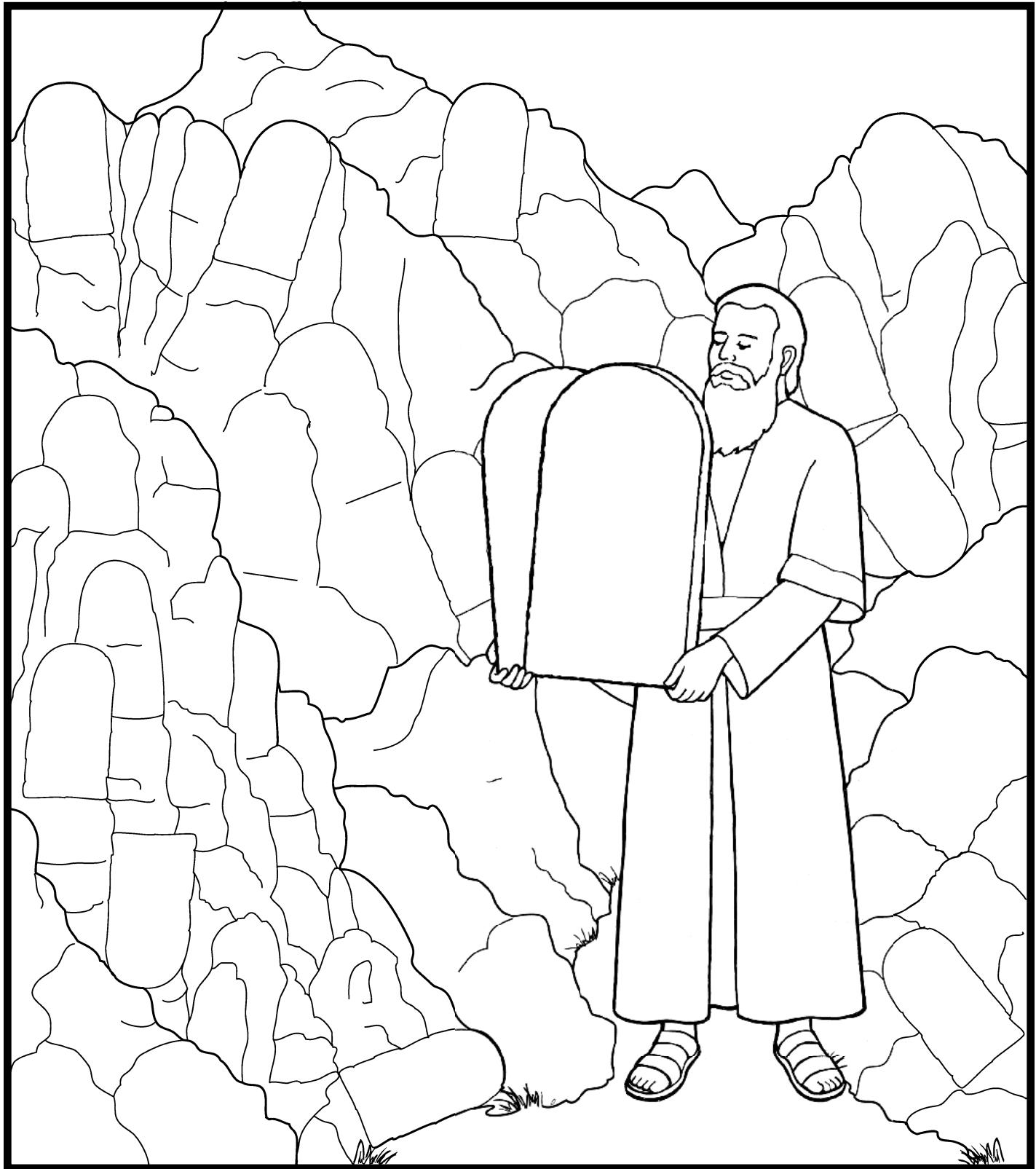


Worship of the Calf, by W. C. Simmonds

God gives me commandments because He wants me to be happy (Exodus 20:3-17).

Find and circle the ten tablets hidden among the rocks of Mount Sinai.

On Moses's tablets, write a commandment that you will try harder to remember and obey,
or draw a picture of you obeying a commandment.





THOUGHTS TO KEEP IN MIND

The Tabernacle and Sacrifice

As we read the Old Testament, we sometimes find long passages about things that were clearly important to the Lord but may not feel immediately relevant to us today. Exodus 25–30; 35–40 and Leviticus 1–9; 16–17 are examples. These chapters describe in detail Israel’s tabernacle in the wilderness and the animal sacrifices to be performed there.¹ The tabernacle was a portable temple, the Lord’s dwelling place among His people.

Our modern temples share similarities with Israel’s tabernacle, but they certainly don’t match its description in Exodus. And we don’t kill animals in our temples—the Savior’s Atonement ended animal sacrifice almost 2,000 years ago. Yet despite these differences, there is great value today in reading about ancient Israel’s forms of worship, especially if we

see them as God’s people in the Book of Mormon did—as a way “to strengthen their faith in Christ” (Alma 25:16).² When we understand the symbolism of the tabernacle and animal sacrifice, we can gain spiritual insights that will also strengthen our faith in Christ.



Sacrifice of a Lamb, by Robert T. Barrett

The Tabernacle Strengthens Faith in Jesus Christ

When God commanded Moses to build a tabernacle in the camp of the Israelites, He stated its purpose: “that I may dwell among them” (Exodus 25:8). Within the tabernacle, the presence of God was represented by the ark of the covenant—a wooden box, covered with gold, containing the written record of God’s covenant with His people.³ The ark was kept in the holiest, innermost room, separated from the rest of the tabernacle by a veil. This veil can symbolize our separation from the presence of God because of the Fall, as well as our way back to Him—through the Savior.⁴

Other than Moses, we know of only one person who could enter that “most holy place” (Exodus 26:34)—the high priest. Like the other priests, he first had to be washed and anointed⁵ and dressed in sacred clothing symbolic of his office.⁶ Once a year, on a day called the Day of Atonement, the high priest would offer sacrifices on behalf of the people before entering the tabernacle alone. At the veil, he would burn incense.⁷ The scented smoke ascending to heaven represented the prayers of the people ascending to God.⁸ Then the high priest, carrying blood from an animal sacrifice, would pass through the veil and approach the throne of God, symbolized by the ark of the covenant.⁹

Knowing what you know about Jesus Christ and His role in Heavenly Father’s plan, can you see how the tabernacle points us to the Savior? Just as the tabernacle, and the ark within it, represented God’s presence among His people, Jesus Christ *was* God’s presence among His people.¹⁰ Like the high priest, Jesus Christ is the Mediator between us and God the Father. He passed through the veil to make intercession for us by virtue of the blood of His own sacrifice.¹¹

Some aspects of Israel’s tabernacle may sound familiar to you, especially if you have been to the temple to receive your own ordinances. The temple is the house of the Lord—His dwelling place among His people. Like the tabernacle’s most holy place, the temple’s celestial room represents the presence of God. To enter, we must first be washed and anointed. We wear sacred clothing. We make covenants. We pray at an altar from which prayers ascend to God. And we finally pass through a veil into God’s presence.

Perhaps the most important similarity between modern temples and the ancient tabernacle is that both, if understood correctly, strengthen our faith in Jesus Christ and fill us with gratitude for His atoning sacrifice. God wants all of His children to enter into His presence; He wants “a kingdom of priests” and priestesses (Exodus 19:6). But our sins prevent us from obtaining that blessing, for “no unclean thing can dwell with God” (1 Nephi 10:21). So God the Father sent Jesus Christ, our “high priest of good things to come” (Hebrews 9:11). He parts the veil for us and empowers *all* of God’s people to “come boldly unto the throne of grace, that we may obtain mercy” (Hebrews 4:16).

Today, the purpose of temples is more than obtaining exaltation for ourselves. After receiving our own ordinances and making covenants with God, we can stand in the place of our ancestors and receive ordinances on their behalf. In a sense, we can become something like the ancient high priest—and the Great High Priest—opening the way to God’s presence for others.

Sacrifice Strengthens Faith in Jesus Christ

The principles of atonement and reconciliation are taught powerfully in the ancient practice of animal sacrifice, which existed long before the law of Moses. Adam and Eve offered sacrifice. They understood its symbolic reference to the Savior’s sacrifice. And they taught this to their children.¹²

The symbolism of animal sacrifice may have seemed especially poignant on ancient Israel’s Day of Atonement (“Yom Kippur” in Hebrew). The need for this annual ceremony was expressed in Leviticus 16:30: “On that day shall the priest make an atonement for you, to cleanse you, that ye may be clean from all your sins before the Lord.” This allowed God’s presence to remain among the people. This atonement was accomplished through a variety of ceremonies. In one of these, a goat was killed as an offering for the sins of the people, and the

high priest took the goat’s blood into the most holy place. Later, the high priest laid his hands on a live goat and confessed the sins of the children of Israel—symbolically transferring those sins to the goat. The goat was then driven out of the camp of Israel.

In these rituals, the goats symbolized Jesus Christ, taking the place of the sinful people. Sin must not be allowed in God’s presence. But rather than destroy or drive out the sinners, God provided another way—a goat would be killed or driven out instead. “And the goat shall bear upon him all their iniquities” (Leviticus 16:22).

These rituals pointed to the way God has provided to bring us back into His presence—Jesus Christ and His Atonement. The Savior has “borne our griefs, and carried our sorrows,” even “the iniquity of us

all” (Isaiah 53:4, 6). He stood in our place, gave His life to pay the penalty of sin, and then conquered death through His Resurrection.¹³ The sacrifice of Jesus Christ was the “great and last sacrifice; yea, not a sacrifice of man, neither of beast” but rather “an infinite and eternal sacrifice” (Alma 34:10). He was the fulfillment of everything the ancient sacrifices pointed toward.



For this reason, after His sacrifice was complete, He said, “Ye shall offer up unto me no more the shedding of blood; yea, your sacrifices . . . shall be done away. . . . And ye shall offer for a sacrifice unto me a broken heart and a contrite spirit” (3 Nephi 9:19–20).

So when you find passages in the Old Testament about sacrifices and the tabernacle (or, later, the temple)—and you’ll find a lot of them—remember that the primary purpose of it all is to strengthen your faith in the Messiah, Jesus Christ. Connect what you read and learn with your worship in His house. Let your heart and your mind turn to Him. Ponder

what He has done to bring you back into God’s presence—and what you will do to follow Him.

Notes

1. Exodus 33:7–11 mentions a “tabernacle of the congregation,” where Moses communicated with the Lord, but this was not the setting for the sacrifices described in Exodus and Leviticus. Those sacrifices were performed in the tabernacle described in Exodus 25–30, which God commanded Moses and the children of Israel to build (see Exodus 35–40). This tabernacle, where Aaron and his sons performed animal sacrifices, was also often referred to as the “tabernacle of the congregation” (see, for example, Exodus 28:43; 38:30; Leviticus 1:3).
2. See also Jacob 4:5; Jarom 1:11.
3. See Exodus 25:10–22.
4. See Hebrews 10:19–20.
5. See Exodus 40:12–13.
6. See Exodus 28.
7. See Leviticus 16:12.
8. See Psalm 141:2.
9. See Leviticus 16:14–15.
10. See John 1:14.
11. See Hebrews 8–10.
12. See Moses 5:4–12; see also Genesis 4:4.
13. See Mosiah 15:8–9.



Rio de Janeiro Brazil Temple

APRIL 27–MAY 3: “HOLINESS TO THE LORD”

Exodus 35–40; Leviticus 1; 4; 16; 19

Leaving Egypt—as important as that was—didn’t fully accomplish God’s purposes for the children of Israel. Even a comfortable life in the promised land wasn’t God’s ultimate goal for them. These were only steps toward what God really wanted for His people: “Ye shall be holy: for I the Lord your God am holy” (Leviticus 19:2). How did God plan to make His people holy after they had lived in captivity for generations? He commanded them to create a place of holiness in the wilderness—a tabernacle. He gave them covenants and laws to guide their actions and change their hearts. And He commanded them to make animal sacrifices to teach them about atonement for their sins. All of this was meant to point their minds, hearts, and lives toward the Savior. He is the true path to holiness, for the Israelites and for us. We have all spent some time in the captivity of sin, and we are all invited to leave sin behind and follow Jesus Christ, who has promised, “I am able to make you holy” (Doctrine and Covenants 60:7).



Ideas for Learning at Home and at Church

EXODUS 35–40; LEVITICUS 19

The Lord wants me to become holy.

Exodus 35–40 describes the Israelites’ efforts to build a tabernacle, where sacred ordinances would help them become a holy people. As you read these

chapters, look for the things the Lord asked His people to place in the tabernacle. What might these items represent? What do they suggest to you about increasing in holiness? Especially consider how these items turn your thoughts toward the Savior. A table like this might help you:

What object did you find?	What can this represent?
Ark of the covenant (Exodus 37:1–9; 40:20–21)	_____ (See Exodus 25:20–22; Guide to the Scriptures, “Ark of the Covenant”)
Altar of incense (Exodus 40:26–27; see also Exodus 30:1, 6–8)	_____ (See Revelation 8:3–4)
Candlestick or lampstand (Exodus 37:17–24)	_____ (See Matthew 5:14–16; John 8:12)
Altar of sacrifice (Exodus 38:1–7; see also Exodus 27:1; 29:10–14)	_____ (See Guide to the Scriptures, “Sacrifice”)
Laver (basin) of water (Exodus 30:17–21)	_____ (See 2 Chronicles 4:6; Isaiah 1:16; Jeremiah 33:8)

Of course, simply being in holy places doesn’t make us holy. Leviticus 19 describes laws and commandments the Lord gave to help the Israelites increase in holiness. What do you find in these commandments that could help you seek holiness from the Lord? What do you feel impressed to do to more fully live these principles?

See also Henry B. Eyring, “Holiness and the Plan of Happiness,” *Liahona*, Nov. 2019, 100–103; “The Tabernacle” (video), Gospel Library.

Use sacred music. Music has great power to invite the influence of the Spirit and build faith in Jesus Christ. The messages in hymns often reinforce the doctrine in the scriptures. For instance, singing a hymn like “More Holiness Give Me” (*Hymns*, no. 131) can reinforce some of the messages taught in Leviticus 19. It can also help you think about what it means to become more holy like the Savior and ponder how He is helping you increase in holiness.

EXODUS 35:4–35; 36:1–7

The Lord asks me to make my offerings with a willing heart.

In the year after leaving Egypt, the relationship of the children of Israel with Jehovah could be described as inconsistent. And yet, as you read Exodus 35:4–35 and 36:1–7, notice how the Israelites responded to the commandment to build the tabernacle. What do you learn from the Israelites that could help you better serve the Lord?

He may not ask you for precious metals, linens, or wood for a tabernacle. What has the Lord given you, and what is He asking you to offer? When has your “heart stirred [you] up to come unto the work”?

See also Topics and Questions, “Sacrifice,” Gospel Library.



The children of Israel gave offerings for the tabernacle with “a willing heart” (Exodus 35:5). Illustration by Corbert Gauthier, © Lifeway Collection/licensed from goodsalt.com

EXODUS 40:12–14**Temple ordinances were given anciently.**

Exodus 40:12–14 refers to ancient ordinances that are also administered in our day in the house of the Lord. Here are some additional verses that can help you learn about how these ordinances testify of Jesus Christ:

- Washing: Psalm 51:2; Ezekiel 36:25–27
- Clothing in holy garments: Isaiah 61:10; Matthew 22:11–14; Revelation 19:7–8
- Anointing: Luke 4:18–19; Acts 10:38

LEVITICUS 1:1–9; 4; 16**Because of the sacrifice of Jesus Christ, I can be forgiven.**

Much of the book of Leviticus may seem strange to us—animal sacrifices, rituals involving blood and water, and laws governing small details of life. But these rituals and laws were meant to teach principles

that are familiar—repentance, holiness, and the Savior’s Atonement. To find these principles as you read Leviticus 1:1–9; 4; 16, consider questions like these:

- What words or phrases do I find that remind me of Jesus Christ and His atoning sacrifice?
- What do I learn from these sacrifices about the Savior’s sacrifice?
- How am I like the people who made these sacrifices?

The Lord doesn’t require animal sacrifices anymore. But sacrifice is still an important principle of the gospel. To learn about the kinds of sacrifice the Lord does require, study 3 Nephi 9:19–20; Doctrine and Covenants 64:34. How are you offering these kinds of sacrifices? What does Moses 5:7 teach you about how you should view your sacrifices?

See also “Thoughts to Keep in Mind: The Tabernacle and Sacrifice.”

**Ideas for Teaching Children****EXODUS 35:20–29; 36:1****God has given me gifts to help with His work.**

- At the end of this outline is a picture of the Israelites’ wilderness tabernacle. You might want to look at it with your children and ask them what materials would have been needed to build the tabernacle. Then you could read together Exodus 35:20–29 to find out how these materials

were provided. How has the Lord invited us to contribute to building His kingdom?

- Consider reading with them Exodus 36:1 to find out what the Lord gave Bezaleel and Aholiab to help build the tabernacle. You could then talk with your children about what you feel the Lord has given them to help build His kingdom. How can we use these things to bless others?



Rome Italy Temple

EXODUS 40:17–34

I can feel the Lord's presence in holy places.

- Exodus 40:17–34 lists things that were part of the Israelites' tabernacle. Maybe you and your children could find them in these verses and in the picture of the tabernacle at the end of this outline. Talk about how each part of the tabernacle could teach about the Savior or Heavenly Father. For example, the ark of testimony could remind us of God's commandments, the altar could remind us of Jesus Christ's sacrifice, and so on.
- What holy places do we have today that help us feel closer to Jesus Christ? As part of this conversation, you could watch together the video "Temples" (Gospel Library). You could also sing

a song like "Holy Places" (Gospel Library). Share with each other how you feel about sacred places like the temple.

LEVITICUS 1:1–4

Because of the sacrifice of Jesus Christ, I can be forgiven.

- The animal sacrifices described in the Old Testament were meant to teach the children of Israel about forgiveness through Jesus Christ. Consider how reading about these sacrifices could do the same for your children. You could show pictures of Jesus Christ in Gethsemane and on the cross (see *Gospel Art Book*, nos. 56, 57) as you read with the children Leviticus 1:1–4. Help them find words or phrases that remind them of the sacrifice of Jesus Christ.
- You might also read together 3 Nephi 9:19–20 to find out what we are commanded to sacrifice instead of animals. What does it mean to offer a broken heart and contrite spirit to the Lord? See Guide to the Scriptures, "Broken Heart" (Gospel Library) for help answering this question.

For more, see this month's issue of the *Friend* magazine.

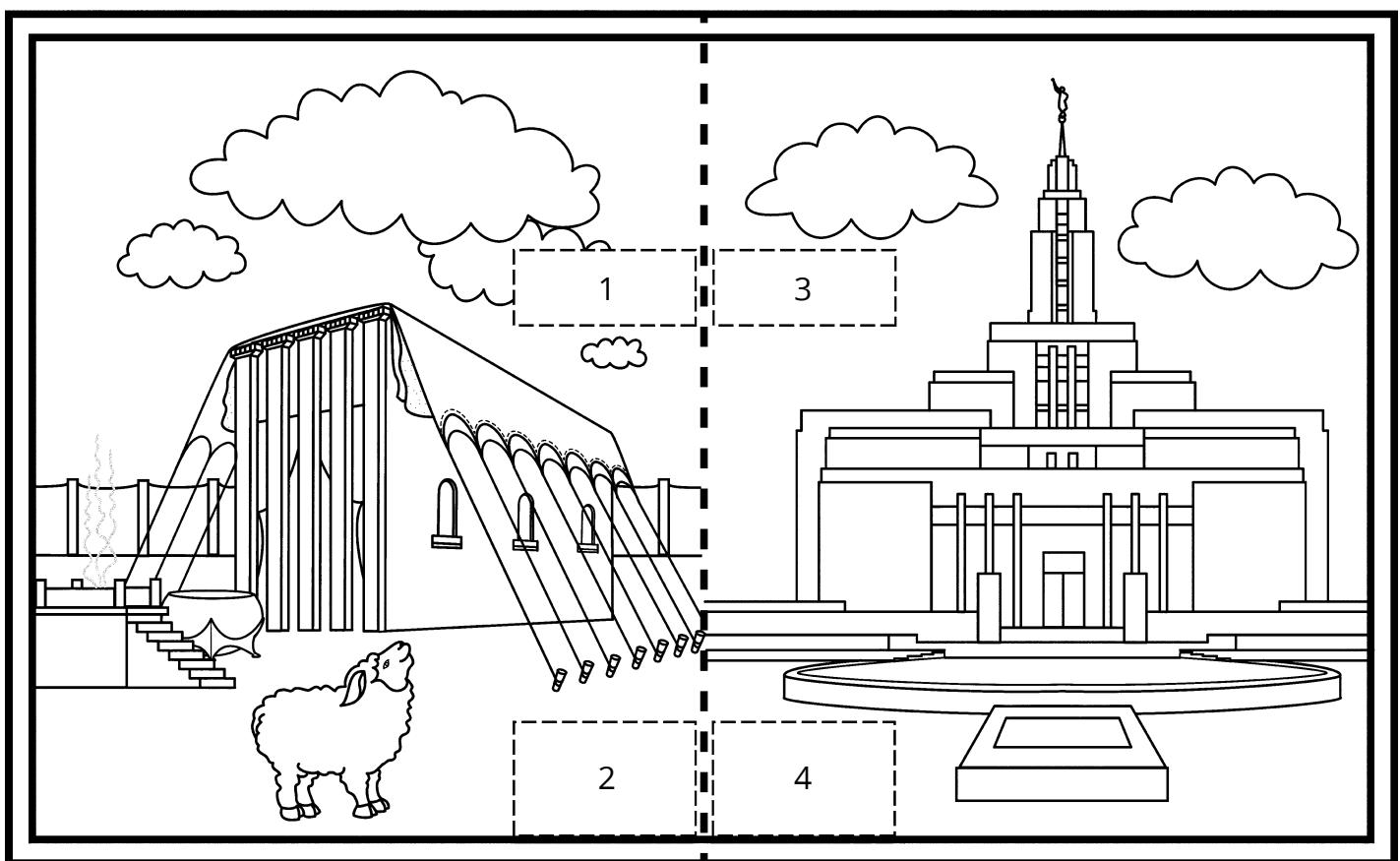
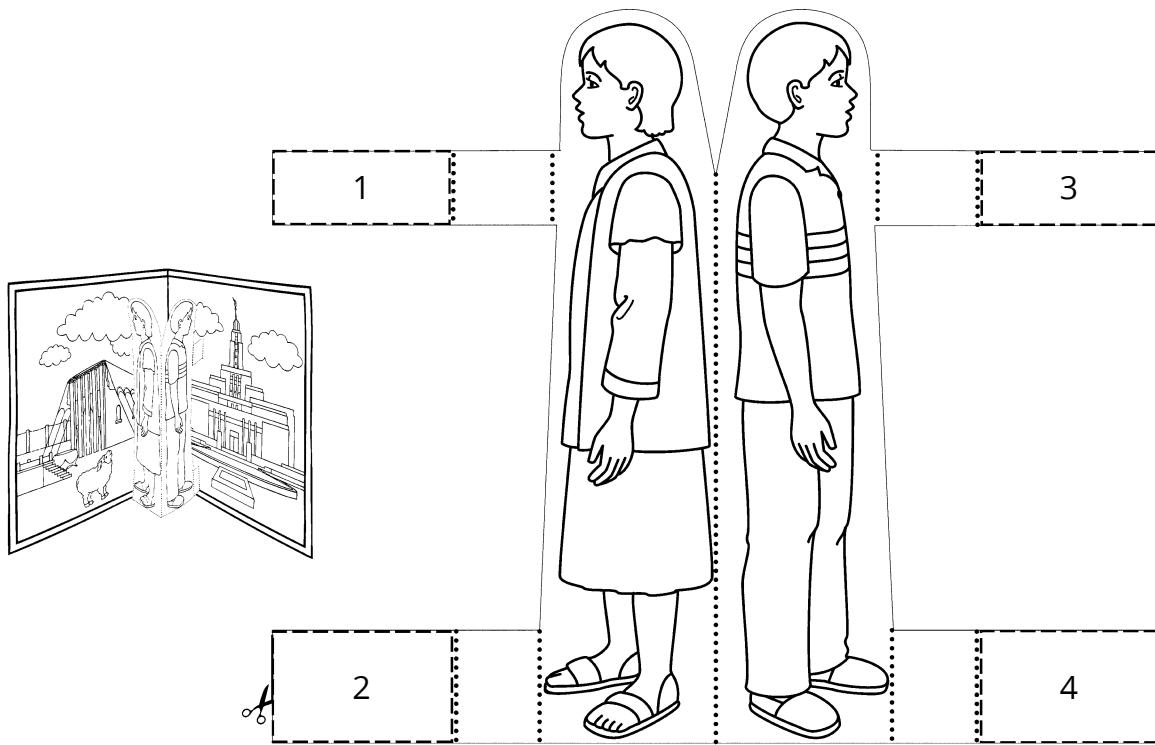


The Ancient Tabernacle, by Bradley Clark

I can feel God's presence in holy places (Exodus 40:17-34).

Color the pictures and cut them out. Fold the pictures of the children on the dotted lines, and glue the numbered tabs to their matching numbers on the pictures of the temples.

Then fold the pictures of the temples on the dotted line as shown below.





Desert near the Sinai Peninsula

MAY 4-10: "REBEL NOT YE AGAINST THE LORD, NEITHER FEAR"

Numbers 11-14; 20-24; 27

Even on foot, it wouldn't take 40 years to travel from the wilderness of Sinai to the promised land in Canaan. But that's how long the children of Israel needed—not to cover the geographical distance but to cover the spiritual distance: the distance between who they were and who they could become as God's covenant people.

The book of Numbers describes some of what happened during those 40 years, including lessons the children of Israel needed to learn before entering the promised land. They learned about being faithful to the Lord's servants (see Numbers 12). They learned about trusting the Lord's power, even when the future seems hopeless (see Numbers 13–14). And they learned that being faithless brings spiritual harm, but they could repent and look to the Savior for healing (see Numbers 21:4–9).

We're all like the Israelites in some ways. We know what it's like to be in a spiritual wilderness, and the lessons they learned can help us prepare to enter our promised land: eternal life with our Heavenly Father.



Ideas for Learning at Home and at Church

NUMBERS 11:11-17, 24-29; 12

Revelation is available to everyone, but God guides His Church through His prophet.

In Numbers 11:11–17, 24–29, notice the problem Moses faced and the solution God proposed.

What do you think Moses meant when he said he wished “that all the Lord’s people were prophets”? (verse 29). As you ponder this question, look for possible answers in President Russell M. Nelson’s message “Revelation for the Church, Revelation for Our Lives” (*Ensign* or *Liahona*, May 2018, 93–96).

Saying we can all receive revelation, however, doesn't mean we all can lead God's people the way Moses did. The event in Numbers 12 makes this clear. What cautions do you find in this chapter? What do you feel the Lord wants you to understand about personal revelation and following His prophet?

See also 1 Nephi 10:17; Doctrine and Covenants 28:1–7; Dallin H. Oaks, "Two Lines of Communication," *Ensign* or *Liahona*, Nov. 2010, 83–86.

Focus on what's most important. Some people get overwhelmed with the weekly reading suggestions in *Come, Follow Me*. As you review the outlines, follow the Spirit. Consider your own needs and the needs of the people you may be teaching. Understanding and fully applying *one* principle in a week could be more helpful than reading several chapters only superficially.

NUMBERS 12:3

"Moses was very meek."

Some people are surprised to learn that Moses, the mighty leader who stood before Pharaoh and performed stunning miracles with the Lord's power, was also "very meek" (Numbers 12:3). What does it mean to be meek? Consider studying Elder David A. Bednar's explanation in "Meek and Lowly of Heart" (*Ensign* or *Liahona*, May 2018, 30–33) or "Meek, Meekness" in Guide to the Scriptures (Gospel Library).

What do you learn from Moses's examples of meekness in Exodus 18:13–25; Numbers 11:26–29; Numbers 12; Hebrews 11:24–27; and Moses 1:10–11? You might also ponder how the Savior showed meekness (see Matthew 11:29; 27:11–14; Luke 22:41–42; John 13:4–5). What do these examples teach you?

NUMBERS 13:14

With faith in the Lord, I can have hope for the future.

As you read Numbers 13–14, try to put yourself in the place of the Israelites. Why do you think they wanted to "return into Egypt"? (Numbers 14:3). How would you describe the other "spirit" Caleb had? (Numbers 14:24). What impresses you about the faith of Caleb and Joshua, and how might you apply their examples to situations you face?



Ten of the Israelite spies were afraid; Joshua and Caleb had faith. *Joshua and Caleb: Obedient Spies*, by Douglas Klauba. © Lifeway Collection/licensed from goodsalt.com

NUMBERS 21:4–9

If I look to Jesus Christ in faith, He can heal me spiritually.

Book of Mormon prophets knew the story found in Numbers 21:4–9 and understood its spiritual significance. Read their teachings about this story in 1 Nephi 17:40–41; Alma 33:18–22; and Helaman 8:13–15. Here are some questions to ponder as you do:

- What could the brass serpent represent?
- What might the snakebites represent?
- The Israelites had to "[behold] the serpent of brass" (Numbers 21:9) to be healed. Why do you think some people refused to look? Does something similar ever happen to you?

- What do you feel inspired to do to more fully “look upon the Son of God with faith” and be healed? (*Helaman 8:15*).

Reading these passages might remind you of other times in the scriptures when people needed to keep their focus on Christ. For example, compare the message of Numbers 21:4–9 with Matthew 14:25–31 and 1 Nephi 8:24–28 (see also the pictures at the end of this week’s outline). What tends to draw us away from Christ? How does He bless people who stay focused on Him?

See also “Jesus, the Very Thought of Thee” (*Hymns*, no. 141).

NUMBERS 22-24

I can follow God’s will, even if others try to persuade me not to.

When Balak, the king of Moab, learned that the Israelites were approaching, he called for Balaam, a man known for pronouncing blessings and curses. Balak wanted him to curse the Israelites. Notice how Balak tried to persuade Balaam (see Numbers 22:5–7, 15–17), and think about temptations you might face to go against God’s will. What impresses you about Balaam’s responses in Numbers 22:18, 38; 23:8, 12, 26; 24:13? Sadly, Balaam eventually gave in to pressure and betrayed Israel (see Numbers 31:16; Jude 1:11). Ponder how you can remain faithful to the Lord despite pressure from others.



Ideas for Teaching Children

NUMBERS 11:4-10

I can be thankful for what God has given me.

- Ask your children if they remember some of the miracles the Lord performed to help the Israelites (see “The Plagues of Egypt” and “The Passover” in *Old Testament Stories*, 67–74). Then you could summarize for them Numbers 11:4–10, emphasizing that the Israelites had forgotten their blessings and were complaining. What blessings do we sometimes forget?
- As you sing or listen to a song about gratitude, such as “Count Your Blessings” (*Hymns*, no. 241), your children could draw pictures of blessings the Lord has given them.

NUMBERS 12

The Lord wants me to follow His prophet.

- To introduce Numbers 12, you could tell your children that the Lord was unhappy with Aaron and Miriam, Moses’s brother and sister. Invite them to read Numbers 12:1–8 to find out why. Consider using the *Gospel Art Book* to help your children find examples of people in the scriptures who respected the Lord’s prophet and were blessed. How are we blessed when we follow the Lord’s prophet?

NUMBERS 21:6-9

I can look to Jesus Christ.

- You could use “Moses and the Brass Serpent” in *Old Testament Stories*, 83–84, to help your children learn what happened in Numbers 21:6–9. How is the brass serpent like Jesus Christ? (see John 3:14–15). Your children might enjoy making a serpent out of paper and writing on it some simple things they can do to “look upon the Son of God with faith” (Helaman 8:15).
- Older children could choose one of the following scriptures and share what it adds to their understanding of the story: 1 Nephi 17:41; Alma 33:18–20; Helaman 8:13–15; Doctrine and Covenants 6:36.



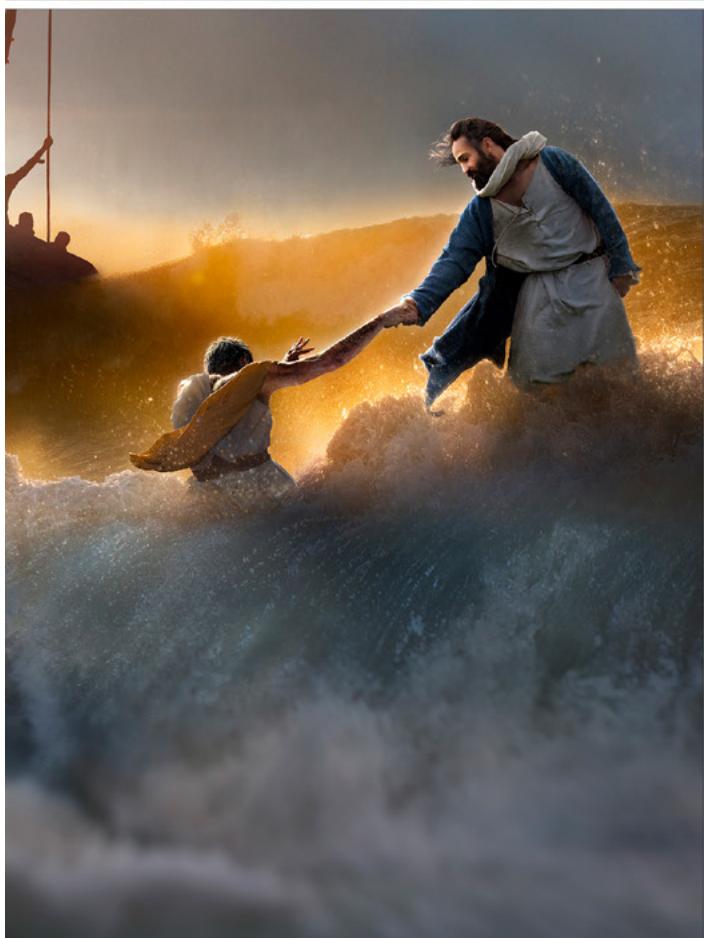
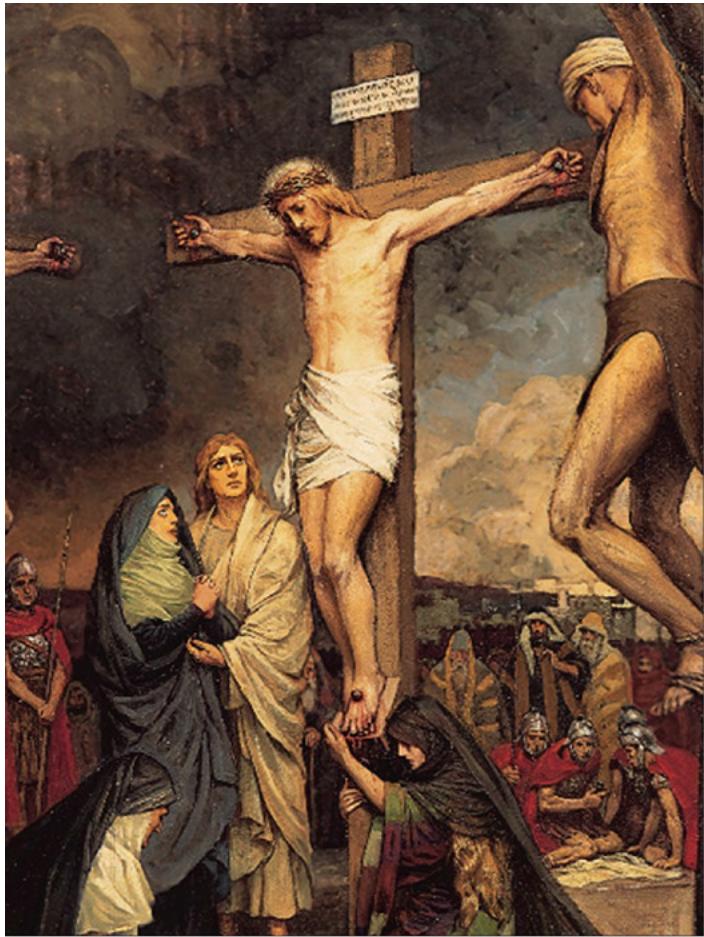
Bronze Serpent, by Brent Evans

NUMBERS 22-24

I can follow God’s will, even if others try to persuade me not to.

- Summarize Numbers 22:1–18 for your children, emphasizing how Balaam refused to curse God’s people, even though Balak, the king of Moab, offered him honor and riches. Then you could help your children search the following verses for phrases that they feel show that Balaam wanted to follow God: Numbers 22:18; 23:26; 24:13. Perhaps your children could pick one phrase they like and write it on a card to help them remember to obey the Lord.

For more, see this month’s issue of the *Friend* magazine.



Top left: *The Crucifixion of Christ*. Top right: *Moses and the Brass Serpent*, by Judith Mehr. Bottom left: *Finisher of Faith*, by Kelsy and Jesse Lightweave. Bottom right: *Lehi's Dream*, by Jerry Thompson

I can look to Jesus Christ (Numbers 21:6–9).

Color the pictures. Just as the children of Israel looked at the serpent to be healed, “as many as should look upon the Son of God with faith, having a contrite spirit, might live, even unto that life which is eternal” (Helaman 8:15).





Moses on Mount Nebo, by John Steel, © Providence Collection/licensed from goodsalt.com

MAY 11-17: "BEWARE LEST THOU FORGET THE LORD"

Deuteronomy 6-8; 15; 18; 29-30; 34

Moses's earthly ministry began on a mountain, when God spoke to him from a burning bush (see Exodus 3:1–10). It also ended on a mountain, more than 40 years later, when God gave him a glimpse of the promised land from the top of Mount Nebo (see Deuteronomy 34:1–4). Moses had spent his life preparing the children of Israel to enter that promised land, and the book of Deuteronomy records his final instructions, reminders, exhortations, and pleadings with the Israelites. Reading his words makes it clear that the real object of Moses's ministry—the preparation the people needed—wasn't about wilderness survival, conquering enemies, or building a nation. It was about learning to love God, obey Him, and remain loyal to Him. That's the preparation we all need to enter the promised land of eternal life. So although Moses never set foot in the “land flowing with milk and honey” (Exodus 3:8), because of his faith and faithfulness, he did enter the promised land that God has prepared for all those who follow Him.



Ideas for Learning at Home and at Church

**DEUTERONOMY 6:4-7; 8:2-5, 11-17; 29:18-20;
30:6-10, 14-20**

 **“Love the Lord thy God with all thine heart.”**

The law of Moses included many outward ceremonies and rituals. As you'll see in Moses's counsel in Deuteronomy, the Lord was also concerned about His people's inward state—the spiritual condition of their hearts.

In the passages below, look for the word *heart*, and ponder what it might symbolize. You might think of these passages as a kind of spiritual checkup on your heart. What diagnosis would you give yourself? What treatments would you prescribe to improve the spiritual health of your heart? Write down your impressions:

- Deuteronomy 6:4–7: _____
- Deuteronomy 8:2–5: _____
- Deuteronomy 8:11–17: _____
- Deuteronomy 29:18–20: _____
- Deuteronomy 30:6–10: _____
- Deuteronomy 30:14–20: _____

One way to organize your thoughts could be to draw a heart and write inside it things that the Lord says you should have in your heart. Then you could write outside it things that you should keep out of your heart.

How do you show that you love God with all your heart? For ideas, see “Love God, love your neighbor” in *For the Strength of Youth: A Guide for Making Choices*, 10–12.

See also M. Russell Ballard, “Lovest Thou Me More Than These?,” *Liahona*, Nov. 2021, 51–53.

Seek your own spiritual insights. *Come, Follow Me* suggests passages and principles to focus on in the scriptures, but don’t let that limit your study. As you read Deuteronomy, you might discover a principle that is not highlighted here. Let the Spirit guide you to what you need to learn.

DEUTERONOMY 6:4–12, 20–25

“Beware lest thou forget the Lord.”

Most of the Israelites who would enter the promised land had not seen the plagues in Egypt or crossed the Red Sea. Moses knew that they—and future generations—would need to remember God’s miracles and God’s laws to remain God’s people.

What counsel do you find in Deuteronomy 6:4–12, 20–25 that could help you remember the great things God has done for you? What are you inspired

to do so that the word of the Lord will daily “be in thine heart”? (verse 6).

You might also study Brother Jan E. Newman’s message “Preserving the Voice of the Covenant People in the Rising Generation” (*Liahona*, Nov. 2023, 36–38) and consider how you will pass your faith in Christ to future generations.

See also Deuteronomy 11:18–21; Dale G. Renlund, “Consider the Goodness and Greatness of God,” *Ensign* or *Liahona*, May 2020, 41–44; Bible Dictionary, “Frontlets or phylacteries.”

DEUTERONOMY 15:1–15

Helping people in need involves generous hands and willing hearts.

We haven’t yet arrived at the day “when there shall be no poor among you” (Deuteronomy 15:4), so the principles about helping the poor in Deuteronomy 15 are still valuable, even if the particular practices have changed. Notice what verses 1–15 teach about why we help people in need and what our attitude should be about it.

What does it mean to “open thine hand wide” to people in need? (verses 8, 11). What do you learn from the Lord’s example about helping people in need? (see verse 15).

See also “Have I Done Any Good?,” *Hymns*, no. 223.

DEUTERONOMY 18:15–19

Moses was “like unto” Jesus Christ.

Peter, Nephi, Moroni, and the Savior Himself all commented on the prophecy in Deuteronomy 18:15–19 (see Acts 3:20–23; 1 Nephi 22:20–21; Joseph Smith—History 1:40; 3 Nephi 20:23). What do you learn about the Savior from these verses? Think about what you’ve read about Moses over the past few weeks. How is Moses “like unto” Jesus Christ?



Jesus Christ told His people in ancient America, "I am he of whom the prophet Moses spake" (3 Nephi 20:23).

DEUTERONOMY 29:9; 30:15-20

The Lord invites me to choose between good and evil.

It might be interesting to compare Moses's words in Deuteronomy 29:9; 30:15–20 with some of Lehi's final teachings to his family in 2 Nephi 2:26–29; 4:4. How did Lehi expand on what Moses taught? What do you find in these passages that inspires you to "choose life"? (Deuteronomy 30:19).



Ideas for Teaching Children

DEUTERONOMY 6:5

I can love God with all my heart.

- To help your children understand Deuteronomy 6:5, you could draw a heart, an outline of a body, and a strong arm. Your children could point to the pictures as you read the words "heart," "soul," and "might" in the verse. How do we show the Lord that we love Him with all our heart, soul, and might?

DEUTERONOMY 6:6-15

I can keep the word of God in my heart.

- Read with your children the Lord's counsel to the Israelites to put scripture passages where they would see them every day (see Deuteronomy 6:6–9). This might inspire you and your children to think of ways to make sure you don't "forget

the Lord" (verse 12) and to remember what He has done for you.

- You might point out that Deuteronomy 6:13, 16 and 8:3 helped the Savior during an important moment in His life. To see how, read together Matthew 4:1–10. Then you could share with each other some scripture passages that have helped you in times of need.



DEUTERONOMY 18:15–18

Prophets teach us about Jesus Christ.

- As you read Deuteronomy 18:18 together, help your children understand that the Prophet like Moses in this verse is Jesus Christ. Maybe you could look at pictures of things Moses did and things Jesus Christ did, and let your children match them (see *Gospel Art Book*, nos. 15, 16, 38, 39). What has our prophet today taught us about the Savior?

DEUTERONOMY 29:12–13; 30:8–10

Because of my covenants, I am part of God's people.

- Talking about Deuteronomy 29:12–13 provides an opportunity for you and your children to talk about covenants they will make or have made with Heavenly Father. What does it mean to be God's people? How do our promises make us God's people? (see verse 13; see also Mosiah 18:8–10).

- If your children need help understanding what a covenant is, suggest that they find a definition in “Covenant” in the Guide to the Scriptures (Gospel Library). What promises did God and the Israelites make with each other in Deuteronomy 30:8–10? What promises have we made with God? (see Doctrine and Covenants 20:37, 77). How do these promises connect us with Him? Consider singing together a song about covenants, such as “Standing on the Promises” (Gospel Library).

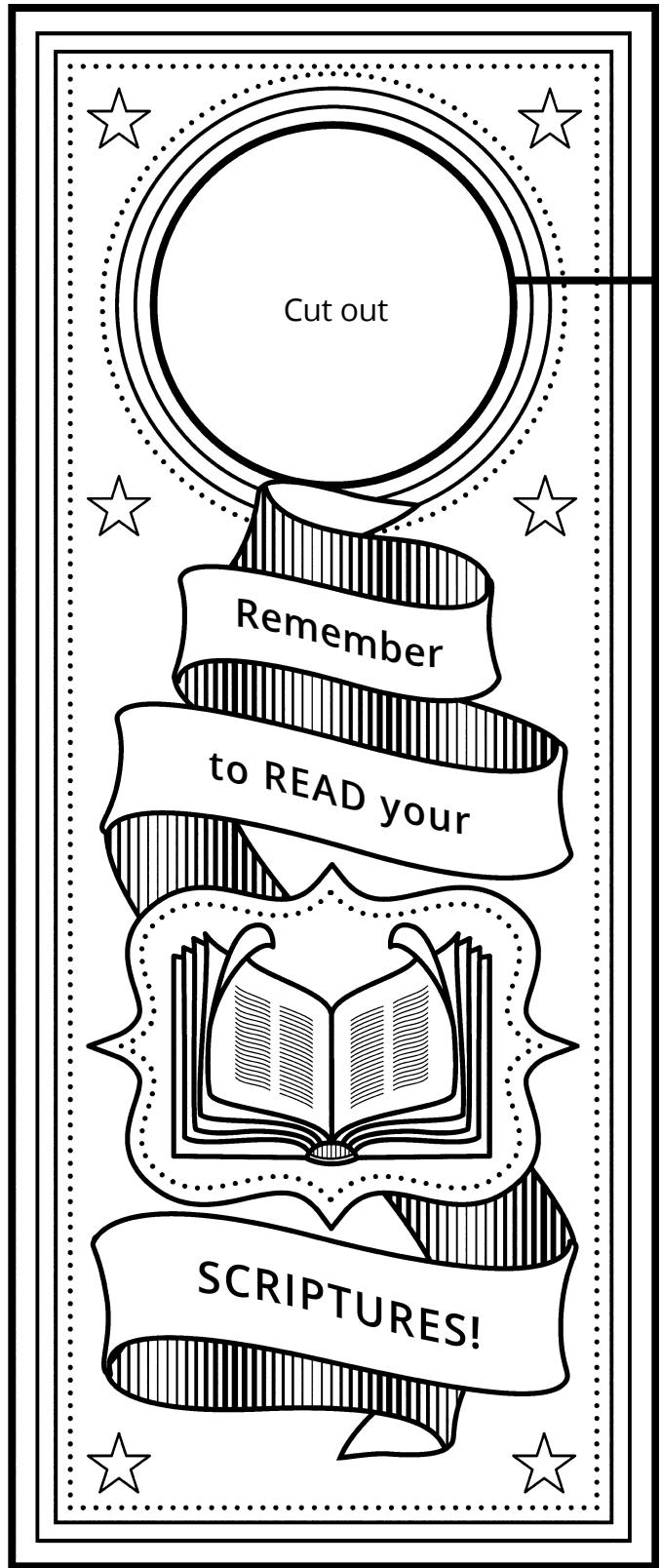
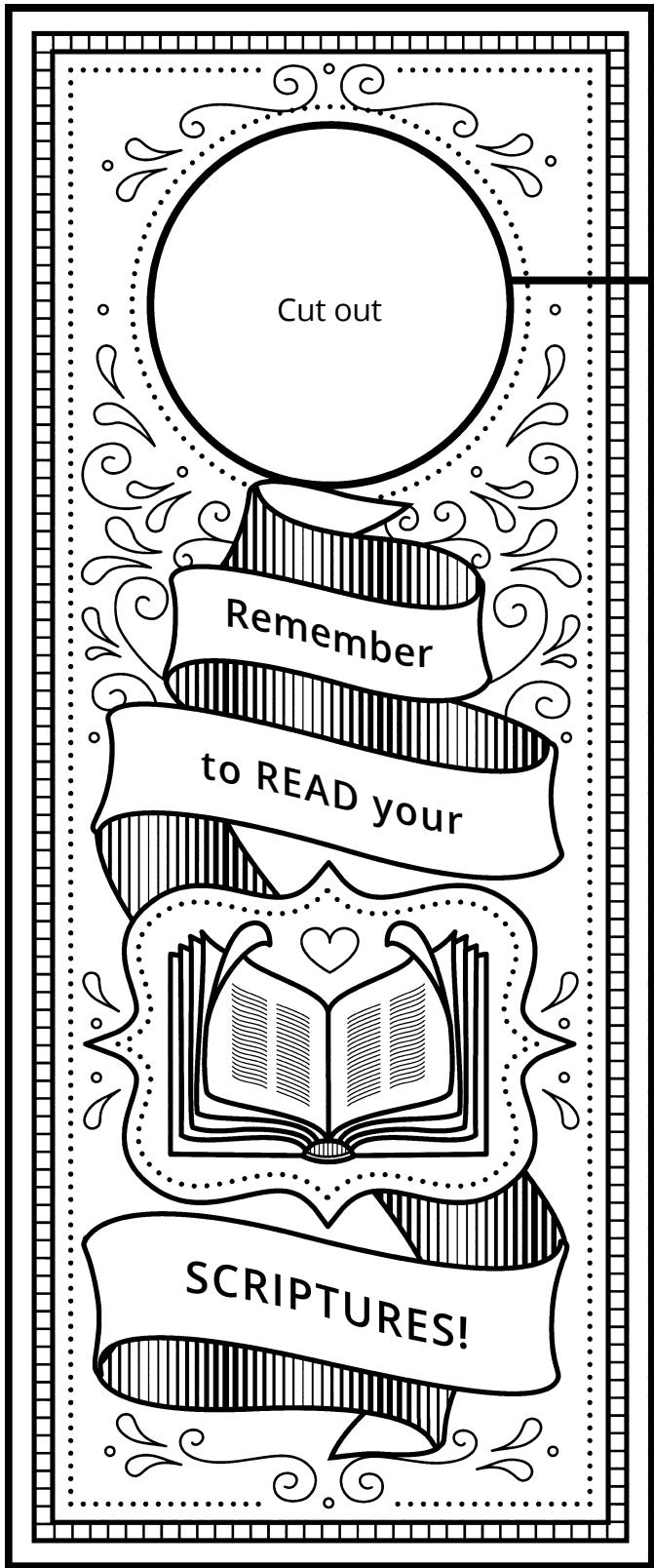
For more, see this month's issue of the *Friend* magazine.



The Lord Shewed Him All the Land, by Walter Rane

I can keep the word of God in my heart (Deuteronomy 6:6–15).

Choose one of the reminders below that you would like to color.
Cut it out, and hang it somewhere to remind you to read your scriptures every day.





THOUGHTS TO KEEP IN MIND

The Historical Books in the Old Testament

The books of Joshua through Esther are traditionally known as the “historical books” of the Old Testament. This doesn’t mean that other books in the Old Testament don’t have historical value. Rather, the historical books are called that because their writers’ main objective was to show God’s hand in the history of the people of Israel. The

purpose was not to outline the law of Moses, as Leviticus and Deuteronomy do. It was not to express praise or lament in poetic form, as the Psalms and Lamentations do. And it was not to record the words of prophets, as the books of Isaiah and Ezekiel do. Instead, the historical books tell stories.

A Matter of Perspective

Naturally, these stories are told from a certain point of view. Just as it’s impossible to look at a flower, rock, or tree from more than one angle at a time, it’s inevitable that a historical account will reflect the perspective of the person or group of people writing it. This perspective includes the writers’ national or ethnic ties and their cultural norms and beliefs. Knowing this can help us understand that the writers and compilers of the historical books focused on certain details while leaving out others.¹ They made assumptions that others would not have made. And they came to conclusions based on these details and assumptions. We can even see different perspectives across the books of the Bible (and sometimes

within the same book).² The more we’re aware of these perspectives, the better we can understand the historical books.

One perspective common to all the Old Testament historical books is the perspective of the children of Israel, God’s covenant people. Their faith in the Lord helped them see His hand in their lives and in the affairs of their nation. While secular history books don’t tend to see things this way, this spiritual perspective is part of what makes the Old Testament historical books so valuable to people who are seeking to build their own faith in God.

Context for the Rest of the Old Testament

The historical books begin where the book of Deuteronomy leaves off, with the Israelites’ years of wandering in the wilderness about to end. The book of Joshua shows the children of Israel ready to enter Canaan, their promised land, and describes how they took it over. The books that follow, Judges through 2 Chronicles, depict Israel’s experience in the promised land, from the time they settled it until the time they were conquered by Assyria and

Babylon. The books of Ezra and Nehemiah tell of the return of several groups of Israelites to their capital, Jerusalem, decades later. Finally, the book of Esther relates a story of Israelites living in exile under Persian rule.

And that’s where the chronology of the Old Testament ends. Some first-time Bible readers are surprised to find that they’ve actually finished

reading the *story* of the Old Testament before they've read much more than half its pages. After Esther, we don't get much information about the history of the Israelites. Instead, the books that follow—especially the books of the prophets—fit *within* the timeline that the historical books presented.³

When Something Doesn't Fit

When reading the Old Testament, as with any history, you're likely to read about people doing or saying things that, to modern eyes, seem strange or even troubling. We should expect this—Old Testament writers saw the world from a perspective that was, in some ways, quite different from ours. Violence, ethnic relations, and the roles of women are just some of the issues that ancient writers might have seen differently than we do today.

So what should we do when we come across passages in the scriptures that seem troubling? First, it might help to consider each passage in a broader context. How does it fit in God's plan of salvation? How does it fit with what you know about the nature of Heavenly Father and Jesus Christ? How does it fit with revealed truths in other scriptures or with the teachings of living prophets? And how does it fit with the whisperings of the Spirit to your own heart and mind?

In some cases, the passage may not seem to fit well with any of these. Sometimes the passage may be like a puzzle piece that doesn't look like it has a place among the pieces you've already assembled. Trying to force the piece to fit isn't the best approach. But neither is giving up on the entire puzzle. Instead, you may need to set the piece aside

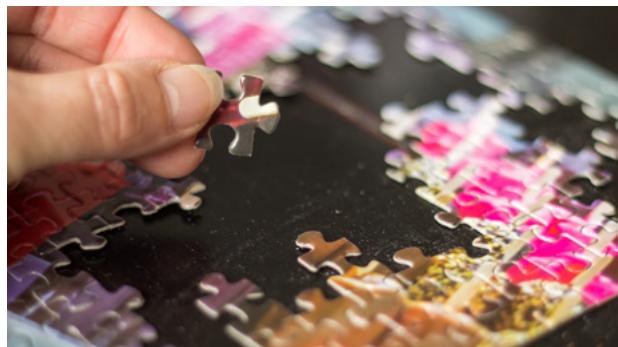
Finding the Gems

But in the meantime, unanswered questions shouldn't keep us from the precious gems of eternal truth that are found in the Old Testament—even if these gems are sometimes hidden in the rocky

The ministry of the prophet Jeremiah, for example, took place during the events recorded in 2 Kings 22–25 (and the parallel account in 2 Chronicles 34–36). Knowing this can influence the way you read both the historical narratives and the prophetic books.

for a time. As you learn more and put together more of the puzzle, you may be able to better see how the pieces fit together.

It can also help to remember that in addition to being limited to a particular perspective, scriptural histories are subject to human error.⁴ For example, over the centuries, “many plain and precious things [were] taken away from the [Bible],” including important truths about doctrine, ordinances, and covenants (1 Nephi 13:28; see also verses 26, 29, 40). At the same time, we should be willing to admit that our own perspectives are also limited: there will always be things we don't fully understand and questions we can't yet answer.



Some scripture passages may be like puzzle pieces that we don't know how to fit with the rest of the puzzle.

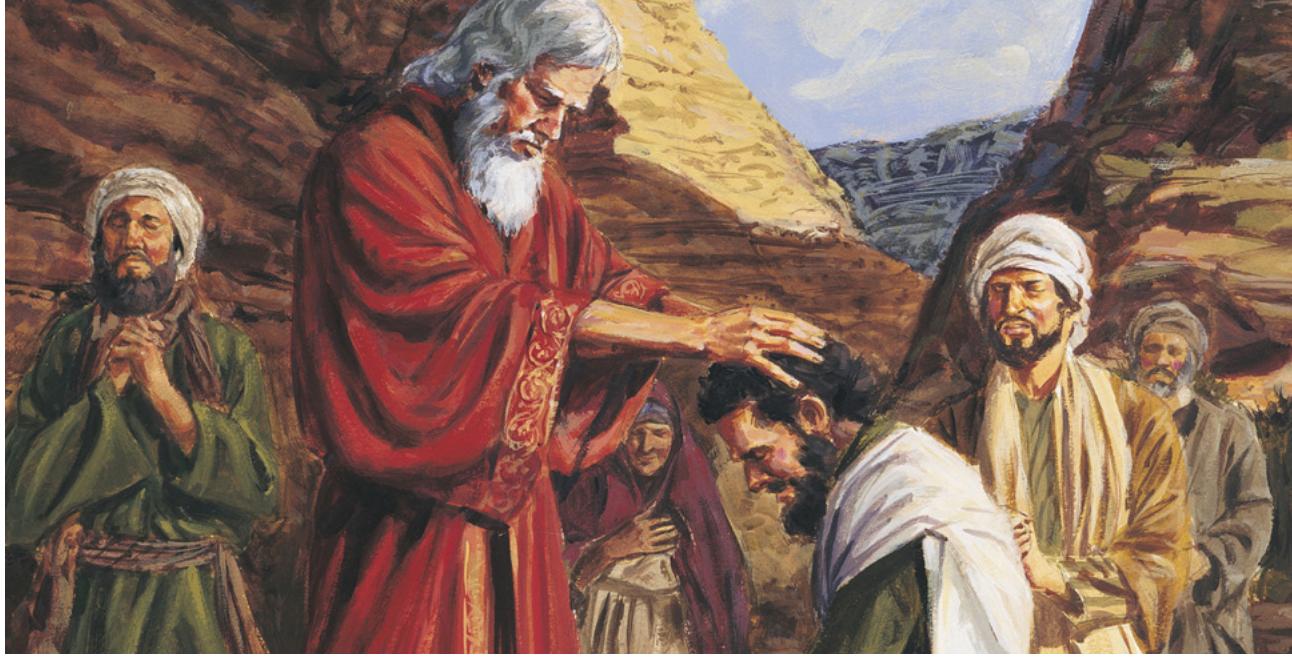
ground of troubling experiences and poor choices made by imperfect people. Perhaps the most precious of these gems are the stories and passages that testify of God's love—especially those that point our

minds toward the sacrifice of Jesus Christ. Viewed from any angle, gems like these shine just as brightly today as they did back then. And because these accounts tell of the covenant people of God—men and women who had human weaknesses and yet loved and served the Lord—gems of truth abound in the historical books of the Old Testament.



Notes

1. The historical narratives of the Bible we have today are primarily the work of many unnamed writers and compilers, who sometimes worked many years, even centuries, after the time periods they describe. They relied on a variety of historical sources and made decisions about what to include in their accounts and what to exclude.
2. For example, although 1-2 Chronicles covers roughly the same period as 1 Samuel 31 through the end of 2 Kings, the account in 1-2 Chronicles emphasizes different details and presents a different perspective, focusing almost solely on the Southern Kingdom of Judah and often omitting negative stories about David and Solomon (compare, for example, 2 Samuel 10-12 with 1 Chronicles 19-20 and 1 Kings 10-11 with 2 Chronicles 9). *Come, Follow Me* emphasizes studying the account in 1 and 2 Kings, though there is value in comparing that account with 1 and 2 Chronicles. It might be helpful to know that work on 1 Samuel-2 Kings likely began before the Babylonian empire conquered Judah and was completed during the exile in Babylon. The record that became 1-2 Chronicles, on the other hand, was compiled after the Jews returned to Jerusalem from their exile. As you read, you might consider how these different circumstances could have affected the perspectives of the compilers of the different accounts.
3. Toward the beginning of this resource you will find the "Old Testament Overview," a timeline that shows how the ministry of each prophet fits into the history of Israel (as well as can be determined). You'll notice that most of the prophetic books of the Old Testament fall near the end of that timeline—just before and just after the children of Israel were conquered, exiled, and scattered by their enemies.
4. See Articles of Faith 1:8.



Moses Ordaining Joshua, by Darrell Thomas (detail)

MAY 18–24: “BE STRONG AND OF A GOOD COURAGE”

Joshua 1–8; 23–24

It had taken several generations, but the Lord’s promise was about to be fulfilled: the children of Israel were finally going to inherit the promised land. But in their way stood the Jordan River, the walls of Jericho, and a mighty people who had rejected the Lord (see 1 Nephi 17:35). And they would have to face all of that without their beloved leader Moses. The situation may have made some Israelites feel weak and fearful, but the Lord said, “Be strong and of a good courage.” What reason did they have to be courageous? It wasn’t because of their own strength—or even Moses’s or Joshua’s—but because “the Lord thy God is with thee whithersoever thou goest” (Joshua 1:9). When we have our own rivers to cross and walls to bring down, wonderful things can happen in our lives because “the Lord will do wonders among [us]” (Joshua 3:5).



Ideas for Learning at Home and at Church

JOSHUA 1:1–9

God will be with me as I strive to be faithful to Him.

Imagine what it might have been like for Joshua to be called to replace Moses. Notice what the Lord said in Joshua 1:1–9 to encourage him. Think about the difficult challenges you face; what in these verses gives you courage?

JOSHUA 1:8

 **The word of God can make my way prosperous.**

As He encouraged Joshua, the Lord gave counsel in Joshua 1:8 about the scriptures, or “the word of the law.” Considering Joshua’s heavy responsibility, why might this counsel have been especially helpful?

When the Lord invites us to read the scriptures, He often uses words that go beyond just reading. He

also promises great blessings. The table below can help you discover these invitations and promised blessings:

	Invitation	Promised blessings
Joshua 1:8	Meditate day and night	
1 Nephi 15:23-24		
2 Nephi 32:3		
Mosiah 1:7		Prosper in the land
Helaman 3:29-30		
Doctrine and Covenants 84:85		
Russell M. Nelson, "Hear Him," <i>Ensign or Liahona</i>, May 2020, last paragraph on page 89		

How has the Lord fulfilled these promises in your life? Now may be a good time to evaluate your scripture study habits. What's going well? What do you feel inspired to do to have more meaningful experiences with the word of God?

See also “As I Search the Holy Scriptures,” *Hymns*, no. 277.

JOSHUA 2

Both faith and works are necessary for salvation.

New Testament Christians saw Rahab as an example of the power of both faith and works (see Hebrews 11:31; James 2:25). As you read Joshua 2, consider

the role of Rahab’s faith and works in saving herself, her family, and the Israelite spies. What does this teach you about how your faith in Christ and your works can influence yourself and others?



Rahab at her window. *Waiting for the Promise*, by Elspeth Young (detail)

JOSHUA 3-4

With faith in Jesus Christ, I can experience God’s “wonders.”

The Lord worked wonders among His people as He led them into the promised land, and He can do the same for you. Here are some questions to guide your study of Joshua 3–4:

- Why do you think the Israelites needed to sanctify themselves before they crossed the Jordan River? (see Joshua 3:5).
- Note that the river parted only after “the feet of the priests . . . were dipped in the brim of the water” (Joshua 3:13, 15). Why is that significant?
- Several other significant events happened at the Jordan River—see 2 Kings 2:6–15; 5:1–14; and Mark 1:9–11. What connections do you see between these events?
- How has the Lord done “wonders” in your life? (Joshua 3:5). How can you experience—or recognize—those wonders more often? (for example, see Joshua 3:17).

JOSHUA 6–8**Obedience invites God's power into my life.**

Joshua 6–8 deals with battles over the lands of Jericho and Ai. As you read these chapters, consider how you battle temptation (for example, see Joshua 7:10–13). What do you learn about how God can help you and what you need to do to access His power? For example, what impresses you about the Lord’s instructions for taking Jericho? (see Joshua 6:1–5). Perhaps the account in Joshua 7 will inspire you to determine if “there is an accursed thing” in your life that you need to remove (Joshua 7:13).

**Ideas for Teaching Children****JOSHUA 1–4; 6****“Be strong and of a good courage.”**

- Here is one way to help your children “be strong and of a good courage” (Joshua 1:6) through Jesus Christ. Invite them to find a phrase that is repeated in Joshua 1:6, 9, and 18, and write it down or memorize it. Help your children think of situations where they might need this message, just as Joshua did. You could also review together some of the stories in Joshua 1–4; 6 (see also “Joshua the Prophet” and “Rahab and the Spies” in *Old Testament Stories*, 85–91). How did the people in these stories show courage and strength in the Lord?

JOSHUA 1:8**Studying the scriptures brings me blessings.**

- Reading Joshua 1:8 could inspire your children to read the scriptures on their own. Help them find words in this verse that teach them *how* and *why*

JOSHUA 23–24**“Choose you this day whom ye will serve.”**

Joshua’s final teachings to the Israelites in Joshua 23–24 include important warnings, counsel, and promised blessings. Perhaps you could make a list of what you find. Considering everything the Israelites had been through, why do you think Joshua chose to tell them these things at the end of his life? What do you find that inspires you to “cleave unto the Lord”? (Joshua 23:8).

See also Dale G. Renlund, “Choose You This Day,” *Ensign* or *Liahona*, Nov. 2018, 104–6.

we should read the scriptures. They could look for the same thing in 1 Nephi 15:23–24; 2 Nephi 31:20; 32:3; Jacob 4:6; Helaman 3:29–30. You could also help them make and carry out a plan to read the scriptures.

JOSHUA 3–4**I must be baptized to enter the kingdom of heaven.**

- You might use the story of the Israelites crossing the Jordan River as a symbol of baptism—giving up our old life in the wilderness and starting a new one in a covenant relationship with God. So as you read together Joshua 3–4 (or “Joshua the Prophet” in *Old Testament Stories*, 85–89), you could also look at a picture of Jesus being baptized and explain that Jesus was baptized in the same river the Israelites crossed. You could then sing a song such as “Baptism” (*Children’s Songbook*, 100–101). Share with each other how being baptized is like starting a new life in Jesus Christ’s kingdom.

**JOSHUA 24:15****I can choose to serve Jesus Christ.**

- What could you do to help your children learn to choose to follow Jesus Christ, as Joshua invited the Israelites to do? You might invite them to:
 - *Memorize a short phrase* from Joshua 24:15. Try to make it fun for your children. The number of words they memorize may depend on their age.

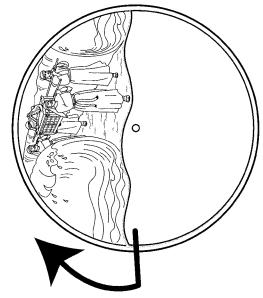
- *Find stories* about people who chose to serve Jesus Christ. They could look in the *Friend* magazine, the *Gospel Art Book*, or *Old Testament Stories* and other scripture stories books.
- *Role-play situations* in which they can choose to follow and serve the Savior.

Use a variety of activities. “All children are different, and as they develop, their needs will change. Varying your teaching methods will help you meet their diverse needs” (*Teaching in the Savior’s Way*, 31).

For more, see this month’s issue of the *Friend* magazine.

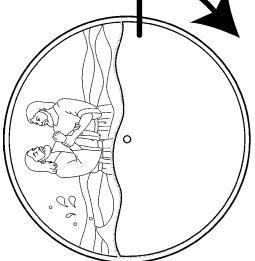


First Steps of Faith into the Jordan, by Trent Gudmundsen



I must be baptized to enter the kingdom of heaven (Joshua 3).

Color the pictures and cut out the shapes. Attach the shapes with a fastener at the center. Turn the wheel to show two things that happened in the Jordan River: the Lord parted it so the Israelites could cross (see Joshua 3:15-17), and later Jesus Christ was baptized in it (see Matthew 3:13-17).



THE JORDAN RIVER



"I Will Surely Go with Thee"—Deborah the Prophetess, by Des Leavitt

MAY 25–31: "THE LORD RAISED UP A DELIVERER"

Judges 2–4; 6–8; 13–16

We all know what it's like to sin, feel bad about it, and then repent and resolve to change our ways. But too often we forget our earlier resolve, and, when temptation comes, we find ourselves committing the same sin. This pattern appears frequently in the book of Judges. Influenced by the beliefs and worship practices of the Canaanites—whom they were supposed to drive out of the land—the Israelites broke their covenants with the Lord and turned away from worshipping Him. As a result, they lost His protection and fell into captivity. And yet each time this happened, the Lord gave His covenant people the chance to repent and raised up a deliverer, a military leader called a "judge." Not all of the judges in the book of Judges were righteous, but some of them exercised great faith in delivering the children of Israel and restoring them to their covenant relationship with the Lord. These stories remind us that no matter what has led us away from Jesus Christ, He is the Redeemer of Israel and is always willing to deliver us and welcome us back as we return to Him.



Ideas for Learning at Home and at Church

JUDGES 2:1–19; 3:5–12

The Lord forgives as often as I repent.

The book of Judges can be both a warning and an encouragement. Look for this warning and encouragement as you read Judges 2:1–19; 3:5–12. How

do you feel the warning and encouragement apply to you?

For example, if Judges 2:19 were about you and your temptations rather than about the ancient Israelites,

what might it say? If Judges 3:9 were about what the Lord had done to deliver you, what might it say?

Consider reading the question and answer on page 9 of *For the Strength of Youth: A Guide for Making Choices*. How do you feel this applies to the Israelites' experience in the book of Judges? What does this teach you about Jesus Christ?

JUDGES 4:1-15

I can inspire others to have faith in the Lord.

Sometimes the faith of one person can inspire faith in many others. In Judges 4, that one person was Deborah. Read about her in Judges 4:1–15, and note the influence she had on people around her. Here are some questions to help you consider how her experience might apply to your life:

- How would you describe the conditions the Israelites were in at the time? (see verses 1–3). What similarities do you see to conditions today—in individuals and society?
- What words or actions of Deborah show you that she had faith in the Lord? How did her faith influence others? What else impresses you about her?
- What do you think Deborah meant by her question in verse 14: “Is not the Lord gone out before thee?” How does the Lord “go out before” you? (see Doctrine and Covenants 84:87–88).



Ponder how your faith in Jesus Christ could bless others the way Deborah's faith blessed Barak and the other Israelites. To help you think about this, you might study Elder Neil L. Andersen's message “We Talk of Christ” (*Ensign* or *Liahona*, Nov. 2020, 88–91). Search the message for (1) reasons to speak more openly about the Savior and (2) ways to do it.

Then you might make a list of things you know about Jesus Christ—from the scriptures, from words of living prophets, and from your personal experience. Who needs to know this? How will you share it?

See also Matthew 5:14–16; 1 Peter 3:15; “Each Life That Touches Ours for Good,” *Hymns*, no. 293.

Invite sharing. If you are a teacher—at home or at church—“give learners opportunities to share with each other what they are learning about the Savior and His gospel. Doing this will help them internalize the truths they are taught and express them” (*Teaching in the Savior’s Way*, 26). For example, when studying Judges 4 together, you could give each learner something specific to look for in the chapter and then invite them to share with each other what they find.

JUDGES 6–8

The Lord can work miracles when I trust in His ways.

As you read Judges 6–8, make note of instances where the Lord asked Gideon to believe something that might have seemed unlikely. Has He ever asked something similar of you?

What do you feel the Lord is trying to teach you with this account? How have you seen the Lord do His work in ways that seemed unlikely?

JUDGES 13:16**God strengthens me as I am faithful to my covenants.**

Samson lost both his physical strength and his spiritual strength because he violated his covenants with God, including those that applied specifically to Nazarites (for information about the Nazarites, see Numbers 6:1–6; Judges 13:7). As you read about Samson in Judges 13–16, note verses that show that the Lord was with Samson, as well as verses showing that Samson was not fully committed to the Lord.

**Ideas for Teaching Children**

Because this Sunday is the first Sunday of the month, Primary teachers are encouraged to use learning activities in “Appendix B: Preparing Children for a Lifetime on God’s Covenant Path.”

JUDGES 3:7–9, 12–15**Jesus Christ is my Deliverer.**

- Judges 3 describes a pattern that teaches about the Savior’s power to deliver us from sin. To help your children identify this pattern, you could write down these phrases: “did evil,” “cried unto the Lord,” and “raised up a deliverer.” Then your children could look for these phrases in Judges 3:7–9 and Judges 3:12–15. What do we learn about the Lord from this pattern?
- To emphasize that Jesus Christ is our Deliverer, you could gather several pictures of people, including a picture of Jesus, and place them face down. Let your children take turns flipping over the pictures. When they find the picture of Jesus, sing a song about Him, such as “He Sent His Son” (*Children’s Songbook*, 34–35), and tell your children about how He has delivered you.

You might also ponder the covenants you have made with the Lord. How have these covenants brought His power into your life? What do you learn from Samson’s experiences that inspires you to stay true to your covenants with God?

See also Dallin H. Oaks, “Covenants and Responsibilities,” *Liahona*, May 2024, 93–96; Ulisses Soares, “Covenant Confidence through Jesus Christ,” *Liahona*, May 2024, 17–21.

JUDGES 4:1–15**I can inspire others to have faith in the Lord.**

- You can use “Deborah the Prophetess” in *Old Testament Stories*, 92–95, to tell your children the story in Judges 4. Share with each other what you admire about Deborah. How did her faith in the Lord bless the people around her? What can we do to help others have more faith in Jesus Christ?

JUDGES 7:1–21**The Lord can use small things to do great work.**

- Use Judges 7:4–7, this week’s activity page, or “The Army of Gideon” in *Old Testament Stories*, 96–99, to teach your children about how the Lord made Israel’s army smaller. Why did the Lord want Gideon’s army to be so small? (see Judges 7:2).
- Your children could draw pictures of a sword, shield, trumpet, lamp, and pitcher and talk about which of these objects they would want in a battle. Then they could read Judges 7:16 to learn

what the Lord told Gideon's army to use. As you read about the battle in Judges 7:19–21, share with each other what you learn about the Lord from this story.



Samson Puts Down the Pillars, by James Tissot and others

JUDGES 13:5

Keeping covenants gives me strength.

- Samson's covenants with the Lord gave him physical strength, just as our covenants give us spiritual strength. Your children might enjoy doing some physical exercises and discussing how those exercises can help make our bodies strong. How does keeping our covenants make our spirits strong? (see Mosiah 18:8–10; Doctrine and Covenants 20:77, 79).

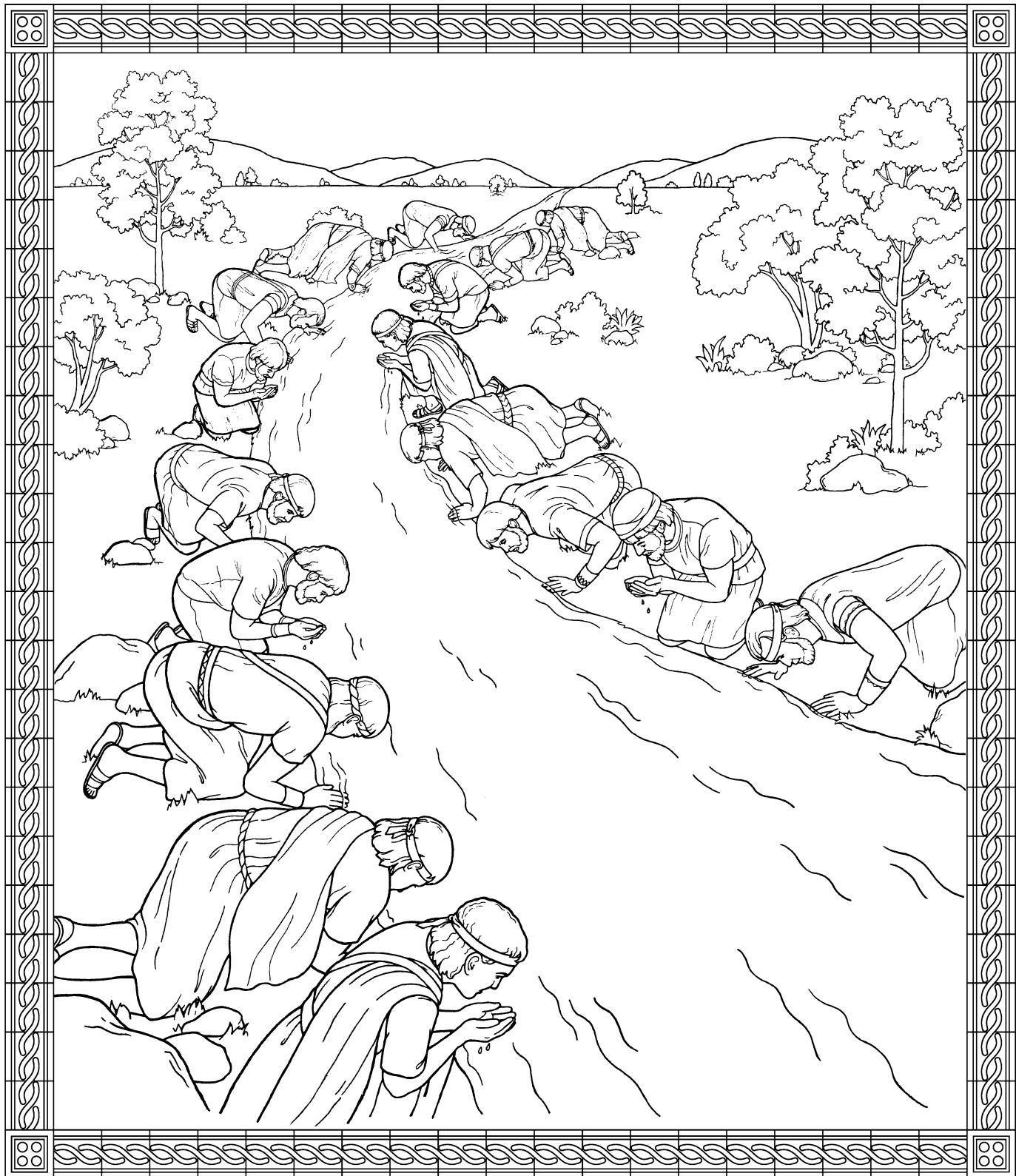
For more, see this month's issue of the *Friend* magazine.



Gideon's Army, by Daniel A. Lewis

The Lord can use small things to do great work (Judges 6:11-16; 7:1-8).

Help Gideon find the men who will go to battle—the men who are drinking from their hands. Put a circle around these men. Then put an “X” on the men who are drinking directly from the river.





Whither Thou Goest, by Sandy Freckleton Gagon

JUNE 1–7: “MY HEART REJOICETH IN THE LORD”

Ruth; 1 Samuel 1–7

Sometimes we imagine that our lives should follow a clear path from beginning to end. The shortest distance between two points is a straight line, after all. And yet life is often full of delays and detours that take us in unexpected directions.

Ruth and Hannah surely understood this. Ruth was not an Israelite, but she married one, and when her husband died, she had a choice to make. Would she return to her family and her old, familiar life, or would she embrace the Israelite faith and a new home with her mother-in-law? (see Ruth 1:4–18). Hannah’s plan for her life was to bear children, but she could not, and that left her “in bitterness of soul” (see 1 Samuel 1:1–10). As you read about Ruth and Hannah, consider the faith they must have had to travel their unexpected paths. Then think about your own journey. It’s different from Ruth’s and Hannah’s—and anyone else’s. But throughout the trials and surprises between here and your eternal destination, you can learn to say with Hannah, “My heart rejoiceth in the Lord” (1 Samuel 2:1).



Ideas for Learning at Home and at Church

RUTH

Jesus Christ can turn tragedy into triumph.

Life is hard for a widow in any era. But when Ruth’s husband died, her situation was especially hard. In Israelite culture at the time, a woman without a husband or sons had no right to property and very

few ways to earn a living. As you read Ruth’s story, notice how the Lord turned tragedy into great blessings. What do you notice about Ruth that might have helped her? How did Boaz redeem Ruth from her desperate situation? (see Ruth 4:4–10). How were both Ruth and Boaz like Jesus Christ?

See also “Be Still, My Soul,” *Hymns*, no. 124.

RUTH; 1 SAMUEL 1**I can trust that God will guide and help me regardless of my situation.**

Perhaps you have suffered a great loss, as Ruth and Naomi did (see Ruth 1:1–5). Or maybe, like Hannah, you long for blessings you have not yet received (see 1 Samuel 1:1–10). How did these women show their faith in God? What do you learn from their examples?

Of course, not everyone who prays for a child receives one, and not everyone whose spouse dies remarries. But everyone who turns to the Savior receives His help and guidance. Consider how you have “come to trust” the Lord (Ruth 2:12) during your difficult times.

See also Amy A. Wright, “Abide the Day in Christ,” *Liahona*, Nov. 2023, 9–11.



For This Child I Prayed, by Elspeth Young

1 SAMUEL 2; 4–7**To receive the Lord’s help, I need to trust Him and obey His commandments.**

When their enemies attacked, the Israelites apparently thought that simply possessing the ark of the covenant would protect them. As you read 1 Samuel 4–6, think about why that didn’t work. (Note also the unrighteous actions of Eli’s sons, who served as priests in the tabernacle, in 1 Samuel 2:12–25.) What do you think the Lord was trying to teach His people? What do you learn from what happened to

the Philistines after capturing the ark? (see chapters 5–6). What do you learn from Israel’s efforts to regain the Lord’s protection in 1 Samuel 7?

You might be inspired by reading Hannah’s poem of praise in 1 Samuel 2:1–10. What do you find in her words that could have helped Eli’s sons and the rest of the Israelites?

1 SAMUEL 3**I can hear and obey the voice of the Lord.**

At times, you may feel like Samuel, who heard the voice of the Lord but did not recognize it. Like all of us, Samuel had to learn how to recognize the Lord’s voice. As you study 1 Samuel 3, what do you learn from this young boy about hearing and obeying the Lord’s voice? You might also search these additional scriptures and make a list of guidelines that can help a person recognize the Lord’s voice: 1 Kings 19:11–12; Luke 24:15–32; 3 Nephi 11:3–7; Doctrine and Covenants 6:22–23; 8:2–3; 9:7–9.

Other times, you may feel that the heavens are shut and that God does not want to communicate with you. President Russell M. Nelson said, “Does God really *want* to speak to you? Yes!” (“Revelation for the Church, Revelation for Our Lives,” *Ensign* or *Liahona*, May 2018, 93–96). As you study President Nelson’s message, what do you find that inspires you to hear and obey the voice of the Lord? What does President Nelson invite you to do, and what blessings does he promise? You can also find invitations and promised blessings about revelation in “Walk in God’s light” (*For the Strength of Youth: A Guide for Making Choices*, 16–20). Consider choosing one thing you can do to “increase your spiritual capacity to receive revelation.”

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

RUTH

I can show love and kindness to people around me.

- As you share with your children the story of Ruth (you could use “Ruth and Naomi” in *Old Testament Stories*, 100–103), invite them to raise their hands every time they hear an act of kindness in the story. They could also share how they feel when others are kind to them, or when they are kind to others. How has the Savior been kind to us? How can we follow His example? (see “Kindness Begins with Me,” *Children’s Songbook*, 145).

RUTH; 1 SAMUEL 1

I can have faith in the Lord.

- The stories of Ruth and Hannah can inspire your children to stay faithful during hard times. Consider helping them create a simple chart with the headings *Trials, Actions, Blessings*. Then you could read together Ruth 1:3–5, 8, 16; 2:1–3, 8–12; 4:13–17; 1 Samuel 1:1–18 and write under the headings what they find in these verses. How did Ruth and Hannah show their faith in

the Lord? You or your children could then share examples of how the Lord has blessed you during hard times.

1 SAMUEL 1:1–18

Heavenly Father hears and answers my prayers.

- To learn about Hannah, your children could read 1 Samuel 1:1–18 or “Hannah” in *Old Testament Stories* (104–5) or watch “Hannah’s Faith” (video, Gospel Library). It might be fun to toss a ball to a child and invite them to tell part of the story before passing the ball to someone else. What do we learn about prayer from Hannah’s example?



Samuel Tells Eli the Truth, by Robert T. Barrett

1 SAMUEL 3:1-10**I can hear and obey the Lord's voice.**

- Perhaps a simple role-play could help your children learn from Samuel's experience with revelation. One child could pretend to be Samuel, and another could pretend to be Eli as you read 1 Samuel 3:1-10 (see also "Samuel the Prophet" in *Old Testament Stories*, 106-9, or the video "Samuel and Eli," Gospel Library). What do we learn from Samuel about how to hear the voice of the Lord? How do we show that we are willing to hear when the Lord speaks to us?
- Ask your children how they would explain to someone how the Lord speaks to them. You could help them look for answers in Doctrine and Covenants 6:22-23; 8:2-3; 9:7-9.

Help your children learn to recognize the Spirit.

Spirit. It's not easy to discern between our own feelings and the Holy Ghost. Everyone struggles with this from time to time. Take every opportunity you can to help your children recognize when they are feeling the influence of the Spirit. For example, as you read 1 Samuel 3:1-10 and the suggested verses in the Doctrine and Covenants, you could share experiences in which the Lord has taught you in your mind and heart.

For more, see this month's issue of the *Friend* magazine.



Boy Samuel Called by the Lord, by Harry Anderson

Heavenly Father hears and answers my prayers (1 Samuel 1:1-18).

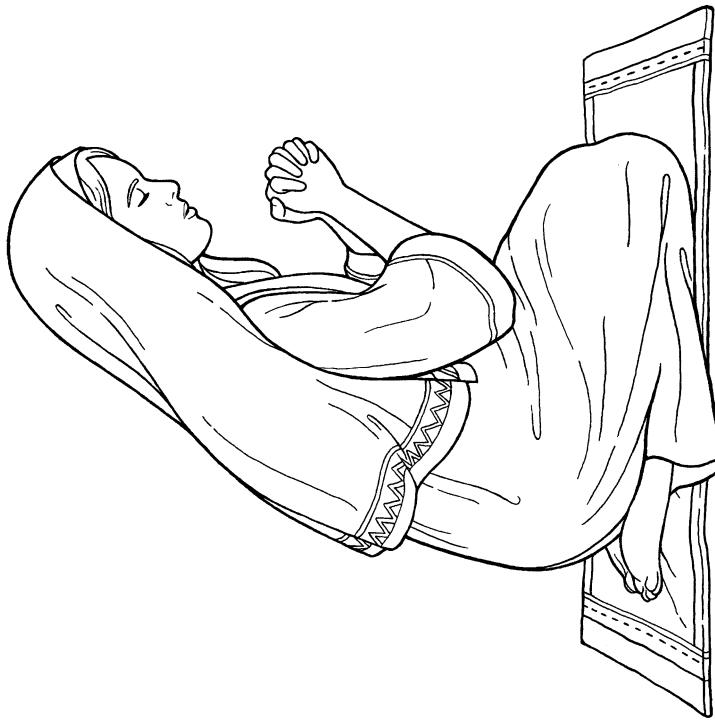
Color the picture of Hannah praying. Then, in the space below, draw yourself praying to Heavenly Father.
Display your picture at home as a reminder to pray to Heavenly Father each day.

Heavenly Father

will hear me when I pray.

Hannah

prayed to have a child.





Beside Still Waters, by Simon Dewey

JUNE 8-14: "THE LORD LOOKETH ON THE HEART"

1 Samuel 8-10; 13; 15-16

Saul was a keeper of donkeys. Though tall and handsome, he was “little in [his] own sight” and self-conscious about his family heritage (see 1 Samuel 9:2–3, 21; 15:17). On the day he was to be presented before Israel as their king, he didn’t show up; he was so nervous he “hid himself” (1 Samuel 10:21–22). Looking at Saul, you might not have guessed that he would lead the Israelites to victory over their enemies—or that he would later become prideful and rebel against the Lord.

David was a keeper of sheep. He wasn’t as physically impressive as his seven older brothers. On the day Samuel came to choose a new king for Israel, it didn’t seem worthwhile to include David among the possible candidates, so he was left out in the fields with the sheep. Looking at David, you might not have guessed that he would have the faith and courage to defeat a giant and become Israel’s most successful king.

But the Lord sees past our labels, our physical appearance, our insecurities. He looks, instead, “on the heart” (1 Samuel 16:7). And even when our heart isn’t quite right, if we’re willing, He will give us “another heart” (1 Samuel 10:9).



Ideas for Learning at Home and at Church

1 SAMUEL 8

Jesus Christ is my King.

1 Samuel 8 tells of an event that would forever change the destiny of the Israelites. For protection against their enemies, the Israelites wanted what

their neighbors had—a king to rule over them. As you read about their request and the Lord’s response, think about who you look to for safety and guidance. Consider what it means to let the Lord “reign over [you]” (1 Samuel 8:7).

Over the coming weeks, you will read about a number of kings called to lead Israel. As you learn about them, consider the following questions:

- How were the Lord's warnings fulfilled in 1 Samuel 8:10–18?
- How were the children of Israel affected by their choice to have an earthly king?
- How is Jesus Christ different from earthly kings? Consider what worldly influences you may need to remove from your life to let Christ be your King.

See also “Rejoice, the Lord Is King!,” *Hymns*, no. 66.

1 SAMUEL 9-10; 16:1-13

God calls people by prophecy to serve in His kingdom.

Read about how God chose Israel’s kings in 1 Samuel 9–10 and 16 (see especially 9:15–17; 10:1–12; 16:1–13). Look for passages that help you understand what it means to “be called of God, by prophecy” in the Lord’s Church today (Articles of Faith 1:5). You might consider putting yourself in the place of the leader extending the calling (Samuel), the person being called (Saul and David), and the people they are called to serve (the Israelites). What do you learn from their words and actions in these chapters?

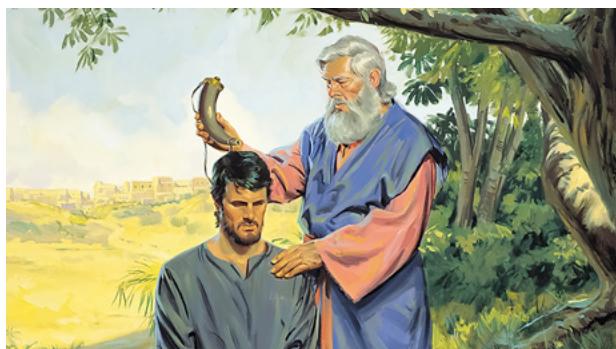


Illustration of Samuel anointing Saul, by P. Mann, © Lifeway Collection/licensed from goodsalt.com

1 SAMUEL 13:5-14; 15

“To obey is better than sacrifice.”

Considering how timid Saul seemed in 1 Samuel 10, it’s surprising to read about his “rebellion” and “stubbornness” after he became king (1 Samuel 15:23). Why do you think this happened? In 1 Samuel 13:5–14, what attitudes and behaviors do you see that led to his downfall?

In 1 Samuel 15, you’ll read about a commandment from the Lord that Saul didn’t obey because he thought he had a good reason. To learn from Saul’s poor choices, look at verse 22 and replace the words “sacrifice” and “fat of rams” with things that seem good but are not as important as hearing and obeying the Lord. How have you been blessed as you’ve put the Lord’s will first in your life?

1 SAMUEL 16:6-12

“The Lord looketh on the heart.”

Have you ever made a decision based on “the outward appearance” of something or someone, only to find out that you were wrong? Maybe you ate something that wasn’t as good as it looked. Or maybe you judged someone unfairly.

When Samuel was looking for a new king of Israel, the Lord taught him a better way. Read about it in 1 Samuel 16:6–7, and consider making a list of ways people judge others “on the outward appearance.” You can find some examples in Elder Christophe G. Giraud-Carrier’s message “We Are His Children” (*Liahona*, Nov. 2023, 114–16). What does it mean to look “on the heart,” as the Lord does? (1 Samuel 16:7). You can find examples of this, too, in Elder Giraud-Carrier’s message. Maybe you can think of other times when the Savior looked past a person’s outward appearance. (See, for instance, Mark 12:41–44; Luke 5:1–11; 19:1–9; John 4:5–30; Moses 6:31–36.) What do you learn from these examples?

How can you follow the Savior’s example in the way you see others—and yourself? How might doing so affect your interactions with others? Consider telling someone about the goodness you see in their heart.

See also Ulisses Soares, “Brothers and Sisters in Christ,” *Liahona*, Nov. 2023, 70–73.



Ideas for Teaching Children

1 SAMUEL 8

Jesus Christ is my King.

- As you read 1 Samuel 8 with your children, help them find reasons Samuel told the Israelites that having a king was a bad idea. Why is it better to have Jesus Christ as our king? Maybe you could make a paper crown together and take turns wearing it and sharing something we can do to show that we want Jesus to be our King. (See also Jeremiah 23:5; Doctrine and Covenants 45:59.)

1 SAMUEL 8:6; 9:15–17; 10:1–24; 16:1–13

People who serve in the Church are called by God.

- The accounts of God choosing Saul and David to be kings can help your children understand how people are called to serve in the Church today by revelation. To teach them these stories, you could write down events from the stories on strips of paper, and your children could put them in the correct order as you read the scripture passages

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



The Prophet Samuel Anoints David to Be King of Israel in Bethlehem, by Balage Balogh

1 SAMUEL 16:1-13**The Lord looks on the heart.**

- An object lesson could help your children understand the principle in 1 Samuel 16:7. For example, you could show them some food or a book with a wrapper or cover that doesn't match its true contents. What do 1 Samuel 16:7 and this object lesson suggest about how we should view ourselves and other people? Sing a song that emphasizes this principle, such as "Love One Another" (*Children's Songbook*, 136).

Use object lessons. When your children have something to see and touch related to a gospel principle, they're more likely to remember it. For instance, as you read 1 Samuel 16:7 with them, you could let them

help you find examples of optical illusions to illustrate the point that we should try to see as the Lord does—by looking “on the heart”—rather than judgments based on “the outward appearance.”

- You and your children could share experiences in which you learned why you should “look on the heart,” not just “the outward appearance” (verse 7). You might also take turns telling each other about the good qualities you see in each other’s hearts.

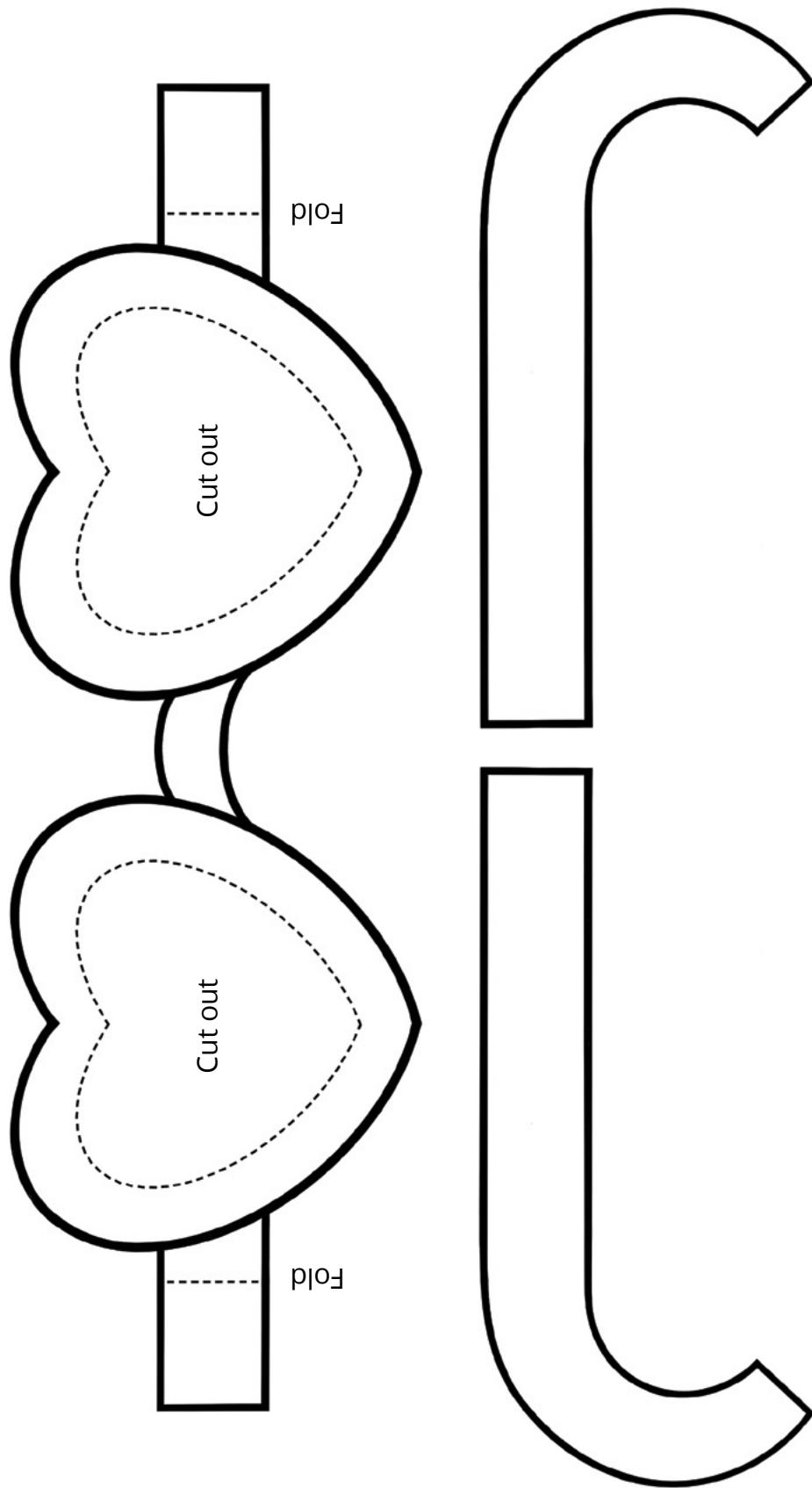
For more, see this month’s issue of the *Friend* magazine.



Samuel Instructing Saul, by Ted Henninger

The Lord looks on the heart (1 Samuel 16:7).

The Lord taught Samuel not to judge people by what they look like on the outside. To see people the way Jesus does, we try to understand their hearts. Color, cut out, and assemble the glasses below to remember to look at others the way Jesus does.





David and Goliath, by Steve Nethercott

JUNE 15–21: “THE BATTLE IS THE LORD’S”

1 Samuel 17–18; 24–26; 2 Samuel 5–7

Ever since the tribes of Israel had settled in the promised land, the Philistines had been an ongoing threat to their safety. The Lord had delivered them many times in the past, but now the elders of Israel demanded, “We will have a king . . . [to] go out before us, and fight our battles” (1 Samuel 8:19–20). So Saul was anointed king. And yet when the menacing giant Goliath hurled his challenge to the armies of Israel, Saul—like the rest of his army—was “greatly afraid” (1 Samuel 17:11). On that day, it wasn’t King Saul who saved Israel but a humble shepherd boy named David, who was wearing no armor but was clothed with impenetrable faith in the Lord. This battle proved to Israel, and to anyone who has spiritual battles to fight, that “the Lord saveth not with sword and spear” and that “the battle is the Lord’s” (1 Samuel 17:47).



Ideas for Learning at Home and at Church

1 SAMUEL 17

 **With the help of the Lord, I can overcome any challenge.**

The story of David and Goliath is one of the best-known stories in the scriptures. Of course, we usually focus on David. But this time, as you study 1 Samuel 17, ponder also the words of other people in this chapter (see the list below). What do you learn about them and their motives? What do you learn about David? How is he different?

Goliath: verses 8–10, 43–44

Eliab: verse 28

Saul: verse 33

David: verses 26, 32, 34–37, 39, 45–47

Your story, though not as well-known as David’s, is sure to include Goliath-size challenges to overcome and opportunities to exercise faith in the Lord. What does David’s example teach you about facing the adversity in your story? You might also read

President Camille N. Johnson's message "Invite Christ to Author Your Story" (*Liahona*, Nov. 2021, 80–82) with one of your challenges in mind. Look for answers to questions like these: How does the Lord want me to view my challenges? How has He helped me in the past? How can I show that I trust Him to write my story?

You may already know that there are some tragic chapters later in David's story (see, for example, 2 Samuel 11). If you had the opportunity to give David some advice after his battle with Goliath, what would you say? How might this advice apply to your life?

See also "The Lord Will Deliver Me" (video), Gospel Library.

1 SAMUEL 17:26-50

One person with faith in Christ can make a difference.

In addition to personal challenges, we also face large, complex problems that affect the whole world. When forces of evil are "gathered together . . . to battle" against the forces of good (1 Samuel 17:1), we might wonder how our individual efforts could possibly make a difference. What do you find in David's story that gives you hope?

See also "Let Us All Press On," *Hymns*, no. 243.



True Friendship and Self-Respect, by Wilson Ong (detail)

1 SAMUEL 18

"Jonathan loved [David] as his own soul."

As you read 1 Samuel 18, consider contrasting Saul and his son Jonathan (who, if not for David, could have assumed he would be the next king). How did Saul and Jonathan react to David's success? What can you learn from this experience?

What do you find in Jonathan's attitudes and actions that reminds you of Jesus Christ?

"Liken the scriptures" (1 Nephi 19:23). The scriptures provide great opportunities to learn from the motivations and actions of people like David, Jonathan, and Saul. You'll find that no one in the scriptures is flawless. So as you read, for example, about David's faithful choices, be open to learning also from his mistakes. Doing so can help us identify potential weaknesses in ourselves and "learn to be more wise than [others] have been" (Mormon 9:31).

1 SAMUEL 24–26**Forgiveness is the sure path to peace and healing.**

In 1 Samuel 24–26, look for lessons about pride, forgiveness, and self-control. You might also consider reading Elder Mark A. Bragg’s message “Christlike Poise” as part of your study (*Liahona*, May 2023, 60–63). How did David, Abigail, and others demonstrate—or fail to demonstrate—Christlike poise in these chapters? What opportunities do you have to show Christlike poise?

Sister Kristen Yee’s message “Beauty for Ashes: The Healing Path of Forgiveness” (*Liahona*, Nov. 2022, 36–39) can help you study 1 Samuel 25. How is Abigail like Jesus Christ?

**Ideas for Teaching Children****1 SAMUEL 17:20–54****Faith in Jesus Christ can help me have courage.**

- You may want to use “David and Goliath” in *Old Testament Stories*, 112–16, to help your children become familiar with what happened in 1 Samuel 17:20–54. Then you could let them retell the story using the pictures or line drawings in this outline. Ask them what they think the Lord wants them to learn from this story.
- You and your children could also make a list of some difficult challenges they might face during their life. Then help them find things David said that can help with these challenges (see 1 Samuel 17:26, 32, 34–37, 45–47). Share how Jesus Christ has helped you during challenges.

2 SAMUEL 5:17–25**The Lord can give me direction.**

Even after David defeated Goliath, his problems with the Philistines were not over. As you read 2 Samuel 5:17–25, consider how David’s example can help you in the challenges you face (see also 1 Samuel 23:2, 10–11; 30:8; 2 Samuel 2:1). How are you being blessed by acting on the revelation you receive?

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.

- Your children could march like they are David going to fight Goliath while singing a song about being courageous, such as “I Will Be Valiant” (*Children’s Songbook*, 162).

1 SAMUEL 18:1–4**Good friends can be a blessing from God.**

- How can you help your children learn from Jonathan and David’s friendship? One way would be to give each child two paper hearts, one to represent David and the other to represent Jonathan. Then read together a few phrases from 1 Samuel 18:1–4 that emphasize the love these two friends felt for each other. Your children could then write or draw on their paper hearts how they can show love to a friend.

2 SAMUEL 5:19, 23**If I need guidance, I can ask Heavenly Father.**

- In these chapters, David became the king of Israel. It might be fun for your children to pretend to be a king or queen. What laws would they make? Where would they go for help? Help your children discover that when David needed help, he “inquired,” or prayed, for answers. For example, as you read 2 Samuel 5:19, 23, invite the children to listen for the word “inquired” and to fold their arms when they hear it. Why would David need the Lord’s help in his new role?
- Tell each other about times when you prayed for Heavenly Father’s help. What difference did it make to have Him help you?

**2 SAMUEL 7:16-17****Jesus Christ is my Eternal King.**

- The kings we read about in the Old Testament all had flaws, and their kingdoms all ended. But Jesus Christ is a perfect King and will reign forever. You can help your children discover this by reading together what the prophet Nathan told King David in 2 Samuel 7:16–17. How could David’s kingdom have no end? Help your children find and read scripture passages that teach that Jesus Christ, a descendant of David, is our King, such as Luke 1:32–33; John 18:33–37; and Revelation 19:16. How is Jesus different from earthly kings? How do we honor Jesus Christ as our Eternal King?

For more, see this month's issue of the *Friend* magazine.

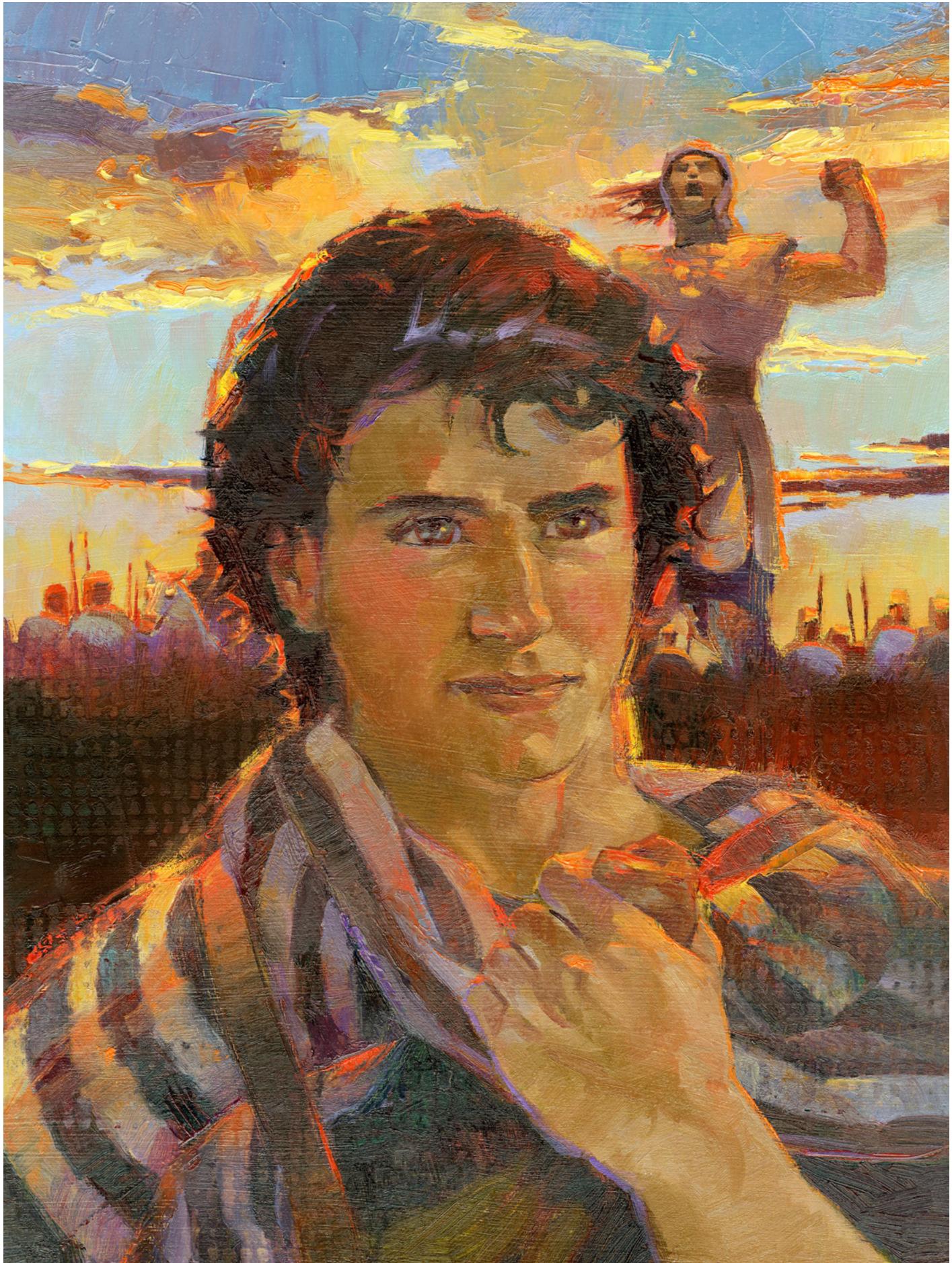
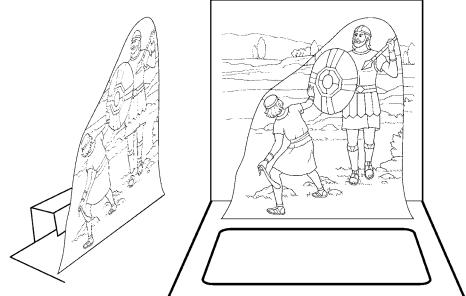
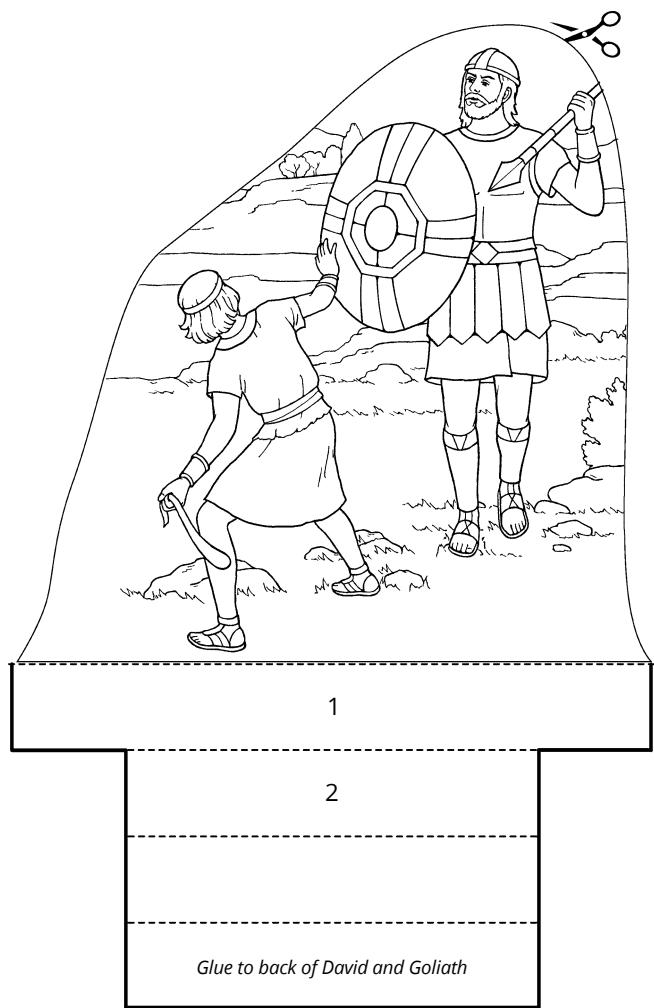
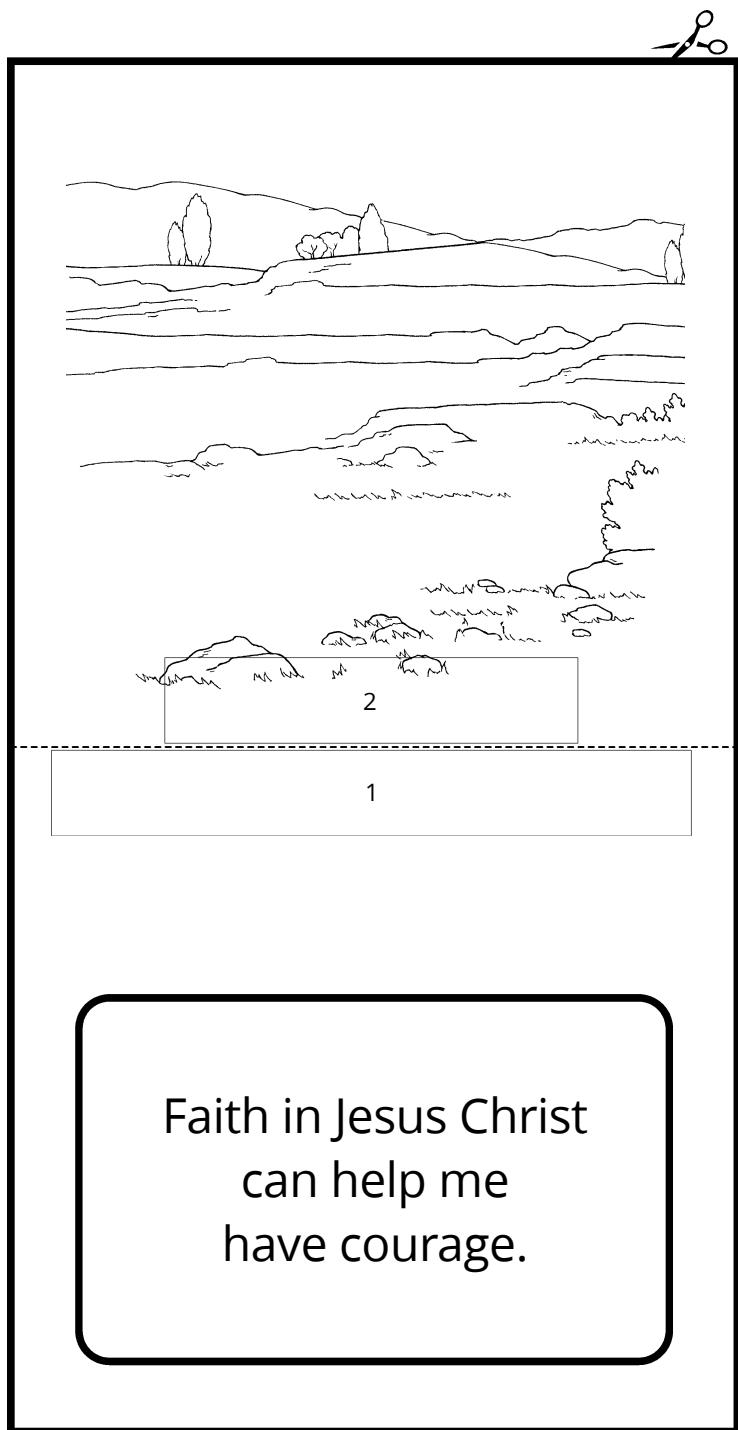


Illustration of David, by Dilleen Marsh

Faith in Jesus Christ can help me have courage (1 Samuel 17:20–54).

Make a pop-up scene by coloring the pictures and then cutting out the rectangle and the image of David and Goliath. Fold the rectangle in half on the dotted line. Fold the dotted lines on the bottom part of the picture of David and Goliath, and glue the marked tab to the back, as shown. Glue the picture of David and Goliath to the rectangle by matching the numbered sections.





Solomon Dedicates the Temple at Jerusalem, by James Tissot and others

JUNE 22–28: “HEAR THOU IN HEAVEN THEIR PRAYER”

2 Samuel 11–12; 1 Kings 3; 6–9; 11

Saul, David, and Solomon, the first three kings of Israel, all started out with so much promise. Humble, courageous, and wise, they each found favor with the Lord—at least at first. Sadly, each king also gave in to human weaknesses and temptation. They put their own desires before the Lord’s. And as we’ve seen over and over in the scriptures—and in our own lives—that led to tragedy.

But something important happened during the reign of Solomon that provided some hope for stability in the lives of the covenant people. Solomon built a temple. It was to be a more permanent house of the Lord than the tabernacle had been. And it would represent a more permanent presence of the Lord among His people. Solomon knew that the people would continue to face weakness and trials of various kinds. In dedicating the new holy house, Solomon pleaded with the Lord, “If they . . . return unto thee with all their heart, . . . then hear thou their prayer” (1 Kings 8:47–48). That’s part of what temple covenants do for us—they create a connection to God. They secure for us the promise that through our repentance and His mercy, He can “dwell among [us]” and never forsake us (1 Kings 6:13).



Ideas for Learning at Home and at Church

2 SAMUEL 11; 12:1–14

 **The Lord can help me make good choices when I am tempted to sin.**

Sometimes we look at people who seem strong in their faith, and we assume that they are unaffected

by temptation. David’s tragic choices described in 2 Samuel 11 clearly show that this isn’t the case. Consider what lessons you can learn from his experiences. Questions like these might help you study 2 Samuel 11–12:

- What choices did David make that led him down an increasingly sinful path? What righteous choices could he have made instead? (See also the video “To Look Upon,” Gospel Library.)

Using videos. Videos can help you visualize accounts from the scriptures and consider how they apply to you. Consider how you can use them to enhance teaching and learning. For example, while watching “To Look Upon” (Gospel Library), consider pausing the video at various points to ponder or discuss some of the questions suggested in this activity.

- How is the adversary trying to lead you down sinful paths? What choices could you make now to stay spiritually safe?
- Note David’s reaction to Nathan’s story in 2 Samuel 12:1–6. What does his reaction suggest about how David viewed himself? What has the Lord done to help you see yourself more accurately?
- How would you summarize the events of 2 Samuel 11–12 in a one-sentence warning?

Reading about David’s bad choices could lead you to learn about the dangers of pornography and sexual sin. A good resource for this is *For the Strength of Youth: A Guide for Making Choices*, especially the sections titled “What to do in the moment” and “Your body is sacred” (pages 21–28). Maybe you could look in that resource for counsel that would have helped David make better choices. Or you could read “Jesus Christ will help you” (pages 6–9), looking for something that would have helped David return to the Lord.

Consider singing a hymn like “I Need Thee Every Hour” (*Hymns*, no. 98) and pondering how the Savior has strengthened you when you’ve faced temptation.

See also 2 Nephi 28:20–24; Ulisses Soares, “Seek Christ in Every Thought,” *Ensign* or *Liahona*, Nov. 2020, 82–85; “Taking Charge of Technology,” Gospel Library; “Watch Your Step” (video), Gospel Library.

1 KINGS 3:1–15

The gift of discernment helps me distinguish between right and wrong.

If the Lord said to you, “Ask what I shall give thee” (1 Kings 3:5), what would you ask for? What impresses you about Solomon’s request? Ponder why “an understanding heart” to “discern between good and bad” (verse 9) is a valuable gift. What can you do to seek this gift?

See also Moroni 7:12–19.

1 KINGS 6–8; 9:1–9

Through covenants made in the Lord’s house, the Lord dwells with me.

In 1 Kings 6–7 you’ll find a detailed description of the sacred house that Solomon built for the Lord. The details may not seem as important to you as they were to the ancient Israelites. But reading these chapters might give you a sense for how important it was to them to have a house of the Lord. Why is it important to you?

You might ponder what the different parts of Solomon’s temple might symbolize. For example, consider what the cherubim, trees, and flowers in 1 Kings 6:35 might represent. (See also Genesis 3:24.)

Chapter 8 records Solomon’s prayer upon completing the temple (see verses 22–61). Consider making a list of the blessings Solomon asked for. What impresses you about these blessings? (Note also the Lord’s promises in 2 Kings 6:11–13; 9:1–9.) If you’ve been to the Lord’s house, think about your experiences worshipping there. How has keeping temple covenants helped you access the Lord’s blessings?

See also Doctrine and Covenants 109; Henry B. Eyring, “I Love to See the Temple,” *Liahona*, May 2021, 28–31.



Barranquilla Colombia Temple



Ideas for Teaching Children

2 SAMUEL 11

The Lord can help me when I am tempted.

- “King David” in *Old Testament Stories*, 117–20, can help you tell your children the story in 2 Samuel 11. You might ask your children to identify the wrong choices David made and suggest good choices he could have made instead. What are some things we can do when we are being tempted that can help us make the right choice?

1 KINGS 8:61; 11:1–11

“His heart was not perfect with the Lord.”

What does it mean to “let your heart . . . be perfect with the Lord”? (1 Kings 8:61). Is that different from our actions being perfect? How so? Read 1 Kings 11:1–11, and notice what the Lord said about Solomon’s heart. You might ponder whether there are influences in your life that could turn your heart away from the Lord and toward “other gods.”

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.

1 KINGS 8:22-61**Making covenants in the Lord's house—and keeping them—helps me walk in His ways.**

- As you and your children learn about the dedication of the temple in 1 Kings 8, you could look at the pictures of temples in this week's outline. Let your children talk about details they see in the pictures. You might emphasize verses 57–58. What does it mean to “walk in all [the Lord’s] ways”? (1 Kings 8:58). Maybe your children could take a step for each answer they give.
- Tell your children how keeping the covenants you make in the temple helps you walk in the Lord’s ways. You might tell them what these covenants are (see *General Handbook*, 27.2, Gospel Library). You could also sing a song together like “I Love to See the Temple” (*Children’s Songbook*, 95).

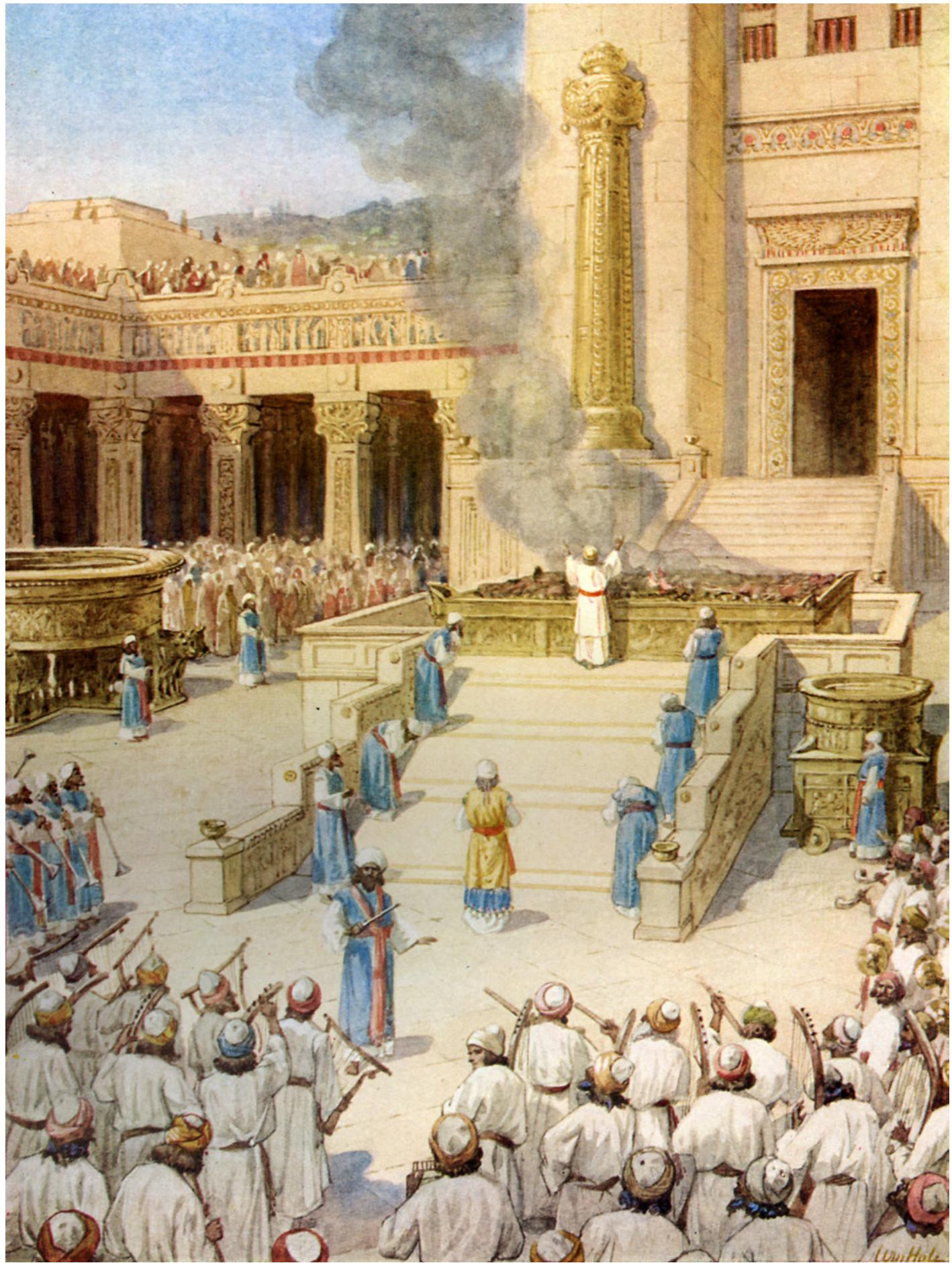


Illustration of Solomon's temple, by Sam Lawlor

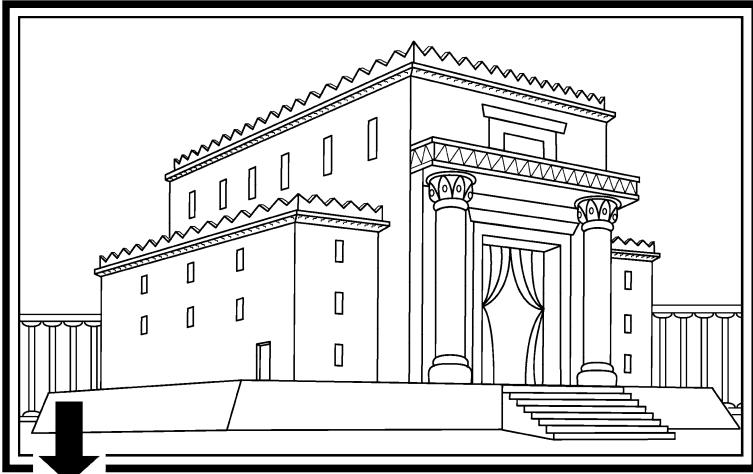
1 KINGS 11:1-11**I can put the Lord first in my life.**

- Reading about how Solomon’s wives influenced him could lead to a conversation about examples of “other gods”—or things that people worship or love instead of the Lord. How do we show that we love Him more than anything else in our lives?

For more, see this month's issue of the *Friend* magazine.

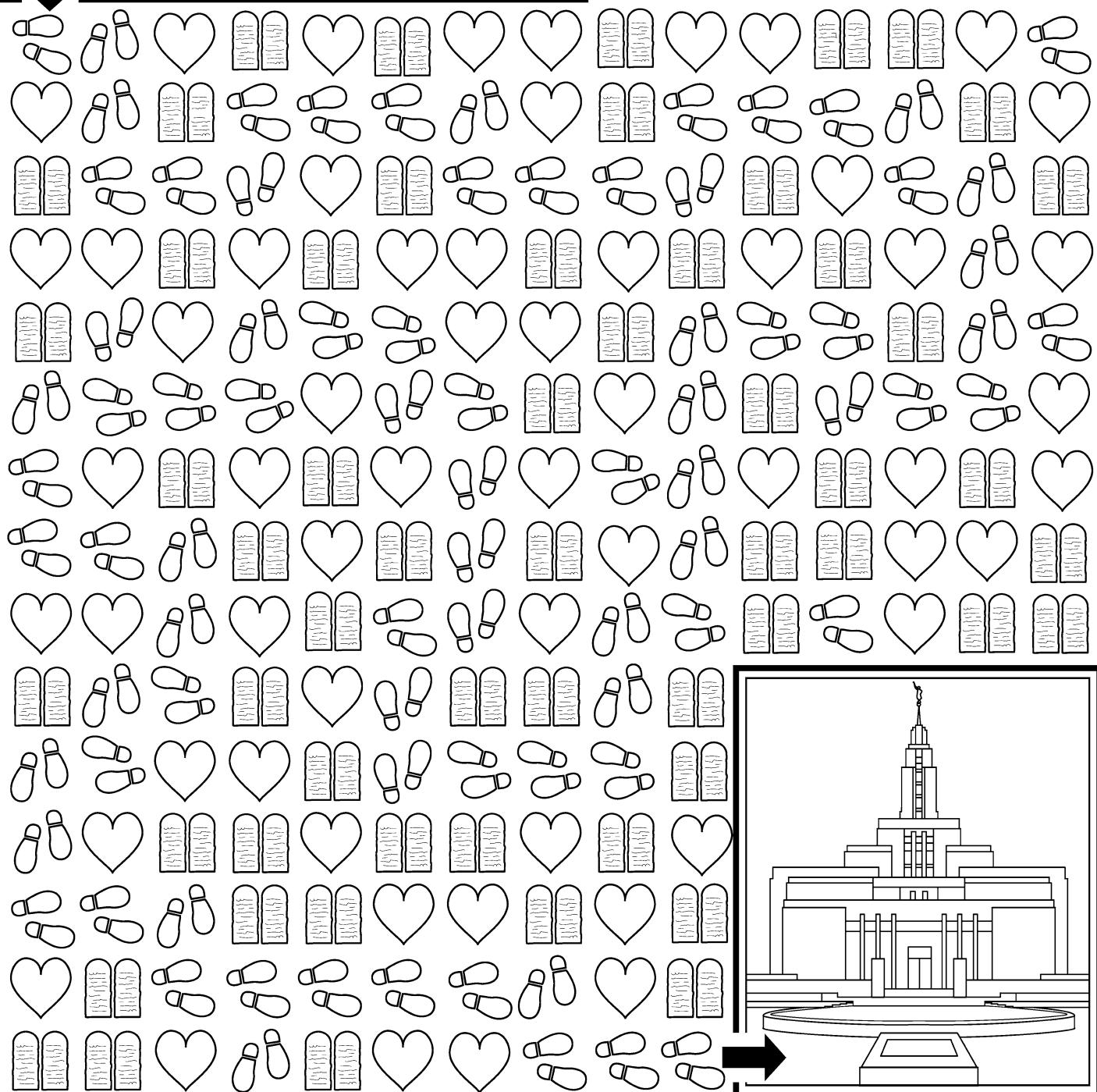


Dedication of the Temple of Solomon in Jerusalem, by William Hole



**Making covenants in the Lord's house helps me walk in His ways
(1 Kings 8:57–58).**

Follow the path of footsteps from
Solomon's temple to a latter-day temple.





Elijah Contends against the Priests of Baal, by Jerry Harston

JUNE 29–JULY 5: “IF THE LORD BE GOD, FOLLOW HIM”

1 Kings 12–13; 17–22

The house of Israel was in disarray. The kingdom had divided, with ten tribes forming the Northern Kingdom of Israel and two tribes forming the Southern Kingdom of Judah. But worse than their separation from each other was both kingdoms’ separation from their covenants. Wicked kings led the people away from the Lord, and many people wavered in their faith.

In this setting, the Lord called Elijah to be a prophet. His life shows that a person can have great faith in the Lord even in bad circumstances. Sometimes the Lord responds to such faith with impressive, public miracles, like fire falling from heaven. But He also works quiet, private miracles, like feeding a faithful widow and her son. And most often the Lord’s miracles are so individual that they are known only to one person—for example, when the Lord reveals Himself to you through “a still small voice” (1 Kings 19:12).



Ideas for Learning at Home and at Church

1 KINGS 12:1–20

Christlike leaders serve the people they lead.

How would you describe the mistake King Rehoboam, the son of Solomon, made in 1 Kings

12:1–14? What Christlike attributes could have helped Rehoboam save his kingdom? (see verse 7; Matthew 20:25–28; Mosiah 2:10–21). How can you use these attributes as a leader—whether in a Church calling or as a leader of your own life?

1 KINGS 17:8–16; 19:19–21

An invitation to sacrifice is an opportunity to exercise my faith in Jesus Christ.

The prophet Elijah asked a widow to give him food and water before feeding herself and her starving son. Why would he do that? Elijah’s request could be seen as a blessing for this small family. They needed the Lord’s blessings, and sacrifice brings blessings—including the blessing of stronger faith.

As you read 1 Kings 17:8–16, imagine you were this widow. What impresses you about her? You could also make a list of choices that require faith in Jesus Christ (for examples, see *For the Strength of Youth: A Guide to Making Choices* [2022]). What do you learn from this widow about exercising faith?

How are Elisha’s actions in 1 Kings 19:19–21 similar to the widow’s actions?

Think about sacrifices you’ve made to follow the Savior. What does 1 Kings 17:8–16; 19:19–21 teach you about these sacrifices? How does your knowledge of the Savior help you when He asks you to make sacrifices? How has He blessed you?

See also Matthew 4:18–22; 6:25–33; Luke 4:24–26; “Elijah and the Widow of Zarephath” (video), Gospel Library; “When Faith Endures,” *Hymns*, no. 128.

1 KINGS 18
“If the Lord be God, follow him.”

The Israelites might have felt they had good reasons to worship Baal, who was known as the god of storms and rain. After three years of drought, they desperately needed rain. And worshipping Baal was socially accepted and promoted by the king and queen. As you read 1 Kings 18, think about why someone in our day might be indecisive about following the Lord. In this chapter, what do you think

the Lord was trying to teach about Himself? What experiences have helped you commit to following the Savior?

See also D. Todd Christofferson, “Choice and Commitment” (worldwide devotional for young adults, Jan. 12, 2020), Gospel Library.



Illustration of Elijah, by Wilson Ong

1 KINGS 19:1–18
The Lord often speaks in quiet, simple ways.

Sadly, the miracle on Mount Carmel didn’t make Elijah’s mission any easier. In fact, his life was in danger, and he had to hide in a cave in the wilderness. There, struggling with loneliness and discouragement, he had an experience with the Lord that was very different from the experience on Mount Carmel. What does Elijah’s experience in 1 Kings 19:1–18 teach you about how the Lord communicates with you in your times of need?

Ponder times when you feel the Lord has spoken to you. How would you describe the way He communicates with you? Why are the words “still” and “small” good ways to describe the voice of the Spirit? What other words do you find in Helaman 5:30; Doctrine and Covenants 6:22–23; 11:12–14? What do you need to do to receive the Lord’s guidance more often?

See also Psalm 46:10.

Use multiple senses to enhance learning.

We all learn about the world through our five senses. Using those senses can also enhance gospel learning. For example, think of images or sounds you could use to illustrate the words “still” and “small” as you learn or teach about the Lord’s voice in 1 Kings 19.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

1 KINGS 17

The Lord blesses me as I have faith in Him.

- To help your children learn the stories of faith in 1 Kings 17, you could show them pictures or objects to illustrate the stories, such as birds, bread, or a boy. As you tell your children these stories, invite them to find the picture or object that goes with each story. “Elijah the Prophet” (in *Old Testament Stories*, 121–24) can help you tell these stories. What does each story teach us about showing faith in Jesus Christ?
- Help your children think of ways they can show their faith in Jesus Christ. Sing with them a song about faith, such as “I Have Faith in the Lord, Jesus Christ” (Gospel Library), and share with each other what you learn about faith from the song.



Illustration of Elijah and the healing of the widow’s son, by Charles Edmund Brock

1 KINGS 17:8–16

When the Lord asks me to sacrifice, I can obey in faith.

- Perhaps your children could draw a picture of what the Lord asked the widow to give Elijah (see 1 Kings 17:12–13) and what the widow received in return (see 1 Kings 17:15–16). (See also this week’s activity page.) They could also look for pictures of other people who gave up something they wanted for something better. Invite your children to find pictures in the *Gospel Art Book* or *Come, Follow Me*. What does the Lord ask us to sacrifice? How does He bless us?

1 KINGS 18:17–39**I can choose to follow Jesus Christ.**

- As you read 1 Kings 18:17–39 together, your children could pick a verse and draw a picture of what it describes. They could use their pictures to tell the story in their own words. (See also “Elijah and the Priests of Baal,” in *Old Testament Stories*, 125–28.)
- Help your children think of situations when they might need to decide whether or not to follow Jesus Christ. Maybe they could draw pictures of themselves making the right choice. Share with each other why you choose to follow Jesus.

1 KINGS 19:9–12**The Lord speaks to me through the still, small voice of the Holy Ghost.**

- As you summarize 1 Kings 19:9–12, invite your children to do actions to represent the strong

wind, the earthquake, and the fire. Then invite them to sit still as you say together, in a quiet voice, “after the fire a still small voice” (verse 12). (See also “The Lord Speaks to Elijah,” in *Old Testament Stories*, 129–31.) Tell your children about times when you have experienced the still, small voice of the Holy Ghost.

- Quietly sing a song about the Spirit, such as “The Still Small Voice” (*Children’s Songbook*, 106–7). What can distract us from recognizing the Spirit? What can help us hear Him?

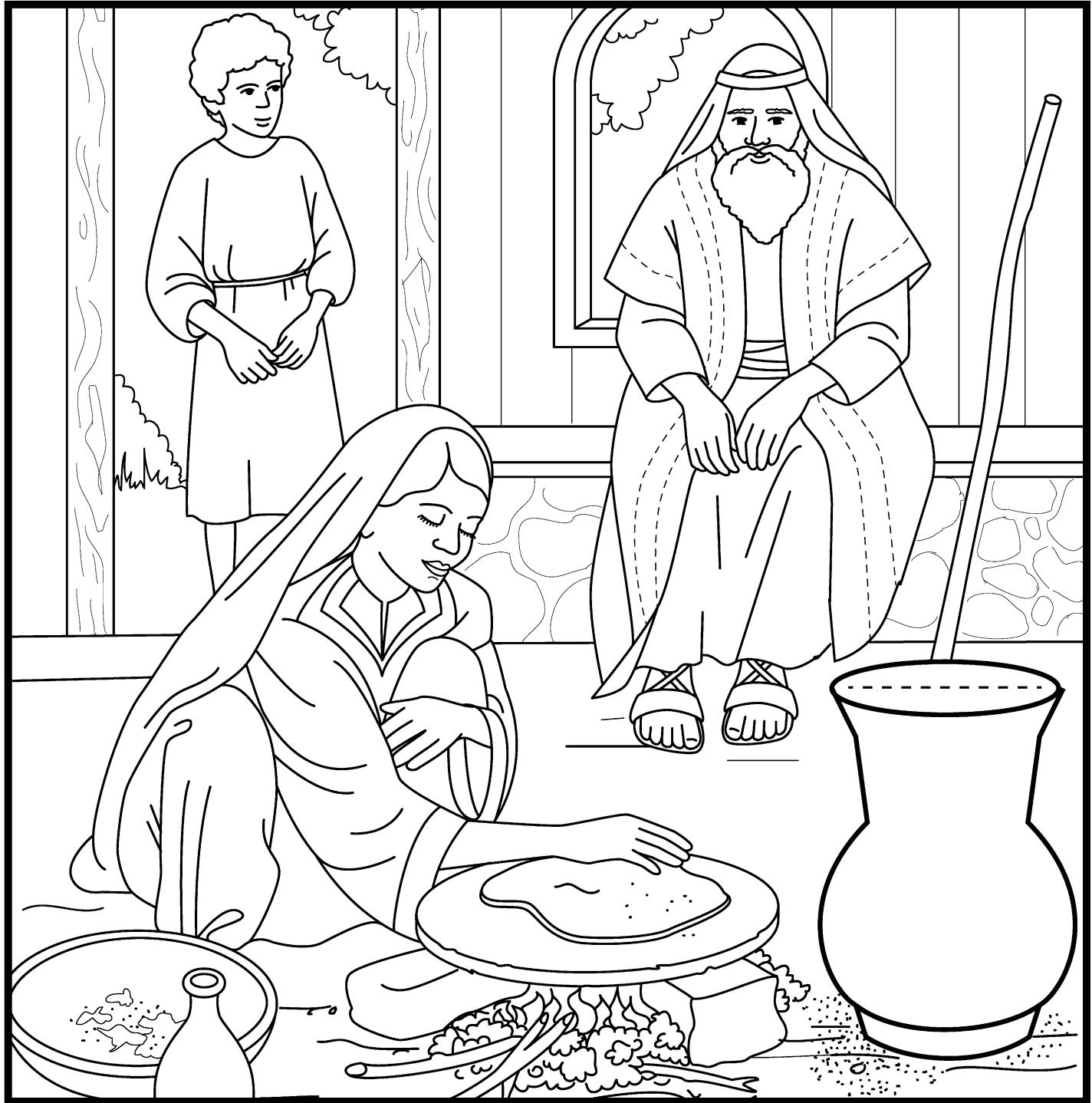
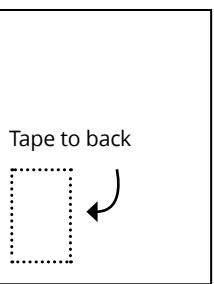
For more, see this month’s issue of the *Friend* magazine.



Widow of Zarephath, by Rose Datoc Dall

When the Lord asks me to sacrifice, I can obey in faith (1 Kings 17:8-16).

Color the picture of the widow of Zarephath and the prophet Elijah, and cut it out. Find another piece of paper, and cut out a rectangle that is larger than the barrel. Tape it to the back of the picture behind the barrel. (Tape the rectangle on all four sides.) Cut along the dotted line on the barrel to create a slit. Then write or draw on pieces of paper things you can do to increase your faith. Put these papers in the barrel.





At River's Edge, by Annie Henrie Nader

JULY 6–12: “THERE IS A PROPHET IN ISRAEL”

2 Kings 2–7

A prophet’s main mission is to teach and testify of the Savior Jesus Christ. Our record of the prophet Elisha, however, doesn’t include much of his teaching or testifying. What the record does include is the miracles Elisha performed, including raising a child from the dead (see 2 Kings 4:18–37), feeding a multitude with just a little food (see 2 Kings 4:42–44), and healing a leper (see 2 Kings 5:1–14). So while we don’t have Elisha’s words about Christ, we do have Elisha’s ministry and miracles, which do testify of Christ. They are powerful manifestations of the Lord’s life-giving, nourishing, and healing power. Miracles happen more often in our lives than we sometimes realize. To see them, we need to seek the faith Elisha had when he prayed on behalf of his fearful young servant: “Lord, I pray thee, open his eyes, that he may see” (2 Kings 6:17).



Ideas for Learning at Home and at Church

2 KINGS 2–6

God can work miracles in my life.

Miracles show us God’s power. They can help us overcome the difficulties of mortality—like a barren land that needs pure water (see 2 Kings 2:19–22) or a lost ax that needs to be recovered (see 2 Kings 6:4–7). But most importantly, miracles can turn us to the Lord. As you read 2 Kings 2–6, consider listing the miracles you find, and ponder the spiritual lessons you learn from each one.

You might also compare the miracles Elisha performed with miracles that Jesus Christ performed (see 2 Kings 4:8–37 and Luke 7:11–16; 2 Kings 4:42–44 and John 6:1–13; 2 Kings 5:1–15 and Luke 17:11–19). What do these miracles teach you about the Savior and His prophets?

See also 2 Nephi 26:12–13; 27:23; Moroni 7:35–37; the section “Seek and expect miracles” in Russell M. Nelson, “The Power of Spiritual Momentum,” *Liahona*, May 2022, 99–100.



Elisha Raising the Son of the Shunamite, by Frederic Leighton

2 KINGS 4:8-17; 7:1-16

The Lord will fulfill His words given through His prophets.

The Lord inspired Elisha to prophesy of things to come—usually, things that seemed unlikely to occur. As you read 2 Kings 4:8–17; 7:1–16, think about how you respond to the word of the Lord through His prophets today. What teachings, prophecies, or promises have you heard from living prophets? What are you doing to act in faith on their words?

See also 3 Nephi 29:6; Doctrine and Covenants 1:37–38; “Teachings of Presidents” collection, Gospel Library.

2 KINGS 5

As I am humble and obedient, Jesus Christ can heal me.

As you read 2 Kings 5, consider comparing Naaman’s leprosy with a spiritual challenge you are facing.

Is there someone like the “little maid” in your life, encouraging you to seek guidance about your challenge from the Lord’s prophets? (see verses 2–3, 13).

What is the Lord inviting you to do that might seem too simple—like “wash, and be clean”? (verse 13). What might be keeping you from accepting His simple invitations?

How can you show humility as Naaman did?

Note how Naaman’s experience affected his faith in the God of Israel (see verse 15). What can you learn from this?

See also Luke 4:27; 1 Peter 5:5–7; Alma 37:3–7; Ether 12:27; L. Whitney Clayton, “Whosoever He Saith unto You, Do It,” *Ensign* or *Liahona*, May 2017, 97–99; “Naaman and Elisha” (video), Gospel Library.

Compare the scriptures to your life.

Sometimes it’s easier to find personal meaning in the scriptures when you compare physical things in a story with spiritual things in your life. For example, while you study 2 Kings 2–7, you could compare situations in your life to things like leprosy, a borrowed ax, the Jordan River, or a large invading army. What lessons might the Lord have for you in these accounts?

2 KINGS 6:8-23

“They that be with us are more than they that be with them.”

As you try to follow Christ, have you ever felt like Elisha’s young servant—outnumbered and fearful? Imagine you were in his place as you read 2 Kings 6:8–23. How does this story change the way you think and feel about your trials, your responsibilities, or your efforts to live the gospel?

As you ponder, consider President Henry B. Eyring’s words: “Like that servant of Elisha, there are more with you than those you can see opposed to you.

Some who are with you will be invisible to your mortal eyes. The Lord will bear you up and will at times do it by calling others to stand with you” (“O Ye That Embark,” *Ensign or Liahona*, Nov. 2008, 58).

Consider making a list of “they that be with [you]” (verse 16)—people God has placed in your life to support you. You might ask Him to help you identify them by opening your spiritual eyes. He has probably also placed you in others’ lives to help them. How can you draw strength and support from each other?



Ideas for Teaching Children

2 KINGS 4

God can work miracles in my life.

- After helping your children understand what a miracle is, invite them to list as many examples of miracles as they can. Pictures in the *Gospel Art Book* or *Come, Follow Me* can help. Then they could look for miracles in 2 Kings 4:1–7, 14–17, 32–35, 38–44. What do these miracles teach about Heavenly Father?
- You and your children could talk about how God has shown His love through miracles. You could also sing together a song such as “God’s Gracious Love” (Gospel Library).

When have you felt the support that the Lord describes in Doctrine and Covenants 84:88?

You might also study Sister Michelle D. Craig’s message “Eyes to See” (*Ensign or Liahona*, Nov. 2020, 15–17). Ask yourself, “What does God want me to see?”

See also “Dearest Children, God Is Near You,” *Hymns*, no. 96.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



Stand as a Witness, by Kwani Povi Winder

2 KINGS 5:1-15

I can choose to do what God commands through His prophet.

- Help your children learn the story in 2 Kings 5:1–3, 9–14. Consider using “Elisha Heals

Naaman" (in *Old Testament Stories*, 134–37) or the picture of Naaman in this week's outline. Why didn't Naaman want to wash in the Jordan River, even though Elisha said that this would heal his disease? How was Naaman blessed when he followed Elisha's instructions? You might share with each other experiences when you obeyed the Lord, even when you weren't sure you wanted to.

- You might also emphasize 2 Kings 5:13, where Naaman's servants helped him decide to obey the prophet Elisha. Your children could then talk about ways they can help their friends or family members listen to and obey the prophet.

2 KINGS 6:8-17

I am not alone.

- You and your children could imagine you are surrounded by an army with swords, horses, and

chariots. How would you feel? What would you do? Your children could then close their eyes while you read 2 Kings 6:16–17 to them. (See also "Elisha and the Lord's Army," in *Old Testament Stories*, 138–39, or the picture at the end of this outline.) When you get to the words "open his eyes" (verse 17), ask the children to open their eyes. Talk about what the servant saw. Share with your children ways you have felt that the Lord was with you during your challenges, even when it seemed like you were alone.

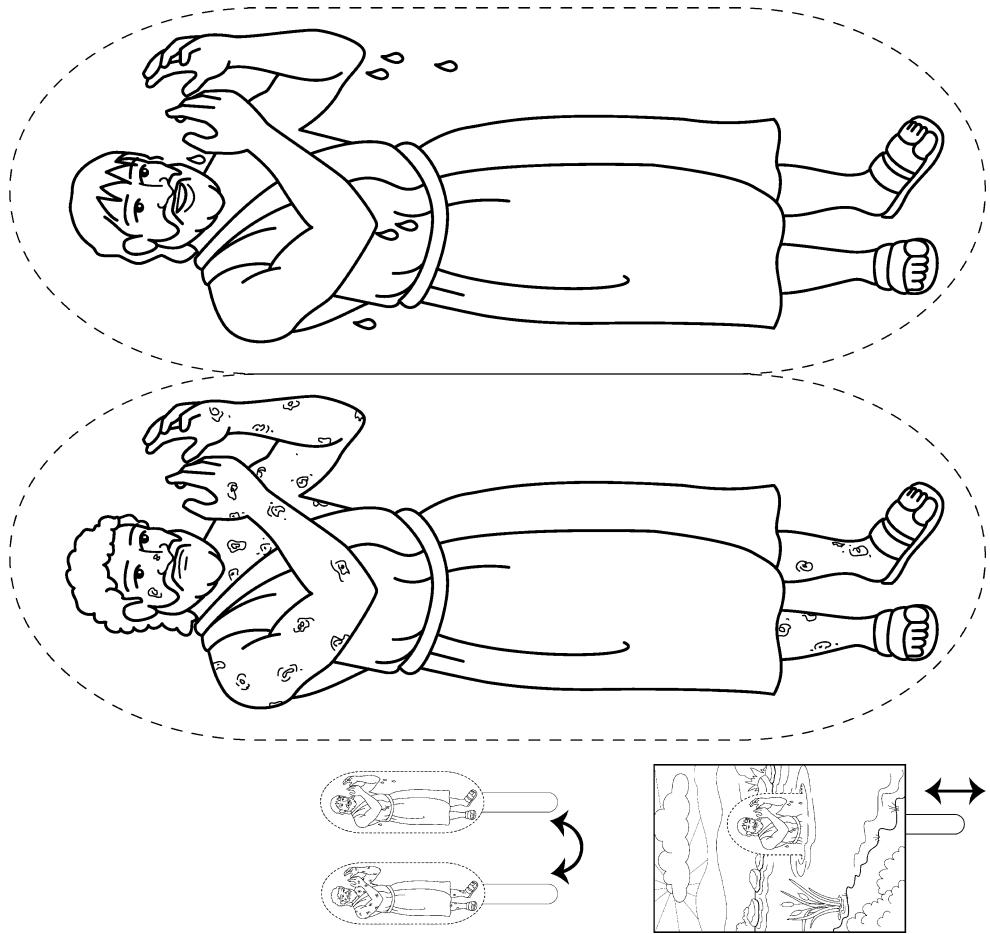
For more, see this month's issue of the *Friend* magazine.



"Fear not: for they that be with us are more than they that be with them," by Stacy Minch

I can choose to do what God commands through His prophet (2 Kings 5:1-19).

Color the pictures, and cut out the figures of Naaman on the dotted lines. Fold the figures on the center solid line, put a craft stick between them, and glue them together. Cut along the dotted line in the river, and use the figures of Naaman to tell how he was miraculously healed when he obeyed the prophet Elisha.





THOUGHTS TO KEEP IN MIND

"Jesus Will Say to All Israel, 'Come Home'"

In the desert of Sinai, Moses gathered the children of Israel at the foot of a mountain. There the Lord declared that He wanted to turn this group of recently liberated slaves into a mighty people. "Ye shall be unto me," He said, "a kingdom of priests, and an holy nation" (Exodus 19:6). He promised that they would flourish and prosper, even when surrounded by larger, more powerful enemies.¹

All this would happen not because the Israelites were numerous or strong or skillful. It would happen, the Lord explained, if they would "obey [His]

voice indeed, and keep [His] covenant" (Exodus 19:5). God's power, not their own, would make them mighty.

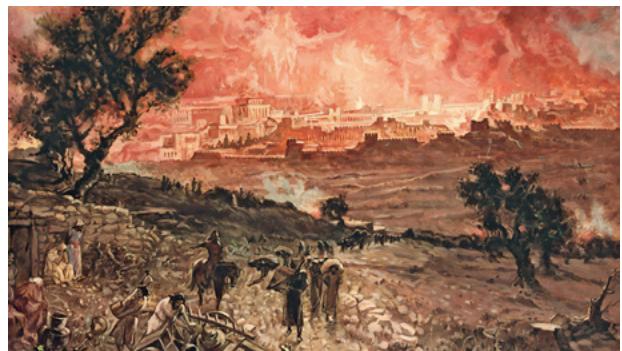
Yet the Israelites didn't always obey God's voice, and over time they stopped keeping His covenant. Many worshipped other gods and adopted the practices of the cultures around them. They rejected the very thing that made them a distinct nation—their covenant relationship with the Lord. Without God's power protecting them, there was nothing to stop their enemies.²

The Scattering

Several times between about 735 and 720 BC, the Assyrians invaded the Northern Kingdom of Israel, home to ten of the twelve tribes, and took thousands of the Israelites captive into various parts of the Assyrian Empire.³ These Israelites became known as "the lost tribes," in part because they were removed from their homeland and scattered among other nations. But they were also lost in a deeper sense: over time they lost their sense of identity as God's covenant people.

Eventually many people in the Southern Kingdom of Judah also turned away from the Lord. The Assyrians attacked and conquered most of that kingdom too; only Jerusalem was miraculously preserved.⁴ Later, between 597 and 580 BC, the Babylonians destroyed Jerusalem, including the temple, and took many people captive.⁵ About 70 years

later, a remnant of Judah was allowed to return to Jerusalem and rebuild the temple. Many, however, stayed in Babylon.⁶



The Destruction of Jerusalem by Nebuzar-adan, by William Brassey Hole,
© Providence Collection/licensed from goodsalt.com

As time passed, Israelites from all the tribes were "scattered . . . with a whirlwind among all the nations

whom they knew not" (Zechariah 7:14). Some the Lord led away to other lands.⁷ Others left Israel to escape capture⁸ or for political or economic reasons.⁹

We call all these events the scattering of Israel. And it's important to know about the scattering for several reasons. For one thing, it's a major topic of the Old Testament—many Old Testament prophets were witnesses of the spiritual downfall that led to the scattering. They foresaw it and warned about it. Some of them even lived through it.¹⁰ That's helpful to remember when you read the books of Isaiah, Jeremiah, Amos, and other prophets in the latter part of the Old Testament. With this context in mind, when you read their prophecies about Assyria

and Babylon, idolatry and captivity, destruction and eventual restoration, you will know what they're talking about.

Understanding the scattering of Israel will help you understand the Book of Mormon better too, because the Book of Mormon is a record of a branch of scattered Israel.¹¹ This record begins with Lehi's family fleeing Jerusalem around 600 BC, just before the Babylonians attacked. Lehi was one of those prophets who prophesied about the scattering of Israel.¹² And his family helped fulfill that prophecy, taking their branch of Israel and planting it on the other side of the world, in the Americas.

The Gathering

The scattering of Israel, however, is only half the story. The Lord doesn't forget His people, nor does He abandon them, even when they have abandoned Him. The many prophecies that God would scatter Israel were accompanied by many promises that He would one day gather them.¹³

That day is today—our day. The gathering has already begun. In 1836, thousands of years after Moses gathered the children of Israel at the foot of Mount Sinai, he appeared in the Kirtland Temple to give Joseph Smith "the keys of the gathering of Israel from the four parts of the earth" (Doctrine and Covenants 110:11). Now, with the direction of people who hold these keys, the tribes of Israel are being gathered from every nation where the Lord's servants are able to go.



Moses, Elias, and Elijah Appear in the Kirtland Temple, by Gary E. Smith

President Russell M. Nelson has called this gathering "the most important thing taking place on earth today. Nothing else compares in magnitude, nothing else compares in importance, nothing else compares in majesty. And if you choose to, if you want to, you can be a big part of it."¹⁴

How can we help? What does it mean to gather Israel? Does it mean restoring the twelve tribes to the land they once inhabited? Actually, it means something much greater, much more eternal. As President Nelson explained:

“When we speak of the *gathering*, we are simply saying this fundamental truth: every one of our Heavenly Father’s children, on both sides of the veil, deserves to hear the message of the restored gospel of Jesus Christ. . . .

“*Anytime* you do *anything* that helps *anyone*—on either side of the veil—take a step toward making

covenants with God and receiving their essential baptismal and temple ordinances, you are helping to gather Israel. It is as simple as that.”¹⁵

This happens, as Isaiah said, “one by one” (Isaiah 27:12) or, as Jeremiah predicted, “one of a city, and two of a family” (Jeremiah 3:14).

Gathering Israel means bringing God’s children back to Him. It means restoring them to their covenant relationship with Him. It means reestablishing the “holy nation” He proposed to establish so long ago (Exodus 19:6).

Come Home

As one who has made a covenant with God, you are part of the house of Israel.¹⁶ You have been gathered, and you are a gatherer. The centuries-long epic story of the covenant people is building to its climax, and you are a key player. Now is the time when “Jesus will say to all Israel, ‘Come home.’”¹⁷

Notes

1. See Deuteronomy 28:1–14.
2. See 2 Kings 17:6–7; 2 Chronicles 36:12–20.
3. See 2 Kings 17:1–7. The ten tribes that were taken captive by Assyria were Reuben, Simeon, Issachar, Zebulun, Dan, Naphtali, Gad, Asher, Ephraim, and Manasseh. The tribe of Levi was spread throughout the other tribes’ territories so they could perform their priestly responsibilities.
4. See 2 Kings 19; Isaiah 10:12–13.
5. See 2 Kings 24–25; 2 Chronicles 36; Jeremiah 39; 52.
6. See Ezra 1; 7; Nehemiah 2.
7. See 2 Nephi 1:1–5; Omni 1:15–16.
8. See 2 Kings 25:22–26; Jeremiah 42:13–19; 43:1–7.
9. In AD 70, Jerusalem and its temple were again destroyed, this time by the Romans, and the remaining Jews were scattered throughout many nations.
10. See Jeremiah 29:18; Ezekiel 22:15; Hosea 9:17; Amos 9:9; 1 Nephi 1:13.
11. See 1 Nephi 15:12.
12. See 1 Nephi 1:13, 18–20; 10:12–14.
13. See Isaiah 5:26; 27:12; 54; Jeremiah 16:14–15; 29:14; 31:10; Ezekiel 11:17; 34:12; 37:21–28; Zechariah 10:8; 1 Nephi 10:14; 22:25; 3 Nephi 16:1–5; 17:4.
14. Russell M. Nelson, “Hope of Israel” (worldwide youth devotional, June 3, 2018), Gospel Library.
15. Russell M. Nelson, “Hope of Israel.”
16. See 2 Nephi 30:2.
17. “Now Let Us Rejoice,” *Hymns*, no. 3.



The Flight of the Prisoners, by James Jacques Joseph Tissot and others

JULY 13-19: "HE TRUSTED IN THE LORD GOD OF ISRAEL"

2 Kings 16-25

Despite the prophet Elisha's powerful ministry, the people of the Northern Kingdom of Israel did not repent. Eventually, the Assyrian Empire conquered and scattered the ten tribes of Israel. Meanwhile, the Southern Kingdom of Judah wasn't doing much better: idolatry was also widespread there.

Amid all this spiritual decay, the scriptures mention two kings of Judah who, for a time, turned their people back to the Lord. One was Hezekiah. During his reign, the Assyrians conquered much of Judah. But Hezekiah and his people showed faith in the Lord, who saved Jerusalem in a miraculous way. Later, after another period of apostasy, Josiah became king. Inspired in part by a rediscovery of the book of the law of Moses, Josiah brought reforms that revived the religious life of his people.

Like Israel and Judah, we all make both good and bad choices. When we sense that our lives need some reforms, we can take encouragement from these two bright spots in the dark years of Judah's history. Perhaps the examples of Hezekiah and Josiah can inspire us to "trust in the Lord our God" (2 Kings 18:22).



Ideas for Learning at Home and at Church

2 KINGS 18-19

 **I can stay true to the Lord when my faith is challenged.**

Most of us have experiences that challenge our faith. For Hezekiah and his people, one of those challenges came when the Assyrian army approached

Jerusalem. As you read 2 Kings 18-19, imagine that you lived in Jerusalem during this time. How might you have felt, for example, hearing the Assyrians' taunts in 2 Kings 18:28-37; 19:10-13? What would you have done? Compare the Assyrians' reasons for the Israelites not to trust the Lord with the reasons Satan gives for us to doubt our faith today. You

could also contrast the Assyrians' reasons with your reasons why you *do* trust the Lord.

What do you learn from Hezekiah's actions in this situation? (see 2 Kings 19:1–7, 14–19). How did the Lord respond? (see 2 Kings 19:35–37). Why do you think Hezekiah remained faithful? (see 2 Kings 18:5–7). Ponder how the Lord has sustained you in challenging times. What do you feel inspired to do to increase your trust in Him?

President Jeffrey R. Holland's message "Fear Not: Believe Only!" (*Liahona*, May 2022, 34–36) has helpful counsel for times of fear or doubt. A hymn like "Let Us All Press On" (*Hymns*, no. 243) could also have encouraging messages. What do you find in these resources that helps you?

See also 2 Chronicles 31–32; 3 Nephi 3–4; Jörg Klebingat, "Valiant Discipleship in the Latter Days," *Liahona*, May 2022, 107–10.

Use scripture study helps. The Church provides many resources to help you understand the scriptures. For example, in the Gospel Library you can find the Guide to the Scriptures, Topics and Questions, and Church magazines. In addition, as you read the Old Testament, you can find helpful context and insights in the "Thoughts to Keep in Mind" articles in *Come, Follow Me*. The article titled "Jesus Will Say to All Israel, 'Come Home'" might help your study of 2 Kings 16–25.

2 KINGS 19:20–37

All things are in the Lord's hands.

Sennacherib, the king of Assyria, had good reason to believe that his army would conquer Jerusalem (see 2 Kings 17; 18:33–34; 19:11–13). But the Lord had a message regarding Sennacherib,

given through the prophet Isaiah. It's recorded in 2 Kings 19:20–34. What truths do you find in the Lord's message that help you have faith in Him and His plan?



2 KINGS 21–23

The scriptures can turn my heart to the Lord.

Have you ever felt that you were lacking something spiritually? Maybe you felt that your relationship with God could be stronger. What helped you turn back to Him? Ponder these questions as you read 2 Kings 21–23, which describes how the Kingdom of Judah fell away from the Lord under King Manasseh (see 2 Kings 21) and how King Josiah helped the people turn back to Him (see 2 Kings 22–23). How and why did Josiah and his people change? (see 2 Kings 22:8–11; 23:1–6, 21, 24).

President Spencer W. Kimball called the story of King Josiah "one of the finest stories in all of the scriptures" (*Teachings of Presidents of the Church: Spencer W. Kimball* [2006], 62). Read President Kimball's words about King Josiah (pages 62–64). Perhaps you can think of an experience when a passage of scripture "work[ed] mightily" in you. What might you do to receive more experiences like that?

See also Alma 31:5; "Josiah and the Book of the Law" (video), Gospel Library.

2 KINGS 23:1-25**A covenant is a whole-souled commitment between me and the Lord.**

What impresses you about the covenant Josiah made in 2 Kings 23:3? As you continue reading chapter 23, notice what Josiah did to show his commitment to

**Ideas for Teaching Children****2 KINGS 18:3-6; 19:14-19****I can trust Heavenly Father and Jesus Christ.**

- In 2 Kings 18:3, 5–6, help your children discover what made Hezekiah a good king. Then as you read together 2 Kings 19:14–19, they could discover how he showed that he trusted the Lord. You could look at a picture of Jesus and talk about why we can trust Him. How can we show that we trust the Lord?

2 KINGS 22:1-7**Heavenly Father and Jesus Christ can trust me.**

- In 2 Kings 22:1, help your children discover how old Josiah was when he became king. What do we learn about Josiah in verse 2? Consider an activity that could illustrate following the Lord and not turning “aside to the right hand or to the left.”
- The workers described in 2 Kings 22:3–7 were trusted with the money to rebuild the temple “because they dealt faithfully” (verse 7). After reading these verses, you and your children could talk about things you have been trusted with.

the Lord (see also the picture at the end of this outline). How can you show your commitment to Him?

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.

How can we be trustworthy like the workers in these verses?



A scribe bringing a scroll of scripture to King Josiah; illustration by Robert T. Barrett

2 KINGS 22:8-11; 23:2-3**The scriptures teach me to follow Jesus Christ.**

- To introduce the story of King Josiah in 2 Kings 22–23, you could hide a copy of the scriptures somewhere in the room. Invite your children to find it. Then you could share what happened when one of Josiah’s priests found the scriptures in the temple (see 2 Kings 22:8–11; see also “King Josiah” in *Old Testament Stories*, 148–49). What

might happen to us if we didn't have the scriptures? Share with each other why you are glad we have the scriptures today.

- After reading 2 Kings 23:2–3, you and your children could talk about scriptures that have inspired you to “walk after the Lord” (verse 3). You could also sing a song about the scriptures, such as “Search, Ponder, and Pray” (*Children’s Songbook*, 109).

2 KINGS 23:1–3

I will keep my covenants with God.

- When Josiah and his people learned the commandments of God, they made a covenant to

live them. Read about this with your children in 2 Kings 23:1–3, and help them find words or phrases that show how the people felt about the Lord’s commandments. Maybe your children could stand and talk about what it might mean to “[stand] to the covenant.” Then they could walk in place and talk about what it might mean to “walk after the Lord.” Next, they could place their hands on their hearts and suggest ways we can keep our covenants “with all [our] heart.”

For more, see this month’s issue of the *Friend* magazine.

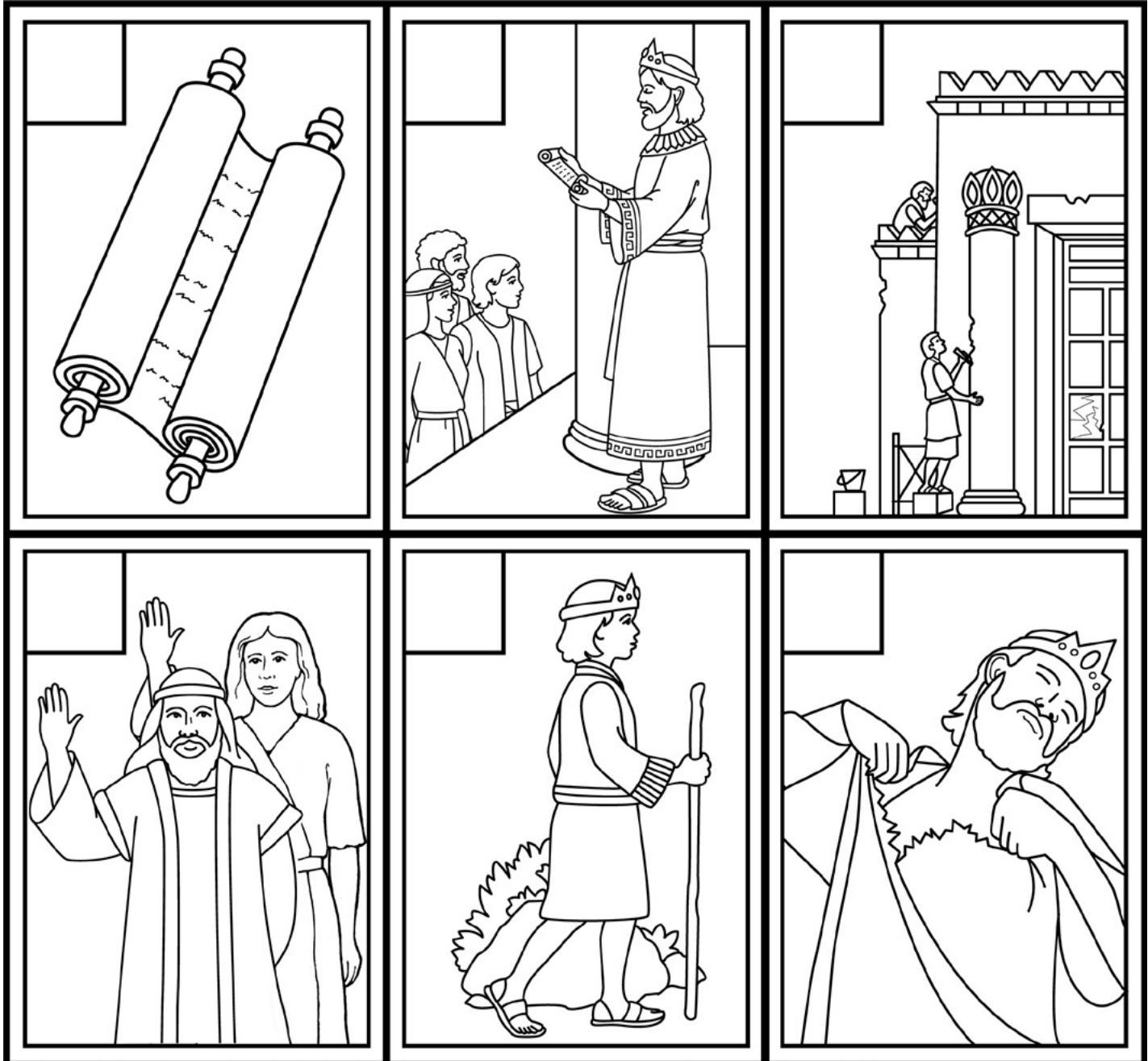


Josiah's people removing idols from the city; illustration by William Hole

The scriptures teach me to follow Jesus Christ (2 Kings 22:8–11; 23:2–3).

Match each scripture passage to one of the pictures below. In the box of each picture, write the number of the scripture passage. How are the scriptures a blessing in your life?

1. 2 Kings 22:1
2. 2 Kings 22:2, 5–6
3. 2 Kings 22:8–10
4. 2 Kings 22:11
5. 2 Kings 23:1–2
6. 2 Kings 23:3





King Jehoshaphat's Prayer, by Keeley Rae

JULY 20–26: “OUR EYES ARE UPON THEE”

2 Chronicles 14–20; 26; 30

The Kingdom of Judah was surrounded. Armies from three powerful enemy nations were all advancing at once, prepared for battle. In this desperate moment of need, Jehoshaphat, King of Judah, turned to the King of heaven and earth. Jehoshaphat gathered his people at the temple and prayed. He acknowledged their human weakness and pleaded for deliverance. In response, the Lord promised His protection: “Fear not, nor be dismayed” (2 Chronicles 20:17).

We might not have an invading army at our doorstep threatening to destroy us, but sometimes we do feel surrounded by adversity and evil. Our path to deliverance is the same one Jehoshaphat sought, and our prayer can be like his too: “O our God, . . . we have no might against this great company that cometh against us; neither know we what to do: but our eyes are upon thee” (2 Chronicles 20:12).

In 2 Chronicles 14–30, you will read about Jehoshaphat and other kings in Judah. Consider how their faith-driven reforms, victories, and challenges can apply to your own life.



Ideas for Learning at Home and at Church

2 CHRONICLES 14–16

Trusting in God will bring me peace.

When Asa was the king of Judah, he faced many challenges—just like we all do today. As you read about the trials he faced, notice where he put his trust and how that changed over time.

Reference	Challenges Asa faced	Where Asa put his trust
2 Chronicles 14:9–12		

Reference	Challenges Asa faced	Where Asa put his trust
2 Chronicles 15:1–8		
2 Chronicles 16:1–10		

Why do we sometimes stop trusting the Lord? What else do you learn from Asa's life?

See also Elder D. Todd Christofferson, "Our Relationship with God," *Liahona*, May 2022, 78–80.

2 CHRONICLES 18

I can defend the truth, even when it's unpopular.

The prophet Micaiah must have felt a lot of pressure to predict success for the kings Jehoshaphat and Ahab in their war against Syria. Look for evidence of that pressure in 2 Chronicles 18:1–12. What evidence do you find of Micaiah's courage and integrity in verses 13–27? (Note that in verse 14, Micaiah gives a sarcastic response; his real answer is in verse 16.) How are Micaiah's words fulfilled in verses 28–34?

What are some situations in which you might face pressure like Micaiah faced? What gives you courage to stand up for the Lord and His teachings?



In the days of King Jehoshaphat, three nations attacked Jerusalem.

2 CHRONICLES 20:1–25

In difficult times, I can turn to God and His prophets.

As you read 2 Chronicles 20:1–12, look for what King Jehoshaphat did when multiple nations came to attack Judah. How could you apply his actions in the challenging circumstances you face?

The Lord's response to Jehoshaphat's prayer is found in verses 14–17. What phrases do you find there that could comfort you or someone you know during difficult times?

The following day, the people of Jerusalem went out to meet the opposing army. As you read 2 Chronicles 20:20, look for the message Jehoshaphat gave to the people of Jerusalem. How were his words fulfilled? (see verses 22–23). How has God blessed you for believing in Him and following His prophets?

See also Doctrine and Covenants 21:4–6; "A Secure Anchor" (video), Gospel Library; "Make inspired choices," *For the Strength of Youth: A Guide for Making Choices* (2022), 4–5.

Identify simple statements of truth.

Elder Neal A. Maxwell taught: "The scriptures offer us so many doctrinal diamonds. And when the light of the Spirit plays upon their several facets, they sparkle with celestial sense and illuminate the path we are to follow" ("According to the Desire of [Our] Hearts," *Ensign*, Nov. 1996, 21). As you study the scriptures, consider taking time to identify, mark, and ponder short yet powerful messages. Some examples can be found in 2 Chronicles 14:11; 15:7; 18:13; 20:15; 26:5. What other "doctrinal diamonds" can you find?

2 CHRONICLES 26:3–21**Pride leads to destruction.**

As with many other kings of Judah, Uzziah's reign began with great accomplishments but ended with tragedy. Look for this pattern in 2 Chronicles 26. What would you say was the turning point in Uzziah's life?

As you read verses 16–23, keep in mind that at this time, only priests were allowed to burn incense in the temple. Why do you think King Uzziah disobeyed God? What do you learn from this tragic experience?

See also “Be Thou Humble,” *Hymns*, no. 130.

2 CHRONICLES 30**I can be a peacemaker.**

In 2 Chronicles 30, Hezekiah was the king of Judah. He invited the rival Kingdom of Israel to gather



Ideas for Teaching Children

2 CHRONICLES 14–16; 20**I can trust God.**

- To introduce the idea of trusting the Lord, you might show your children something you trust to keep you dry when it rains, like an umbrella or jacket. Let them talk about why we can trust these things. Then help them compare that to our trust in the Lord. Why do we trust Him to keep us safe spiritually?
- You could help your children discover how King Asa and King Jehoshaphat responded to challenges by trusting in the Lord (see 2 Chronicles 14:11; 20:3–5, 12). Share with each other ways you can show the Lord that you trust Him.

in Jerusalem to celebrate Passover—something the Israelites hadn't been able to do for many years (see verses 1–12). What impresses you about the invitation and how it was received—both by the Israelite guests and by their hosts in Judah?

Because it had been so long, some visitors to Jerusalem were not familiar with the details of how to participate in Passover. As you read 2 Chronicles 30:18–27, what do you learn from Hezekiah's response and the results of his response?

See also Russell M. Nelson, “Peacemakers Needed,” *Liahona*, May 2023, 98–101.

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.

2 CHRONICLES 20:1–29**God will hear and answer my prayers.**

- This week's activity page can help your children understand the story of Jehoshaphat's prayer and the Lord's answer. You and your children could share times when God heard and answered your prayers. Consider including times when the answers came in ways or at times that you didn't expect. A song about prayer, such as “I Pray in Faith” (*Children's Songbook*, 14), could help build your children's faith.

2 CHRONICLES 26:3-23**I can be humble.**

- To learn about the dangers of pride, your children could build a tower with blocks or small cups. As they place each block or cup on the tower, help them identify one of Uzziah's accomplishments from 2 Chronicles 26:3–15. After they finish the tower, discuss with your children how Uzziah could keep it tall and strong. What could make it fall? Then, as you read verse 16, you could talk about what it means to have our hearts “lifted up to [our] destruction.” Share with your children what happened to Uzziah in verses 16–23. Let them knock down their tower. Talk about what we can do to stay humble.



King Hezekiah and the People Thank God, © Lifeway Collection/licensed from goodsalt.com

2 CHRONICLES 30**I can be a peacemaker.**

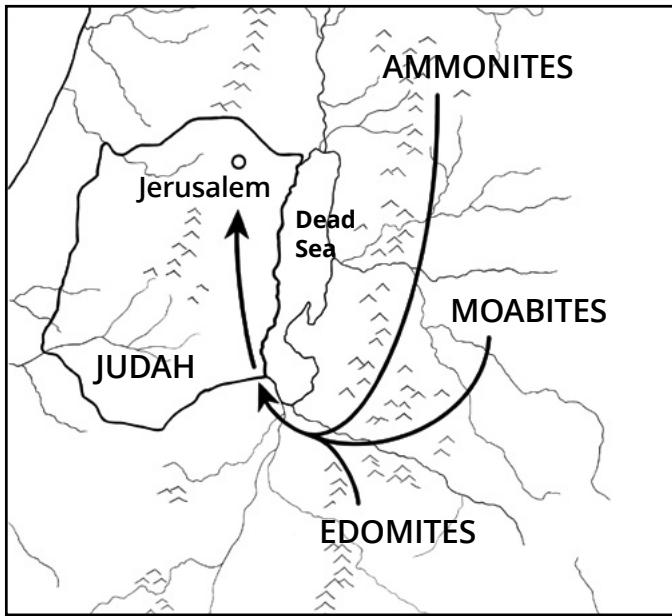
- The picture above shows when Hezekiah invited Judah’s neighbors from the Kingdom of Israel to celebrate Passover with them. You could look at this image with your children and read 2 Chronicles 30:18–19, which explains that some of the guests had not washed themselves according to the law of Moses. What did Hezekiah do? How would this have made the guests feel? Help your children think of how they can be like Hezekiah in the way they treat others.

For more, see this month's issue of the *Friend* magazine.



Uzziah's Pride and Punishment, by A. M. Boon

God will hear and answer my prayers (2 Chronicles 20:1–29).



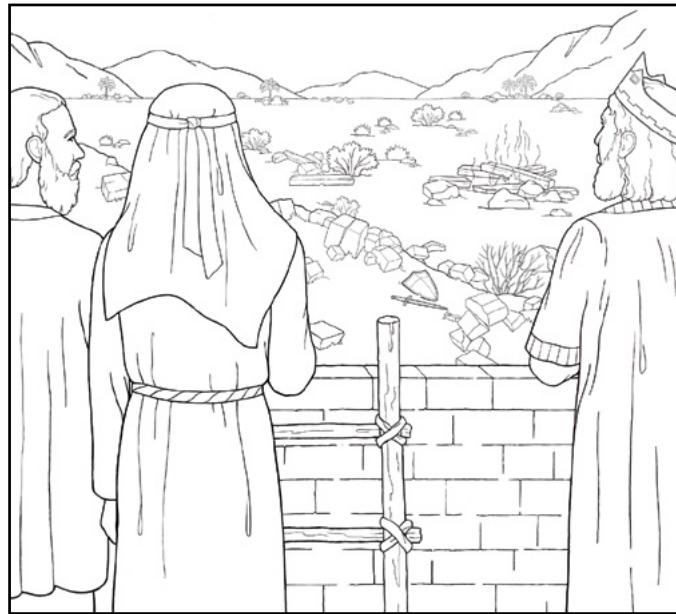
When three armies came to battle against the Israelites, what did the people do?
(2 Chronicles 20:3)



What words are your favorite from
2 Chronicles 20:12?



Jahaziel spoke by the Spirit to the people. What was his message?
(see 2 Chronicles 20:15)



How did the other nations feel after they heard the Lord fought the battle for Israel?
(2 Chronicles 20:29)



I Have a Great Work to Do, by Tyson Snow

JULY 27–AUGUST 2: “I AM DOING A GREAT WORK”

Ezra 1; 3–7; Nehemiah 2; 4–6; 8

The Jewish people had been captives in Babylonia for about 70 years. They had lost Jerusalem and the temple, and many had forgotten their commitment to God’s law. But God had not forgotten them. In fact, He had declared through His prophet, “I will visit you, and perform my good word toward you, in causing you to return” (Jeremiah 29:10). True to this prophecy, the Lord made a way for His people to return—both to Jerusalem and, more importantly, to their covenants. And He raised up servants who accomplished “a great work” (Nehemiah 6:3): A governor named Zerubbabel oversaw the rebuilding of the house of the Lord. Ezra, a priest and scribe, helped the people turn their hearts back to the Lord’s law. And Nehemiah led the rebuilding of the protective walls around Jerusalem. They met opposition, but they also got help from unexpected sources. Their experiences can inform and inspire ours because we too are doing a great work. And like theirs, our work has much to do with the house of the Lord, the law of the Lord, and the spiritual protection we find in Him.



Ideas for Learning at Home and at Church

EZRA 1

The Lord inspires people to accomplish His purposes.

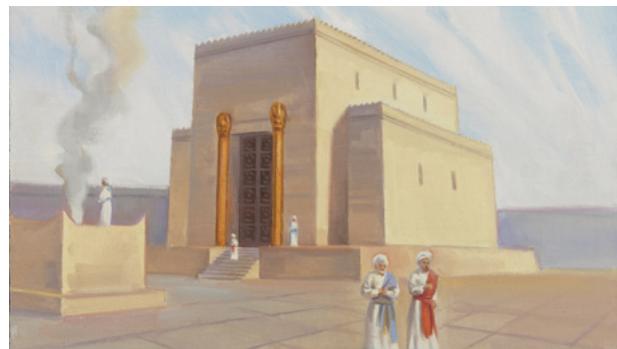
After Persia conquered Babylonia, the Lord inspired the Persian king, Cyrus, to send a group of Jews to Jerusalem to rebuild the temple. As you read Ezra 1,

note what Cyrus did to support the Jews in this important work. How do you see the Lord working through men and women around you, including people who are not members of His Church? What does this suggest to you about the Lord and His work?

See also Isaiah 44:24–28.

EZRA 3:8–13; 6:16–22**The house of the Lord is a place of joy.**

When the Babylonians invaded Jerusalem, they plundered the temple and burned it to the ground (see 2 Kings 25:1–10; 2 Chronicles 36:17–19). How do you think you might have felt if you had been one of the Jews who witnessed this? (see Psalm 137). Notice how the Jews felt, decades later, when they were allowed to return and rebuild the temple (see Ezra 3:8–13; 6:16–22). That might prompt you to ponder your own feelings about the Lord and His house. Why is the building of a temple a reason to celebrate?



The temple of Zerubbabel; illustration by Sam Lawlor

EZRA 4:7; NEHEMIAH 2; 4: 6**God has an important work for me to do.**

The Lord's work rarely goes unopposed. This was true of the efforts led by Zerubbabel and Nehemiah. Here's a simple approach that can help you learn from these stories and consider how you can do the Lord's work despite opposition:

God's work for Zerubbabel

(Ezra 4:3): _____

God's work for Nehemiah

(Nehemiah 2:17–18): _____

God's work for me: _____

Opposition Zerubbabel faced

(Ezra 4:4–24): _____

Opposition Nehemiah faced (Nehemiah 2:19; 4:1–3, 7–8; 6:1–13): _____

Opposition I face: _____

How Zerubbabel responded

(Ezra 5:1–2): _____

How Nehemiah responded (Nehemiah 2:20; 4:6, 9; 6:3–15): _____

How I can respond: _____

For help comparing Nehemiah's experience to your life, you might study President Dieter F. Uchtdorf's message "We Are Doing a Great Work and Cannot Come Down" (*Ensign* or *Liahona*, May 2009, 59–62), especially the last two sections. As you think about the work God has given you, you might study the "Young Women Theme" or the "Aaronic Priesthood Quorum Theme" (Gospel Library). Or you could look in a hymn like "As Sisters in Zion" (*Hymns*, no. 309) or "Ye Elders of Israel" (*Hymns*, no. 319).

What do you think it means to have "a mind to work" in the service of the Savior? (Nehemiah 4:6). What might it mean to have "the good hand of . . . God upon [you]" as you do His work? (Nehemiah 2:8; see also Nehemiah 2:18; Ezra 7:6, 9, 27–28).

How have you seen His hand in your efforts to serve Him?

NEHEMIAH 8

I am blessed when I study the scriptures.

For generations in captivity, the Jews had limited access to “the book of the law of Moses” (Nehemiah 8:1). In Nehemiah 8, Ezra read the law to the people. What do you find in this chapter that shows how Ezra and his people felt about God and His word?



Ideas for Teaching Children

EZRA 3:8–13; 6:16–22

The house of the Lord is a place of joy.

- To teach your children about the joy the Jews felt when their temple was rebuilt, you could show them a picture like the one below. Talk about why these people might be happy to be at the house of the Lord. You could also tell your children why the temple is a place of joy for you. How has the temple helped you feel closer to Heavenly Father and the Savior?
- As you read Ezra 3:10–13 with your children, help them find words that show how the Jews felt when the temple was being rebuilt. When you get to the end of verse 13, maybe you could shout for joy together. Help your children think of reasons to be joyful that the Lord has given us temples. How can we show that joy?

(see especially verses 1–12). What in your life shows how you feel about God and His word?

See also *Teachings of Presidents of the Church: Ezra Taft Benson* (2014), 115–24.

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.

- Consider singing a song about the temple with your children, such as the second verse of “Welcome Home” (Gospel Library). After each line, you could pause to ask a child to share something he or she loves about the temple. You might also look at pictures of temples while you sing.



NEHEMIAH 2:17-20; 6:1-9

The Lord will help me do His “great work.”

- Share with your children the story of Nehemiah (see Nehemiah 2:17–20; 6:1–9; or “Nehemiah” in *Old Testament Stories*, 173–74). As you read Nehemiah 2:20, you and your children could “arise” and pretend to help build the walls of Jerusalem. Or your children might enjoy building a wall with blocks or other objects. As they do, you could help them think of important things Heavenly Father wants us to do.
- As you read Nehemiah 6:9, invite your children to raise their hands when they hear you say “strengthen my hands.” Tell the children about a time when you felt God strengthen your hands to do His work.

NEHEMIAH 8:1-12

The scriptures are a blessing.

- Read aloud some phrases from Nehemiah 8:2–3, 5–6, 8–9, 12 that describe what the people did when they heard Ezra read the scriptures. As you read, your children could act out these phrases. Then you could share with each other how you feel when you read or hear the scriptures.

- As you read together Nehemiah 8:8, you could ask your children what helps them understand the scriptures. Show them how to use scripture study aids like the Guide to the Scriptures and Topics and Questions (Gospel Library). Invite your children to share something they have learned about the Savior from the scriptures.

Look for eternal truth in the scriptures.

“The scriptures . . . are filled with gospel truths, but sometimes it takes conscious effort to find them. As you are learning together from the scriptures, stop and ask those you teach what gospel truths they notice. Help them see how these truths relate to Heavenly Father’s plan of salvation. Sometimes eternal truths are stated in the scriptures, and sometimes they are illustrated in the stories and lives of the people we read about. It can also be helpful to explore together the historical background of the verses you are reading, as well as the meaning of the verses and how they apply to us today” (*Teaching in the Savior’s Way*, 22).

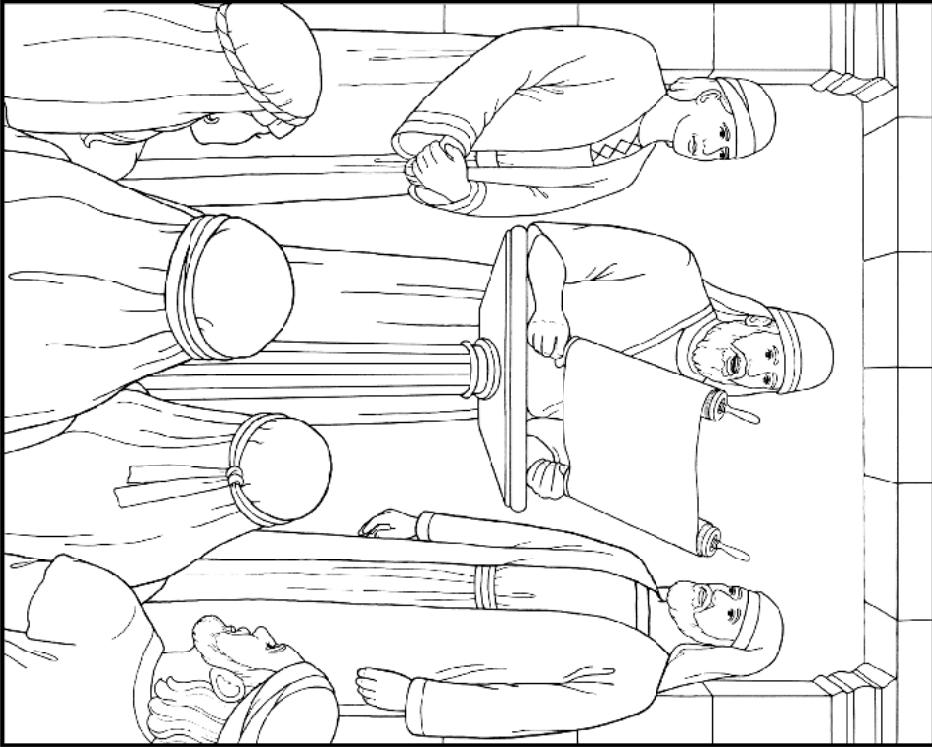
For more, see this month’s issue of the *Friend* magazine.



Ezra at the Water Gate, © Providence Collection/licensed from goodsalt.com

The scriptures are a blessing (Nehemiah 8:1-12).

Color the picture of Ezra reading the scriptures to the people.
In the blank space, draw yourself and your family reading the scriptures.





Queen Esther Saves Jehovah's People, by Sam Lawlor

AUGUST 3–9: “THOU ART COME . . . FOR SUCH A TIME AS THIS”

Esther

Many events in the book of Esther might seem like luck or coincidence. How else do you explain how an orphaned Jewish girl became the queen of Persia at just the right time to save her people from slaughter? What are the chances that Esther’s cousin Mordecai would happen to overhear a plot to assassinate the king? Were these coincidences, or were they part of a divine plan? Elder Ronald A. Rasband noted: “What may appear to be a random chance is, in fact, overseen by a loving Father in Heaven. . . . The Lord is in the small details of our lives” (“By Divine Design,” *Ensign* or *Liahona*, Nov. 2017, 56). We might not always recognize the Lord’s influence in these “small details.” But we learn from Esther’s experience that He can guide our path and prepare us “for such a time” (Esther 4:14) when we can be instruments in His hands to fulfill His purposes.



Ideas for Learning at Home and at Church

ESTHER

 **The Lord puts me in situations where I can bless others.**

President Dieter F. Uchtdorf taught that each of us “stands at a unique place and has an important

task that only [we] can perform. . . . The Lord gave you your responsibilities for a reason. There may be people and hearts only you can reach and touch. Perhaps no one else could do it in quite the same way” (“Lift Where You Stand,” *Ensign* or *Liahona*, Nov. 2008, 56).

As you read the story of Esther, ponder how this statement applies to her. Look for ways the Lord made it possible for her to save the Jews (see, for example, Esther 2:21–23; 3:10–14; 4:14–16). Then ponder how He has given you opportunities to bless others. What are some circumstances or relationships that He has guided you to “for such a time as this”? (Esther 4:14). If you have a patriarchal blessing, consider reading it to learn more about the work the Lord has for you to do. What can you do to accomplish this work?

See also “For Such a Time as This” (video), ChurchofJesusChrist.org.

We learn more by doing than by listening.

Elder David A. Bednar counseled teachers: “Our intent ought not to be ‘What do I tell them?’ Instead, the questions to ask ourselves are ‘What can I invite them to do? What inspired questions can I ask that, if they are willing to respond, will begin to invite the Holy Ghost into their lives?’” (in *Teaching in the Savior’s Way*, 25). If you are teaching your family or a class about Esther, what could you ask them to do that will help them learn?



“When Haman saw that Mordecai bowed not . . . then was Haman full of wrath” (Esther 3:5).

ESTHER 3; 5:9–14; 7

Pride and anger can lead to downfall.

In the book of Esther, we learn from the faithfulness of Esther and Mordecai, but we also learn from the pride and anger of Haman. As you read Esther 3; 5:9–14, note Haman’s feelings, words, and actions. What do they reveal about him and his motivations? What consequences did he face? (see Esther 7). Reading about Haman may prompt you to evaluate what motivates your feelings and actions. Are you inspired to make any changes? How can you turn to Heavenly Father for help?

See also Proverbs 16:32; Alma 5:28.

ESTHER 3–4; 5:2–3; 8:11–12

Fasting shows that I trust and rely on the Lord.

Notice why Esther and the rest of the Jews decided to fast (see Esther 3:13; 4:1–3, 10–17). How did fasting bless them? (see Esther 5:2–3; 8:11–12). Why does the Lord ask us to fast? (see Topics and Questions, “Fasting and Fast Offerings,” Gospel Library). Consider how you can make fasting a greater blessing in your life.

See also Isaiah 58:6–12; “Fasting: Young Single Adult Ward, Amanda” (video), ChurchofJesusChrist.org.

ESTHER 3:1–11; 4:10–17; 5:1–4; 9:17–19

Doing the right thing often requires great courage.

When Mordecai and Esther stood up for their beliefs and their people, they put their lives at risk. Our choices might have less severe consequences, but doing the right thing can still require courage. What do you learn from Esther 3:1–4; 4:10–17 about having courage to do the right thing? Note the different consequences Mordecai and Esther experienced after showing courage (see Esther 3:5–11;

5:1–4). What did Esther and Mordecai need to know about God to make the choices they made?

Think of situations where you need courage to stand up for what's right. What do you learn from Esther and Mordecai that can help you find courage in the Lord?

Esther's courage led to "a day of gladness" (see Esther 9:17–19). How has Christlike courage given you "a day of gladness"?



Ideas for Teaching Children

ESTHER 2:5–7

I can serve my family.

- You might feel inspired to use Esther 2:7 to teach your children about helping family members in need, as Mordecai did for Esther. You could read the verse together or summarize it in your own words. Then you and your children could think of family members who might need your help. Make a plan to help them.

ESTHER 3:1–11; 4:10–17

The Lord can help me be brave.

- The examples of Esther and Mordecai can help your children understand that bravery means doing what is right even when you are afraid. Consider writing the phrases *Mordecai was brave when he . . .* and *Esther was brave when she . . .*. As you learn the story of Esther together, your children could suggest ways to finish the sentences. You could read Esther 3:1–11; 4:10–17 or "Queen Esther" (in *Old Testament Stories*, 166–70) or look at the pictures in this outline. Then write *I will be brave by . . .*, and invite your children to list things Heavenly Father wants them to do that

See also "Courage," "Dare to Stand Alone" (videos), Gospel Library; "True to the Faith," *Hymns*, no. 254.

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.

require courage. A song about courage, such as "Dare to Do Right" (*Children's Songbook*, 158), could help.

- You could also learn about times when Jesus Christ was brave—for example, when He suffered for our sins in Gethsemane and on the cross (see Matthew 26:36–39; 27:33–35). Ask your children to share a time when they were brave, and share your own experiences as well.

ESTHER 4:1–3, 10–17

Fasting brings the Lord's blessings.

- Reading Esther 4:1–3, 10–17 could help you teach your children about fasting. Why did Esther and the Jews fast? Tell your children why you fast. You could also ask them how they would explain fasting to a friend who has never done it before. How could we help our friends understand the blessings that come from fasting?
- Encourage your children to think of something they might need the Lord's help with. Suggest they make that part of their fast during the next fast Sunday.



Because Esther was brave, she was able to save the Lord's people.

ESTHER 4:14

I can be an instrument in God's hands.

- Help your children understand that when Esther was afraid, Mordecai encouraged her by

explaining that the Lord had helped her become the queen “for such a time as this” (Esther 4:14). What did Mordecai mean by this? Talk with each other about how Esther was an instrument for the Lord. How can we be instruments for the Lord?

- How could you help your children understand what an instrument is? Maybe you could invite someone to play a song on a musical instrument or show a picture of someone using a tool. You could then talk about what it means to be an instrument in God’s hands.

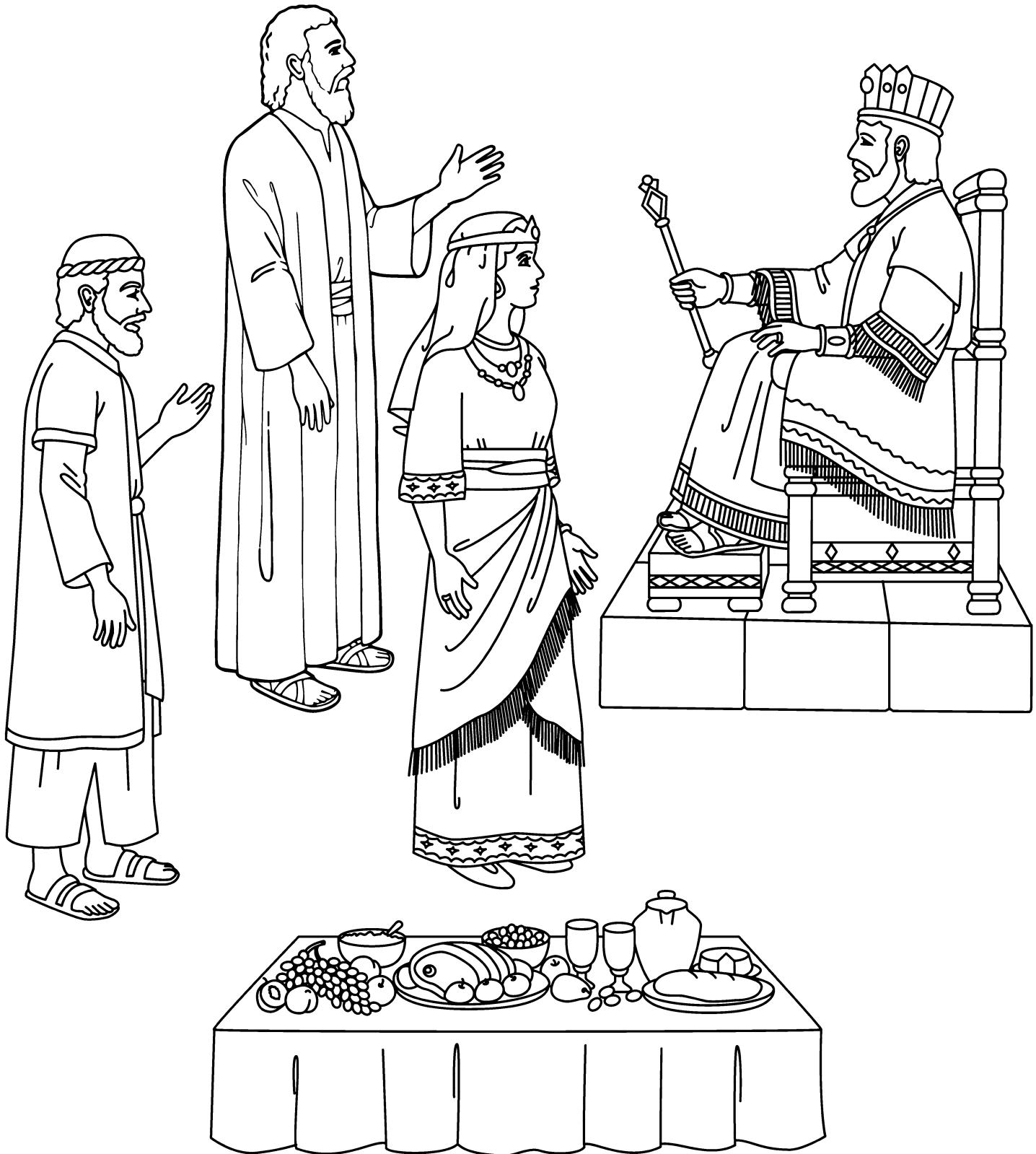
For more, see this month's issue of the *Friend* magazine.



Queen Esther, by Minerva Teichert, © William and Betty Stokes

The Lord can help me be brave (Esther 3:1-11; 4:10-17).

Color and cut out the pictures below. Use the figures to tell the story of how Queen Esther saved her people.





THOUGHTS TO KEEP IN MIND

Reading Poetry in the Old Testament

In the Old Testament books of Genesis through Esther, we find mostly stories—narrative accounts that describe historical events from a spiritual perspective. Noah built an ark, Moses delivered Israel, Hannah prayed to have a son, and so on. Beginning with Job, we find a different writing style. In these books, Old Testament writers turned to poetic language to express deep feelings or monumental prophecies in a memorable way.

We have already seen a few examples of poetry sprinkled throughout the historical books of the Old Testament. From the book of Job forward, we will see a lot more of it. The books of Job, Psalms, and Proverbs are almost entirely poetry, as are parts of prophetic books like Isaiah, Jeremiah, and Amos. Because reading poetry is different from reading a story, understanding it often requires a different approach. Here are some thoughts that could help you find more meaning in Old Testament poetry.

Getting to Know Hebrew Poetry

First, it might help you to know that Hebrew poetry in the Old Testament isn't based on rhyme, like some other kinds of poetry. And although rhythm, wordplay, and repetition of sounds are common features of ancient Hebrew poetry, these things are typically lost in translation. One feature you will notice, however, is the repetition of thoughts or ideas, sometimes called "parallelism." Here's a simple example from Isaiah:

Put on thy strength, O Zion;
put on thy beautiful garments, O Jerusalem.
(Isaiah 52:1)

Psalm 29 has many parallel lines—for example:

The voice of the Lord is powerful;
the voice of the Lord is full of majesty. (Psalm 29:4)

And here's an instance where knowing that the second line is parallel to the first makes the passage easier to understand:

I also have given you cleanness of teeth in all
your cities,
and want of bread in all your places. (Amos 4:6)

In these examples, the poet repeated an idea with slight differences. This technique can emphasize the repeated idea and use the differences to more fully describe or develop it.

In other cases, the two parallel sentences use similar language to convey contrasting ideas, as in this example:

A soft answer turneth away wrath:
but grievous words stir up anger. (Proverbs 15:1)

This kind of parallelism didn't happen by accident. The writers did it intentionally. It helped them express spiritual feelings or truths with both power and beauty. So when you notice parallelism in Old Testament writing, ask yourself how it helps you understand the writer's message. For example, what might Isaiah have been trying to say by relating "strength" with "beautiful garments" and "Zion"

with "Jerusalem"? (Isaiah 52:1). What can we infer about the phrase "a soft answer" if we know that "grievous words" is its opposite? (Proverbs 15:1).



He Restoresh My Soul, by Walter Rane

Hebrew Poetry as a New Friend

Some people compare reading poetry to meeting a new person. Reading Old Testament poetry, then, might be like meeting someone from a distant country and foreign culture who speaks a different language from us—and who happens to be over two thousand years old. This person will probably say things we don't understand at first, but that doesn't mean they have nothing valuable to say. We just need to spend time with them, trying to see things from their point of view. We might find that in our hearts, we actually understand each other quite well. And if we show patience and compassion, our new acquaintance can eventually become a dear friend.

So when you read a passage from Isaiah, for example, consider it your first introduction to a new acquaintance. Ask yourself, "What's my general impression?" How does the passage make you feel—even if you don't understand every word? Then read

it again, several times if possible. Consider reading it out loud; some people find added meaning that way. Notice specific words Isaiah chose, especially words that paint a picture in your mind. How do those pictures make you feel? What do they suggest about Isaiah's feelings? The more you study the words of these Old Testament writers, the more you will find that they deliberately chose their words and techniques to express a deep spiritual message.



Poems can be wonderful friends because they help us understand our feelings and experiences. Old Testament poems are especially precious because they help us understand our most important feelings and experiences—the ones connected to our relationship with God.

As you study the poetry in the Old Testament, remember that scripture study is most valuable when it leads us to Jesus Christ. Look for symbols, imagery, and truths that build your faith in Him. Listen for inspiration from the Holy Ghost as you study.

Wisdom Literature

One category of Old Testament poetry is what scholars call “wisdom literature.” Job, Proverbs, and Ecclesiastes fall into this category. While psalms express feelings of praise, mourning, and worship, wisdom literature focuses on timeless advice or deep, philosophical questions. The book of Job, for example, explores the justice of God and the reasons behind human suffering. Proverbs offer counsel on how to live well, including wise sayings collected and passed down from earlier generations. And Ecclesiastes calls into question the purpose of life itself—when everything seems fleeting and random, where do we find true meaning? You might think of wisdom literature as thoughtful conversations with inspired mentors who want to share observations about God and the world He created—and maybe help you understand these things a little better than before.



The Judgments of Job, by Joseph Brickey

AUGUST 10-16: "YET WILL I TRUST IN HIM"

Job 1-3; 12-14; 19; 21-24; 38-40; 42

It's natural to wonder why bad things happen to good people—or, for that matter, why good things happen to bad people. Why would God, who is just, allow that? The book of Job explores questions like these. Job was one of those good people to whom a lot of bad things happened. Because of Job's trials, his friends wondered if he really was good after all. Job asserted his own righteousness and wondered if God really is just after all. But despite his suffering and wondering, Job maintained his integrity and faith in Jesus Christ. In the book of Job, faith is questioned and tested but never completely abandoned. That doesn't mean all the questions are answered. But the book of Job teaches that until they are answered, questions can coexist with faith. And regardless of what happens in the meantime, we can say of our Lord, "Yet will I trust in him" (Job 13:15).



Ideas for Learning at Home and at Church

JOB 1-3; 12-13

I can trust God in all circumstances.

The opening chapters of Job emphasize, in a poetic way, Satan's role as our adversary or accuser; they don't describe an actual interaction between God and Satan. As you read what Satan said about Job (see Job 1:9–11; 2:4–5), you might ask yourself, "Why do I remain faithful to God?" Why would it

be dangerous to obey the Lord solely for the reason Satan suggested?

What impresses you about Job's responses to his trials? (see Job 1:20–22; 2:9–10).

Job's friends suggested that God was punishing him (see Job 4–5; 8; 11). What problems do you see with this idea? Read Job's response in chapters 12–13.

What did Job know about God that enabled him to keep trusting? What do you know about God that helps you face challenges?

JOB 19

Jesus Christ is my Redeemer.

Sometimes we learn the most important truths during our most difficult times. Ponder the trials Job described in Job 19:1–22 and the truths he proclaimed in verses 23–27. How do you know that your Redeemer lives? What difference does this knowledge make in your life?

Consider singing or listening to a hymn about Jesus Christ, such as “I Know That My Redeemer Lives” (*Hymns*, no. 136). What words from this hymn express your feelings about Him?

See also Doctrine and Covenants 121:1–12; 122.

JOB 21–24

“When he hath tried me, I shall come forth as gold.”

In Job 21–24, you’ll read a debate between Job and his friends. At the heart of this debate was a question many people have asked: Why do righteous people sometimes suffer?

Although we don’t have all the answers, in the restored gospel of Jesus Christ, we have some truths that can help us make sense of adversity and suffering. Below are latter-day scriptures that contain some of these truths. What do these scriptures teach you about Heavenly Father and His plan?

- 2 Nephi 2:11–13
- Mosiah 23:21–23; 24:10–16

- Ether 12:27
- Doctrine and Covenants 58:3–5
- Abraham 3:22–26

You could also read President Spencer W. Kimball’s teachings about adversity in “Tragedy or Destiny?” (*Teachings of Presidents of the Church: Spencer W. Kimball* [2011]), 11–21).

Based on what you have studied, how might you answer a question like “Why does God allow righteous people to suffer?”



Calm and Stars, by Yongsung Kim. Image courtesy of havenlight.com

JOB 38–40; 42

God’s perspective is greater than mine.

Frustrated with his friends’ accusations (see Job 16:1–5; 19:1–3), Job repeatedly asked God why he had to suffer so much (see Job 19:6–7; 23:1–9; 31). The Lord did not give a clear reason in the book of Job. But He did teach an important message in chapters 38–40. How would you summarize that message? For example, what do you learn from the Lord’s questions in Job 38:1–7, 18–24?

You’ll notice that the Lord spoke to Job about some of His creations and other mighty works (see Job

38–39). You might look at some of those creations (or pictures of them). How do these things help you think differently about God? about your trials? How did they change Job’s perspective? (see Job 42:1–6; see also Moses 1:8–10).

Here are two general conference messages that can help change our perspective: Tamara W. Runia, “Seeing God’s Family through the Overview Lens” (*Liahona*, Nov. 2023, 62–69); Russell M. Nelson, “Think Celestial!” (*Liahona*, Nov. 2023, 117–20). In either message, look for something that you’ll want to remember the next time your trials seem overwhelming. How will you remind yourself of what you learned?

Be creative. Learning doesn’t have to consist only of reading, thinking, and talking. Sometimes the most memorable learning comes in physically active ways. For example, when you read about how the Lord changed Job’s perspective in Job 38–40, you might take a walk and look at some of the Lord’s creations, large and small. Or you might look at an object from different perspectives—from above, below, up close, far away, and so on.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

JOB 1-2; 12; 19

Faith in Jesus Christ will help me during hard times.

- Encourage your children to tell you what they know about Job. If they need help, you could point them to Job 1:1, 13–22; 2:7–10 or to “Job” (in *Old Testament Stories*, 145–47). How did Job respond to challenges? (see Job 1:21; 2:10).
- Job was faithful in his challenges because of what he knew about the Lord. Maybe you and your children could look at pictures of Jesus Christ interacting with others (such as the one below or pictures in the *Gospel Art Book*). Talk about what you know about Him and what He is like. Here

are some verses that show what Job knew about the Lord: Job 12:10, 13, 16; 19:25–27. Why is it valuable to know these things about Him?



He Healed Them All, by Michael Malm

JOB 14:14**Because of Jesus Christ, I will live again after I die.**

- Job asked an important question in Job 14:14. Maybe you and your children could take turns sharing how you would answer Job. You could look for ideas in Alma 11:42–44, in the video “In a Coming Day” (Gospel Library), or in a song about the Resurrection, such as “Did Jesus Really Live Again?” (*Children’s Songbook*, 64).

JOB 16:1-5; 22:5**Good friends uplift and encourage each other.**

- When Job was sad, his friends said that God was punishing him because he had sinned (see Job 22:5). If we were Job’s friends, how would we try to help him? How can our words help others when they are sad? (see Job 16:5). Consider showing one or more of the pictures in this outline as you discuss these questions.
- Consider asking your children to list some qualities of a good friend and to name a friend who

has these qualities. Then you could look at a picture of Jesus Christ. In what ways is Jesus a good friend to each of us? You might think of someone who’s going through a hard time. Plan how you will be a Christlike friend to them.

JOB 19:23-27**Jesus Christ is my Redeemer.**

- After reading Job 19:23–27, you and your children could talk about how you know that our Redeemer lives. You might work together to put your testimony (or drawings of the Savior) in a book (see verse 23).
- You could also sing a song that testifies of the Savior, such as “I Know That My Redeemer Lives” (*Hymns*, no. 136). Share phrases from the hymn that strengthen your faith in Him. Why is it important to know that Jesus Christ lives?

For more, see this month’s issue of the *Friend* magazine.



Job and His Friends, by Ilya Repin

Jesus Christ is my Redeemer (Job 19:25).

Color the frame. Then find a picture of the Savior that you can put in the frame (you might find one in a Church magazine). Display it at home to remind yourself that Jesus Christ is your Redeemer.

**Put a picture of
Jesus here.**

Jesus Christ is my Redeemer.



The Lord Is My Shepherd, by Yongsung Kim. Image courtesy of havenlight.com

AUGUST 17–23: “THE LORD IS MY SHEPHERD”

Psalms 1–2; 8; 19–33; 40; 46

We don't know for certain who wrote the Psalms. Some are attributed to King David, but for most of them, the writers remain anonymous. Yet after reading the Psalms, we feel as if we know the hearts of the psalmists, even if we don't know their names. We do know that the Psalms were an important part of worship among the Israelites, and we know that the Savior quoted them often. In the Psalms, we get a window into the soul of God's ancient people. We see how they felt about God, what they worried about, and how they found peace. As believers today, all over the world, we still use these words in our worship of God. It's almost like the writers of the Psalms had a window into *our* souls, because they expressed how we feel about God, what we worry about, and how we find peace.



Ideas for Learning at Home and at Church

PSALMS 1; 23; 26–28; 46

“I have trusted . . . in the Lord.”

As you read the Psalms, you might notice how often the writers express fear, sorrow, or anxiety. Such feelings are normal, even for people of faith. But what makes the Psalms inspiring is that they also offer inspiring solutions, including complete trust

in the Lord. As you read Psalms 1; 23; 26–28; 46, write down:

- Invitations to trust the Lord.
- Words that describe Him.
- Words that describe the peace, strength, and other blessings He provides.
- Words that describe people who trust Him.

Also watch for the vivid imagery and symbols that the Psalms use to teach about the Savior. For example, in Psalm 23, what do phrases like “lie down in green pastures” or “still waters” (verse 2) bring to mind? What could the comforting “rod” and “staff” (verse 4) symbolize? What might it mean for our “cup” (verse 5) to run over?

PSALMS 2; 22

Jesus Christ is the promised Messiah.

Several of the psalms point to the mortal life of Jesus Christ. Christians in New Testament times saw these connections too. Consider reading the following scripture references. Look for connections between the words in these psalms and the life of the Savior:

- Psalm 2:1–3 and Acts 4:24–28
- Psalm 2:7 and Acts 13:30–33
- Psalm 22:1 and Matthew 27:45–46
- Psalm 22:7–8 and Matthew 27:39–43
- Psalm 22:16 and Luke 23:32–33
- Psalm 22:18 and Matthew 27:35
- Psalm 31:5 and Luke 23:46

What do you learn from studying these connections? What scriptural prophecies and promises haven’t been fulfilled yet? What do you find in these promises that gives you hope for the future?



PSALMS 8; 19; 33

“The earth is full of the goodness of the Lord.”

Reading Psalms 8; 19; 33 might inspire you to consider the Lord’s many wonderful creations. Pay attention to your feelings as you do. You might also want to sing or ponder the words of a song related to these psalms, such as “How Great Thou Art” (*Hymns*, 86). How do the Lord’s creations “declare the glory of God” to you? (Psalm 19:1).

Use music. President Dallin H. Oaks said: “The singing of hymns is one of the best ways to put ourselves in tune with the Spirit of the Lord. . . . Sacred music has a unique capacity to communicate our feelings of love for the Lord. This kind of communication is a wonderful aid to our worship. . . . Our hymns contain matchless doctrinal sermons, surpassed only by the scriptures in their truth and poetic impact” (“Worship through Music,” *Ensign*, Nov. 1994, 10, 11). What hymns related to the Psalms could you listen to or sing to enhance your worship this week?

PSALMS 19:7–11; 29

The word of the Lord is powerful, “rejoicing the heart.”

In the Psalms, words like *testimony*, *statutes*, *commandment*, and *judgments* can refer to the word of the Lord. Keep that in mind as you read Psalm 19:7–11. What do these verses suggest to you about the word of the Lord? What does Psalm 29 teach you about His voice? In your experience, how has the word or voice of the Lord matched these descriptions?

PSALMS 24; 26–27

The Savior can help me be pure so I can enter God's presence.

Because the temple at Jerusalem was built on a hill, the phrase “hill of the Lord” (Psalm 24:3) could refer to the temple or to the presence of God. What does this add to your understanding of Psalm 24? What does it mean to you to have “clean hands, and a pure heart”? (verse 4). As you read Psalms 26–27, what else do you learn about the house of the Lord?

At times, we might be discouraged to hear that we need to be pure to enter the presence of God. After all, we all struggle, and none of us are perfect.



Ideas for Teaching Children

PSALMS 23; 27–28; 32; 46
The Lord offers me peace, strength, and guidance.

- Consider writing *The Lord is . . .* Invite your children to look for ways to complete that sentence using scriptures like these: Psalms 23:1; 27:1; 28:1; 28:7; 32:7; 46:1. What do these verses teach us about how the Lord can help us?
- You could discuss with your children what a lamb needs to be safe and healthy. Then, as you read together Psalm 23, help your children compare what a shepherd does for a lamb with what Jesus does for us. What do we need to be spiritually

What hope do you find in Elder David A. Bednar’s message “Clean Hands and a Pure Heart”? (*Ensign* or *Liahona*, Nov. 2007, 80–83). How could you use his message to help someone who feels overwhelmed with wanting to be perfect? Consider how you can receive the Savior’s help in your efforts to have “clean hands, and a pure heart.”

See also Bradley R. Wilcox, “Worthiness Is Not Flawlessness,” *Liahona*, Nov. 2021, 61–67.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.

safe and healthy? Sing together a song that could give them ideas, such as “I Feel My Savior’s Love” (*Children’s Songbook*, 74–75).



Concepción Chile Temple

PSALM 24:3–4

To enter the temple, we need “clean hands, and a pure heart.”

- As you read Psalm 24:3 together, your children could look for words that remind them of the temple. They could also look at a picture of a temple. Then you could read together verse 4 to learn who can enter the temple. You could talk about how hands get dirty and how we clean them. How do we get spiritually dirty? How does the Savior help clean us spiritually?

PSALM 30:5

Jesus Christ can turn sadness into joy.

- If you have young children, you could invite them to pretend to cry while you read from Psalm 30:5, “Weeping may endure for a night.” Then ask them to express joy as you read, “But joy cometh in the morning.” Repeat this phrase a few times.

- Show a picture of the Savior, and tell your children what He has done for you that brings you joy. You could also give each child a turn to hold the picture and share what Jesus has done that brings them joy.

PSALM 46:10

“Be still, and know that I am God.”

- Help your children memorize the first line from Psalm 46:10: “Be still, and know that I am God.” What could it mean to “be still”? Maybe you could spend some time practicing being still. You could also share with each other experiences when being “still” strengthened your relationship with God. Help your children think of times during the day when they can “be still” to feel close to Heavenly Father.

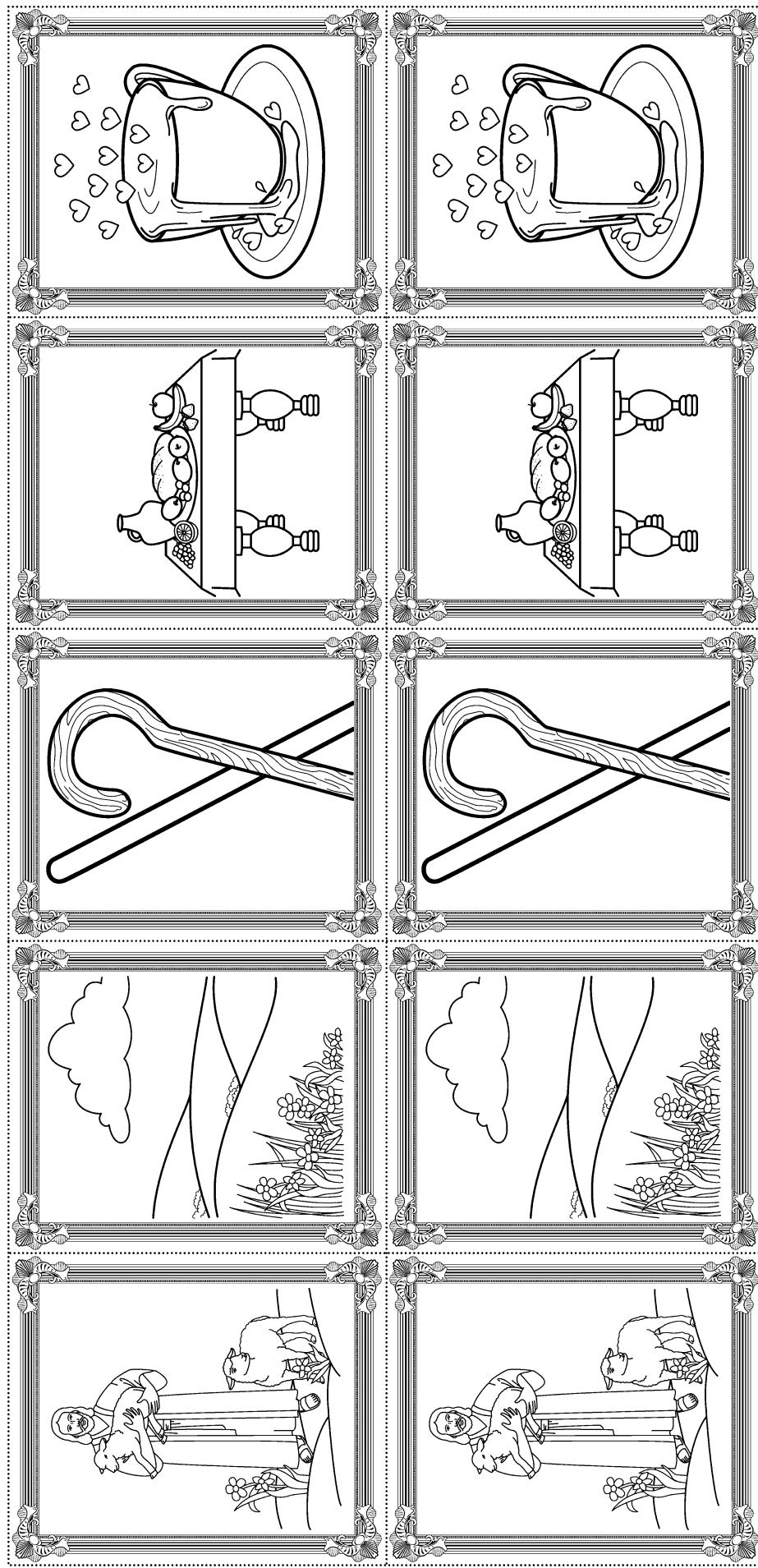
For more, see this month’s issue of the *Friend* magazine.



The Good Shepherd, by Eva Timothy

"The Lord is my shepherd" (Psalm 23).

Color the pictures below of things mentioned in Psalm 23. Cut out the cards, mix them up, and place them face down. Try to find matches by turning over two cards at a time. If you find a match, pick up the matching cards. If you don't find a match, turn the cards back over and try again.





Saving That Which Was Lost, by Michael Malm

AUGUST 24–30: “I WILL DECLARE WHAT HE HATH DONE FOR MY SOUL”

Psalms 49–51; 61–66; 69–72; 77–78; 85–86

The writers of the Psalms shared deeply personal feelings in their poetry. They wrote about feeling discouraged, afraid, and remorseful. At times, they even felt abandoned by God, and some psalms carry a tone of frustration or desperation. If you've ever felt that way, reading the Psalms can help you know that you aren't the only one. But you'll also find psalms that can encourage you when you're having such feelings, because the psalmists also praised the Lord for His goodness, marveled at His power, and rejoiced in His mercy. They knew that we are burdened by evil and sin but that the Lord is “good, and ready to forgive” (Psalm 86:5). They understood that having faith in the Lord doesn't mean that you'll never struggle with anxiety, sin, or fear. It means that you know who to turn to when you do.



Ideas for Learning at Home and at Church

PSALMS 49; 62:5–12

Redemption comes only through Jesus Christ.

Psalm 49 has a message for “both low and high, rich and poor” (verse 2). What would you say this message is? What do you feel Psalm 62:5–12 adds to that message?

Reading these psalms might inspire you to ponder the ways we are tempted to trust something other than God for redemption (see Psalm 49:6–7). How is your life influenced by your testimony that “God will redeem [your] soul from the power of the grave”? (Psalm 49:15).

PSALMS 51; 85–86

Because of the Savior's mercy, I can be forgiven.

King David wrote Psalm 51 after he recognized his desperate need for forgiveness—something we all need. Which verses describe feelings you've had? What do you find in this psalm that gives you hope for forgiveness?

You might also search Psalm 51 for clues about what it means to repent. Make a list of what you find. See if you can add to your list by searching President Russell M. Nelson's message "We Can Do Better and Be Better" (*Ensign* or *Liahona*, May 2019, 67–69).

How would you describe what it feels like to receive forgiveness through Christ? If you need help describing your feelings, you could look in Psalms 51:1–2, 7–12; 85:2–9. Some people like to draw or find pictures to express their feelings; you might try that. You could also sing or listen to a hymn about the Savior, such as "I Stand All Amazed" (*Hymns*, no. 193).

To repent, we need faith not only that Jesus Christ *can* cleanse us but also that He *will*. What do you find in Psalm 86:5, 13, 15 that helps you know the Savior is both able and willing to forgive?

See also Alma 36; Peter F. Meurs, "He Could Heal Me!," *Liahona*, May 2023, 39–41.

PSALMS 51:13–15; 66:5–20; 71:15–24
My testimony of Jesus Christ can help others come unto Him.

Ponder how you gained your testimony of Jesus Christ and His atoning power. Then, as you study Psalms 51:13–15; 66:5–20; 71:15–24, think about how you can invite others to "come and see the

works of God" (Psalm 66:5). If you were to "declare what [the Lord] hath done for [your] soul" (Psalm 66:16), what would you declare?

What does it mean to you to "talk of [His] righteousness all the day long"? (Psalm 71:24).

See also Alma 26.



"Come and hear, . . . and I will declare what [God] hath done for my soul" (Psalm 66:16).

PSALMS 63; 69; 77–78
The Lord will help me in my time of need.

Several psalms describe what it's like to feel distant from God and desperately need His help (see Psalms 63:1, 8; 69:1–8, 18–21; 77:1–9). In Psalms 63; 69; 77–78, what do you find that gave the psalmists reassurance?

When you are distressed, how does it help you to "remember the works of the Lord" and His "wonders of old"? (Psalm 77:11). Some of those wonders are described in Psalm 78. As you read about them, ponder what helps you "set [your] hope in God" (verse 7).

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

Because this Sunday is the fifth Sunday of the month, Primary teachers are encouraged to use learning activities in “Appendix B: Preparing Children for a Lifetime on God’s Covenant Path.”

PSALMS 51; 86:5, 13, 15

When I make a wrong choice, Jesus can help me change.

- To help your children discover truths about repentance in Psalm 51, you could draw a large heart. Then you could help your children write inside the heart bad things Satan tempts us to do. How do we get these things out of our hearts? Ask your children to find the word “heart” in Psalm 51:10, 17. Talk about what these verses teach about repentance. Let your children erase the words inside the heart and write new words that describe the ways Jesus can change us when we repent.
- You might want to help your children learn what it means to have “a broken and a contrite heart” (Psalm 51:17). They could take turns breaking open something that has a hard shell, such as an egg or a nut. You could help them compare the shell to things that keep us from feeling Heavenly Father’s love. How can we open our heart to Him?
- You could also look at a picture of the Savior together and ask your children what words they would use to describe Him. Invite them to find words that describe Him in Psalm 86:5, 13, 15. Why is it important to know these things about Him?

PSALM 61:2-3

Jesus Christ is my rock.

- Your children might enjoy drawing pictures of the symbols in Psalm 61:2–3. How is Jesus Christ like a high “rock” (verse 2), “a shelter,” and “a strong tower”? (verse 3).



“Thou hast been a shelter for me, and a strong tower” (Psalm 61:3).

PSALMS 66:16; 77:11; 78:6-7

“I will remember the works of the Lord.”

- Ask your children to share some of their favorite scripture stories (pictures from the *Gospel Art Book* might help). What do these stories teach us about the Lord? You could read together Psalm 66:16 and take turns answering the question “What has the Lord done for my soul”?
- As you read Psalms 77:11; 78:6–7 together, you could share with each other how you try to “remember the works of the Lord” (Psalm 77:11), including His works in your life. How does the sacrament help us “always remember”? (Moroni 4:3; 5:2).

PSALM 71:8**I can tell others about Jesus Christ.**

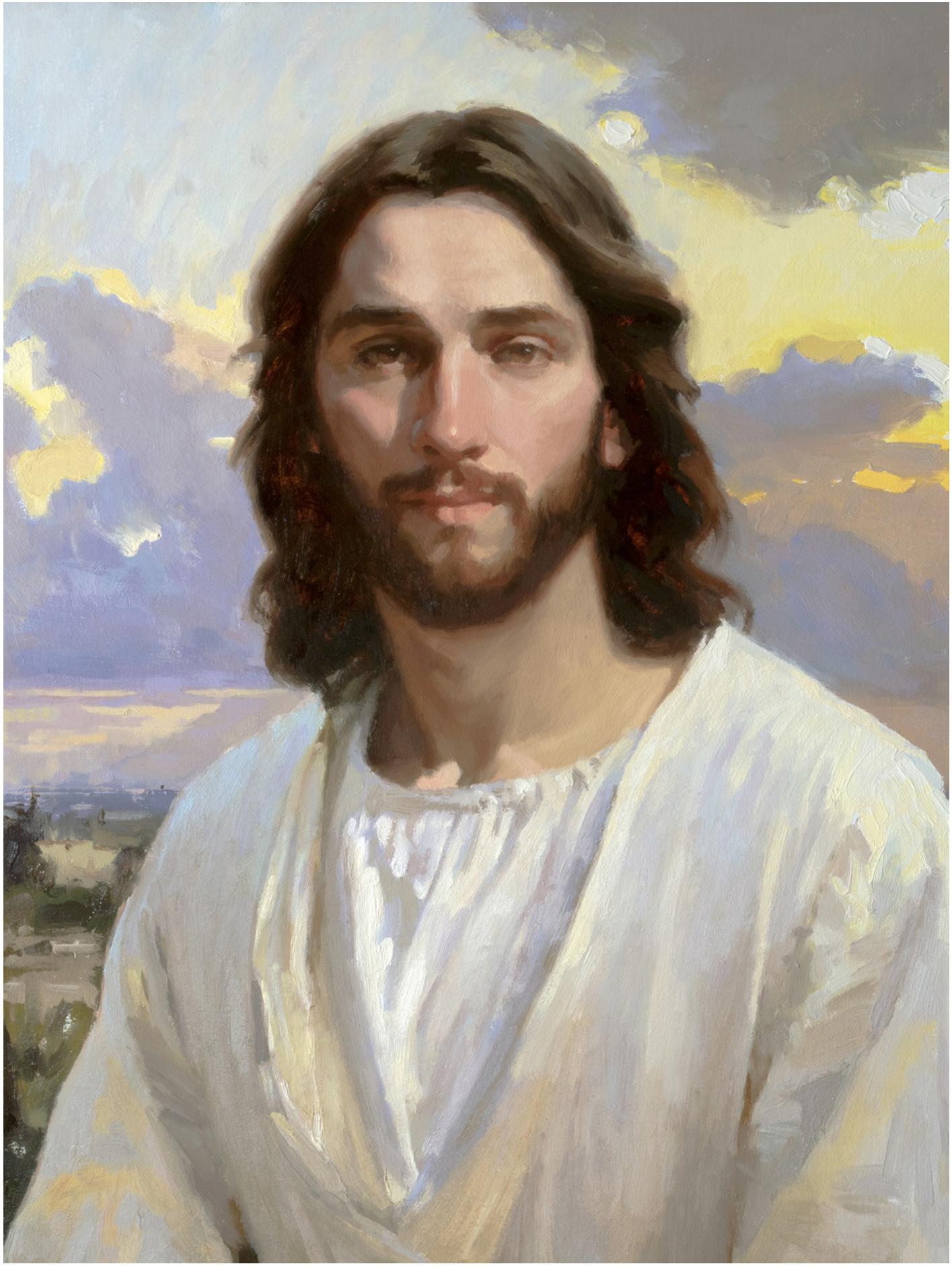
- After reading Psalm 71:8 with your children, invite them to draw a large mouth. Ask them to help you “fill” the mouth with pictures or words representing things we can tell others about Jesus Christ.
- You could pass around a picture of Jesus Christ. The person holding the picture could say one thing they know about Him. How can we help other people know these things?

Children have much to share. “When children learn something new, they naturally want to share it with others. Encourage this desire by giving children opportunities to teach gospel principles to each other, their family members, and their friends. Also ask them to share with you their thoughts, feelings, and experiences related to the principles you are teaching. You will find that they have insights that are simple, pure, and powerful” (*Teaching in the Savior’s Way*, 32).

PSALM 86:7**Heavenly Father hears and answers my prayers.**

- Many of the psalms are like prayers to God. As you read Psalms with your children, you might show them things we can use to communicate with people who are far away, such as a phone or a letter. Then read Psalm 86:7. How do we “call upon” Heavenly Father? How does He answer us?
- You could sing together a song about prayer, such as “A Child’s Prayer” (*Children’s Songbook*, 12–13; see also Susan H. Porter, “Pray, He Is There,” *Liahona*, May 2024, 77–79). Tell each other about times when God answered your prayers.

For more, see this month’s issue of the *Friend* magazine.



Come unto Christ, by Casey Childs

**When I make a wrong choice, Jesus can help me change
(Psalms 51:1-15; 85:8; 86:11).**

Color the pictures, and cut out the rectangle along the outer dotted line.

Fold the rectangle in half along fold 1, and then fold it in half again along fold 2 to make a booklet. Use the booklet to remind yourself of things you can do to repent.

Fold 1

Ask forgiveness from God and others
(Psalm 51:1).

I'm sorry!

Psalms 51:3.
Admit you did wrong

Fold 2

Jesus will forgive you and change your heart
(Psalm 51:2, 7-12).

Tell others about the Savior (Psalms 51:13-15).
Commit to not do it again (Psalms 85:8; 86:11).



Reverential Return, by Kelsy and Jesse Lightweave

AUGUST 31–SEPTEMBER 6: “LET EVERY THING THAT HATH BREATH PRAISE THE LORD”

Psalms 102–103; 110; 116–119; 127–128; 135–139; 146–150

The traditional Jewish name for the book of Psalms is *Téhillim*, a Hebrew word that means “praises.” It’s related to the exclamation *hallelujah* (meaning “praise Jehovah” or “praise the Lord”). If you had to choose one word to sum up the main message of the Psalms, *praise* would be a good choice. Some psalms contain the direct invitation to “praise ye the Lord” (see especially Psalms 146–50), and all of them can inspire worship and praise. The Psalms invite us to acknowledge the Lord’s power, His mercy, and the great things He has done. We can never repay Him for any of this, but we can praise Him. That praise might take different forms for different people—it might involve singing, praying, or bearing testimony. It often leads to a deeper commitment to the Lord and to following His teachings. Whatever “praise ye the Lord” means in your life, you can find inspiration to do it as you read and ponder the Psalms.



Ideas for Learning at Home and at Church

PSALMS 102–3; 116

The Lord can comfort me in my suffering.

Note how Psalm 102:1–11 describes feelings of anxiety and isolation that often come during challenges. Maybe you or others you know have experienced such feelings. As you read Psalms 102:12–28; 103; 116, look for phrases that give you confidence to “call upon the name of the Lord” in your trials

(Psalm 116:13). You might want to mark, memorize, or share with others phrases that give you hope in Him.

See also Isaiah 25:8; Hebrews 2:17–18; Alma 7:11–13; Camille N. Johnson, “Christ Is Relief,” *Liahona*, May 2023, 81–83; “Where Can I Turn for Peace?” (*Hymns*, no. 129).



Carl Heinrich Bloch (1834–1890), *Christ Healing the Sick at Bethesda*, 1883, oil on canvas, 100 3/4 × 125 1/2 inches. Brigham Young University Museum of Art, purchased with funds provided by Jack R. and Mary Lois Wheatley, 2001.

PSALMS 110; 118

Jesus Christ fulfilled prophecies from the Psalms.

The Psalms contain passages that point toward the life and ministry of Jesus Christ. Here are a few examples:

- Psalm 110:1–4 (see Matthew 22:41–45; Hebrews 5:4–10; 6:20)
- Psalm 118:22 (see Matthew 21:42; Acts 4:10–11; 1 Peter 2:7)
- Psalm 118:25–26 (see Matthew 21:9)

What do these verses teach you about Jesus Christ? Why is it important to know this about Him?

PSALM 119

God's word will keep me on His path.

Psalm 119 contains many phrases that compare our lives to a journey back to Heavenly Father. As you read, look for words like “walk,” “path,” “way,” “feet,” and “wander.” Ponder your own life’s

journey—where you have been, where you are now, and where you are heading. What do you learn from this psalm about your journey back home? What have you learned by watching the paths of others? According to this psalm, what has God provided to help you stay on His path?

Think about a time when following a path or a map helped you travel somewhere successfully. What does that experience teach you about following God’s path?

In many other scriptures, the Lord and His prophets speak of a path. Below are some examples. Consider searching these verses and writing down or sharing with others what you learn.

Scripture	What I learn about the path to God
Proverbs 4:11–19	
Matthew 7:13–14	
1 Nephi 8:20–28	
2 Nephi 31:17–21	
Alma 7:9, 19–20	
Doctrine and Covenants 25:2	

How can these truths help you stay on God's path? See also Dieter F. Uchtdorf, "The Prodigal and the Road That Leads Home," *Liahona*, Nov. 2023, 86–88.

PSALMS 134–36

The Lord is more powerful than any idol.

Notice why, according to Psalm 135:15–18, it is foolish to trust in false gods. What might you be tempted to trust in that is similar to an idol? You might make a list of the things the Lord can do, as the psalmists did in Psalms 134–36. What powerful things has He done for you?

PSALM 139

The Lord knows my heart.

What do you find in Psalm 139 that helps you understand that the Lord is aware of you—your



Ideas for Teaching Children

PSALM 102:1–2

The Lord comforts me and gives me hope.

- You or one of your children could read Psalm 102:1–2, looking for how the Lord helps us during our difficulties. How can we find His help? You could also share with each other times when you needed help and felt that God heard your prayers.

PSALM 119:105

God's word is like a light.

- Your children might have fun talking about what it feels like to be in the dark. Or they could discuss things that are hard to do in the dark. You might invite them to do something with their eyes

thoughts and actions, strengths and weaknesses? How does this truth influence your life and your choices?

PSALMS 146–50

"Praise ye the Lord."

As you read these final psalms of praise, think about reasons you have to praise the Lord. Why is it important to praise Him? What are some ways you can praise Him?

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.

closed, such as draw a picture. What do we learn from Psalm 119:105 about light and the word of God?

- Look for something Heavenly Father has given us to help us stay on His path in the following verses: Psalms 119:47–48; 119:105; 1 Nephi 11:25; 2 Nephi 31:20. What can we do to stay on God's path?
- Your children might enjoy looking at pictures of the things mentioned in Psalm 119:105. They could place the pictures in order as they read the verse. You could also sing a related song together, such as "Teach Me to Walk in the Light" (*Children's Songbook*, 177) or "I Will Walk with Jesus" (Gospel Library).

**PSALM 139:1–3, 23–24**

Heavenly Father and Jesus Christ know me and love me.

- Consider making short lists of things you know about each of your children. As you read the lists one at a time, ask the children to guess who you are describing. Then, after reading Psalm 139:1–3 together, you could list things that Heavenly Father and Jesus know about us.
- Write the words of Psalm 139:23–24 on a piece of paper or a board. Invite your children to underline words that describe things God can do for us. Why would we want God to do these things?

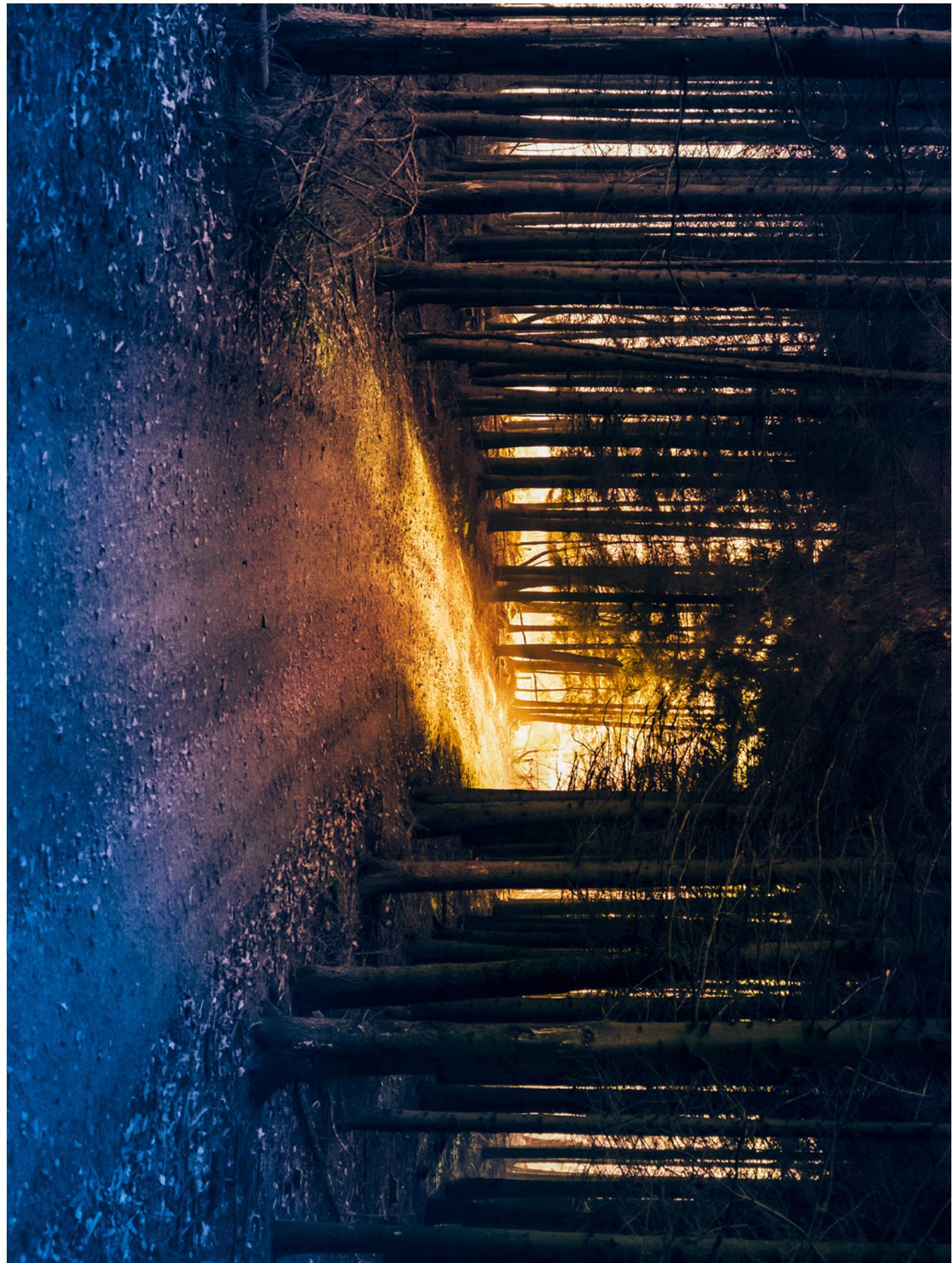
PSALM 146:1, 5–9

I can praise the Lord.

- Maybe your children could share experiences when someone praised them or told them they did a good job. Share some of the good things from Psalm 146:6–9 that the Lord has done (help your children understand unfamiliar words). Invite your children to talk about other things He does for us. How can we praise Him for those things?

Learn at home; share with others. President Russell M. Nelson has taught that the home should be the “center of gospel learning” (“Becoming Exemplary Latter-day Saints,” *Ensign* or *Liahona*, Nov. 2018, 13). What can you do this week to deepen your personal or family study of Psalms? After your study, consider sharing with others what you learned and felt. You could do this in conversation, through text or social media, or at church.

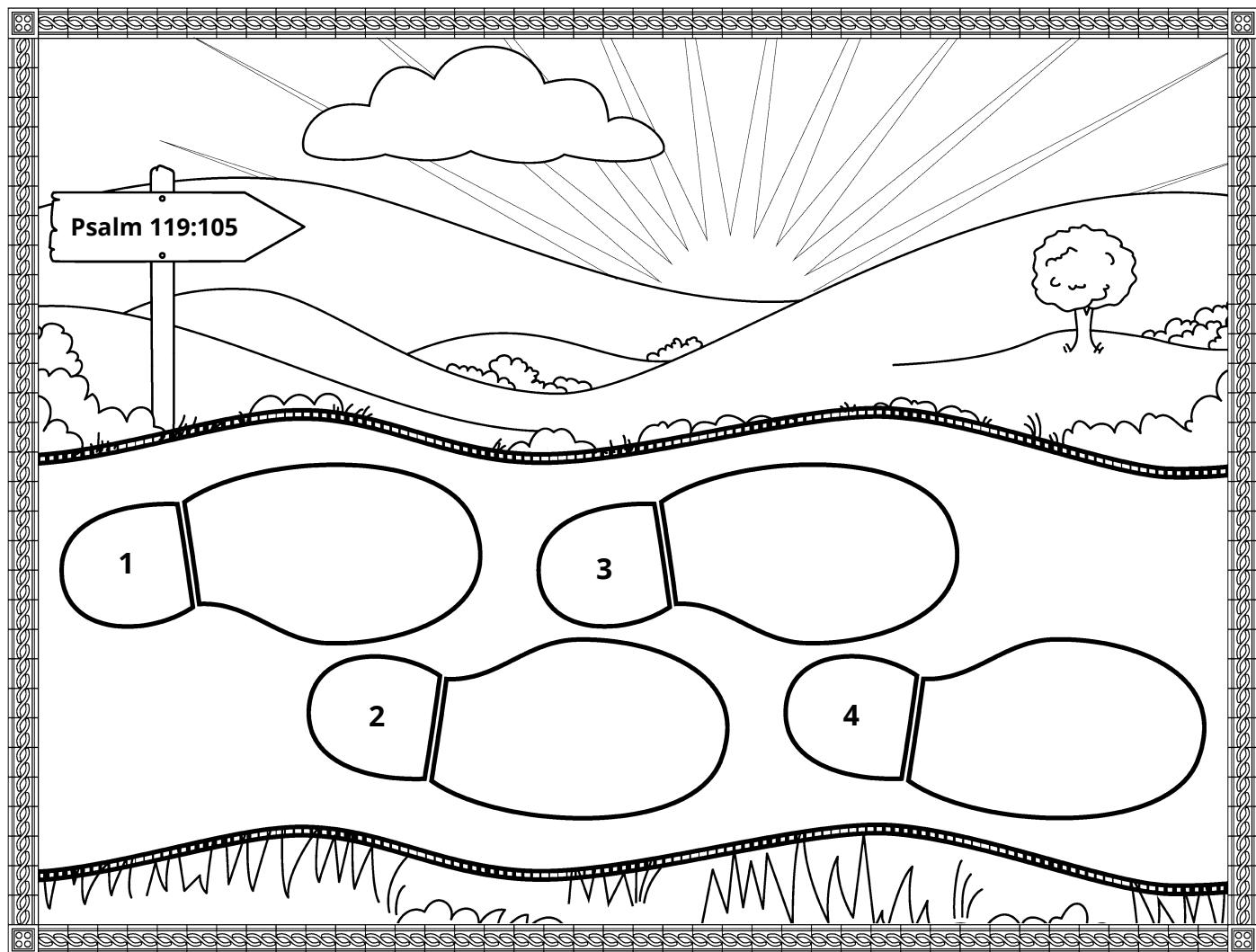
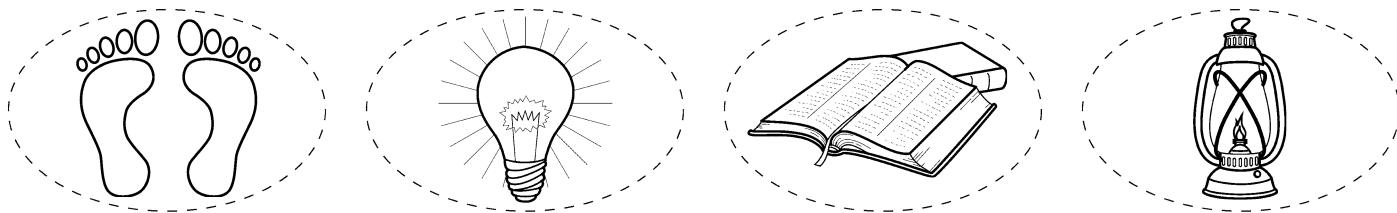
For more, see this month’s issue of the *Friend* magazine.



God's word is like a light (Psalm 119:105).

Color the pictures, and cut out the four oval pictures on the dotted lines.

Read Psalm 119:105, and paste the oval pictures into the footsteps
in the order you find them in the verse.





Jesus with Children, by Dilleen Marsh

SEPTEMBER 7-13: "HE SHALL DIRECT THY PATHS"

Proverbs 1-4; 15-16; 22; 31; Ecclesiastes 1-3; 11-12

You might think of the book of Proverbs as a collection of wise counsel from loving parents (see Proverbs 1:8). Its main message is that if you seek wisdom—especially God’s wisdom—life will go well. But Proverbs is followed by the book of Ecclesiastes, which seems to say, “It’s not that simple.” The Preacher quoted in Ecclesiastes observed that he “gave [his] heart to know wisdom” but still found “vexation of spirit” and “much grief” (Ecclesiastes 1:17–18). In various ways, the book asks, “Can there be real meaning in a world where everything seems vain, temporary, and uncertain?”

And yet, while the two books look at life from different perspectives, they teach similar truths. Ecclesiastes declares: “Let us hear the conclusion of the whole matter: Fear God, and keep his commandments: for this is the whole duty of man” (Ecclesiastes 12:13). This is the same principle found throughout Proverbs: “Trust in the Lord with all thine heart” (Proverbs 3:5; see also verse 7). Life is always better—if not always perfect—when we trust and follow the Lord Jesus Christ.



Ideas for Learning at Home and at Church

PROVERBS 1-4; 15-16; ECCLESIASTES 1-3; 11-12

“Incline thine ear unto wisdom.”

The books of Proverbs and Ecclesiastes are filled with insights about wisdom. Consider marking the word “wisdom” and related words, like “knowledge” and “understanding,” as you find them in Proverbs

1-4; 15-16; Ecclesiastes 1-3; 11-12. How do these chapters affect the way you think about wisdom? Based on what you find, how would you describe the wisdom that “the Lord giveth”? (Proverbs 2:6). What blessings come from God’s wisdom?

See also Matthew 7:24–27; 25:1–13.

Help learners share what they're learning.

"Give learners opportunities to share with each other what they are learning about the Savior and His gospel. Doing this will help them internalize the truths they are taught and express them. It will also help them gain confidence in their ability to share truths in other settings" (*Teaching in the Savior's Way*, 26). For example, you could invite learners to write down some references from Proverbs or Ecclesiastes where they found insights about God's wisdom. Then invite learners to talk about what they learned.

**PROVERBS 1:7; 2:5; 3:7; 15:33; 16:6; 31:30;
ECCLESIASTES 12:13**

"Be not wise in thine own eyes: fear the Lord."

Another theme found throughout Proverbs and Ecclesiastes is "the fear of the Lord." Watch for this phrase as you read. What do you feel it means to fear the Lord? Look for insights in Elder David A. Bednar's message "Therefore They Hushed Their Fears" (*Ensign* or *Liahona*, May 2015, 46–49). How is fear of the Lord different from other kinds of fear?

See also Proverbs 8:13.

PROVERBS 3:5-7; 4

 "Trust in the Lord with all thine heart."

How would you try to persuade someone that it's better to "trust in the Lord" than to "lean . . . unto [our] own understanding"? (Proverbs 3:5). What comparisons or object lessons would you use? As you ponder Proverbs 3:5–7, think of ways you might complete sentences like these: *Trusting the Lord is like . . . Leaning on our own understanding is like . . .*

Why is it unwise to lean on our own understanding? How have you discovered that the Lord is trustworthy?

Even so, we might find it difficult to trust the Lord at times. Why is that? Elder Gerrit W. Gong suggests some reasons, along with helpful counsel, in "Trust Again" (*Liahona*, Nov. 2021, 97–99). What stories or teachings do you find in this message that might help someone restore their trust in the Lord?

Both Proverbs 3:6 and Proverbs 4 compare life to a "path" or a "way." What do you think it means to let the Lord "direct [your] paths"? (Proverbs 3:6). What do you find in chapter 4 that helps you "ponder the path of [your] feet"? (verse 26). For example, what do verses 11–12 and 18–19 teach about the blessings of following the right path? What do verses 26–27 mean to you?

See also 2 Nephi 31:18–21; "Lord, I Would Follow Thee," *Hymns*, no. 220.

PROVERBS 15; 16:24–32

"A soft answer turneth away wrath."

Some of the ideas in Proverbs 15–16 might inspire you to improve the way you communicate with others, especially loved ones. For example, think about specific times when "a soft answer" helped to "[turn] away wrath" (Proverbs 15:1).

You might also think of times when the Savior exemplified the teachings in Proverbs 15:1–4, 18 (see Mark 12:13–17; John 8:1–11). How can you follow His example as you interact with others?

How might the counsel in Proverbs 15; 16:24–32 apply to today's digital communication? See if you can find a verse in these chapters that you could rephrase as advice about interacting over social media or through text.

See also Neil L. Andersen, "Following Jesus: Being a Peacemaker," *Liahona*, May 2022, 17–20; Ronald A. Rasband, "Words Matter," *Liahona*, May 2024, 70–77; *For the Strength of Youth: A Guide for Making Choices* (2022), 11–12.



Who Can Find a Virtuous Woman? II, by Louise Parker

PROVERBS 31:10-31

"A woman that feareth the Lord, she shall be praised."

Proverbs 31:10–31 describes “a virtuous woman,” or a woman of great spiritual strength, capability, and



Ideas for Teaching Children

PROVERBS 1:7; 2:5; 15:33; 16:6; ECCLESIASTES 12:13

To “fear God” means to love and obey Him.

- To help your children understand passages about fearing God, you could substitute the word “fear” with words like *reverence, love, or obedience* (see also Hebrews 12:28). How does this affect the way we think about these verses? How do we show that we fear the Lord?

PROVERBS 3:5-7

I can trust in the Lord with all my heart.

- You and your children could make up actions to go with Proverbs 3:5–7, like making a heart with

influence. You might try summarizing in your own words what each of these verses says about virtuous women. Which of these traits can you emulate?

ECCLESIASTES 1-3; 12

Mortal life is temporary.

Why is it valuable for you to remember that much in this world, as Ecclesiastes 1–2 asserts, is “vanity” (or temporary and often unimportant)? What do you find in Ecclesiastes 12 that gives life eternal value?

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.

your hands, leaning to one side, walking in place, and pointing to your eyes. How can we show that we trust Jesus Christ with all our hearts?

- To show what it means to “lean not unto thine own understanding” (Proverbs 3:5), consider inviting your children to lean against something sturdy and stable, like a wall. Then they could try leaning against something that is not sturdy, like a broom. Or they could try leaning a stick or a pencil against objects of varying sturdiness, such as a book or a piece of paper. Why is it important to “trust in the Lord” (verse 5) and not our “own understanding”?



Learning to Trust the Lord, by Kathleen Peterson

PROVERBS 15:1, 18

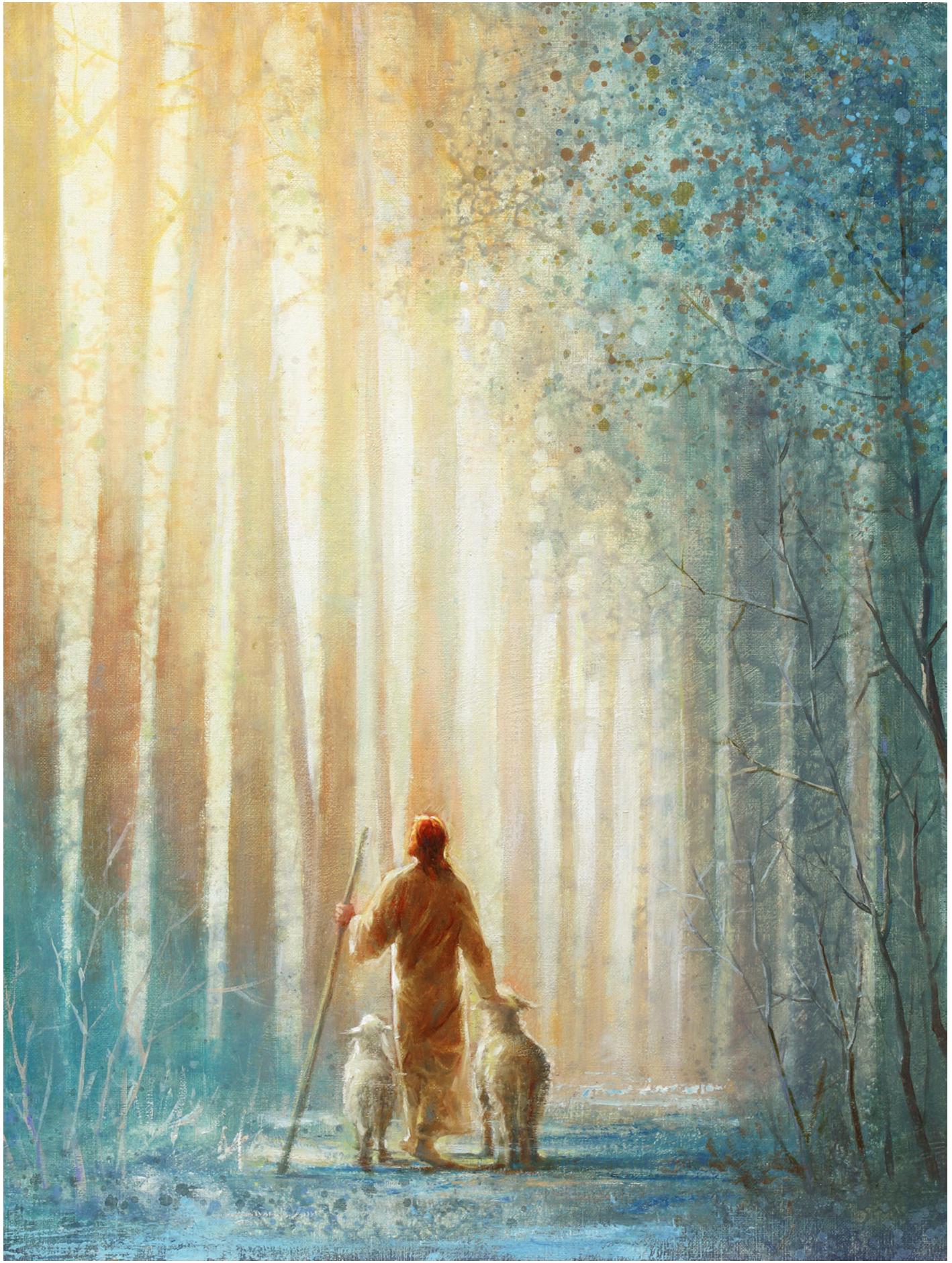
I can use kind words.

- Perhaps you and your children can think of situations when you or they might feel angry. Read Proverbs 15:1 together, and help your children apply this verse to the situations they thought of.

Maybe they could practice some “soft answers.” A song about kindness, such as “Love Is Spoken Here” (*Children’s Songbook*, 190–91), could reinforce this principle.

- To learn what it means to be “slow to anger” (Proverbs 15:18), you and your children could share times when you (or someone you know) felt angry but chose to be kind. Help your children think of things we can be *quick to* if we are “slow to anger.” For example, we can be quick to think about Jesus, to ask Heavenly Father for help, to think of a Primary song, or, if possible, to walk away.

For more, see this month’s issue of the *Friend* magazine.



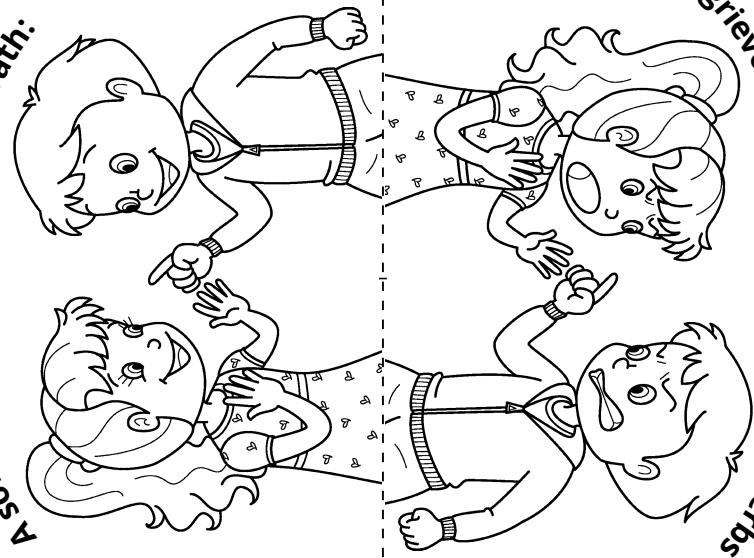
"In all thy ways acknowledge him, and he shall direct thy paths" (Proverbs 3:6). *He Leadeth Me*, by Yongsung Kim. Image courtesy of havenlight.com

I can use kind words (Proverbs 15:1, 18).

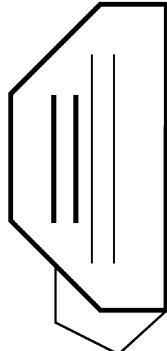
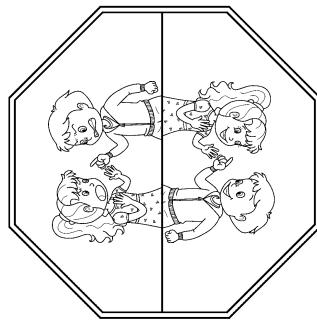
Color and cut out the two shapes. Fold the octagon in half on the dotted line so that the pictures are inside. Glue the smaller shape to the back of one side of the folded octagon. Remember the proverb inside when you need to speak kind words.

Remember
this proverb before you speak.

A soft answer turneth away wrath:



but grievous words stir up anger (Proverbs 15:1).





THOUGHTS TO KEEP IN MIND

Prophets and Prophecy

In the traditional Christian division of the Old Testament, the last section (Isaiah through Malachi) is called the Prophets.¹ This section, about one-fourth of the Old Testament, contains the words of

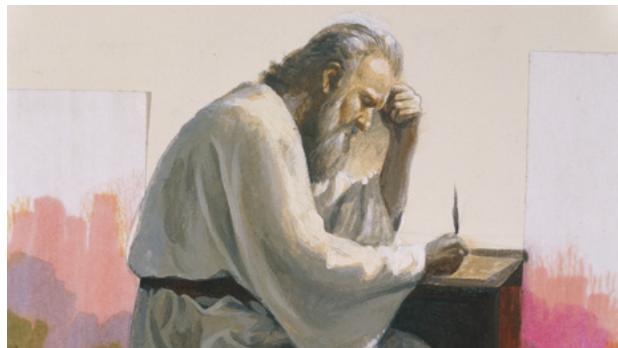
God's authorized servants, who spoke with the Lord and then spoke *for* Him, sharing His message with the people between about 900 and 500 BC.²

Prophets Communicate God's Will

Prophets and prophecy play a major role throughout the Old Testament. Abraham, Isaac, and Jacob saw visions and spoke with heavenly messengers. Moses talked to God face to face and communicated His will to the children of Israel. The first and second books of Kings recount the memorable works and messages of the prophets Elijah and Elisha. The Old Testament also speaks of prophetesses like Miriam and Deborah,³ along with other women blessed with the spirit of prophecy, such as Rebekah and Hannah.⁴ And even though the Psalms weren't written by formal prophets, they too are filled with the spirit of prophecy, especially as they point toward the coming of the Messiah.

None of this comes as a surprise to members of The Church of Jesus Christ of Latter-day Saints. In fact, the restored gospel of Jesus Christ teaches us that prophets are not just interesting historical figures but an essential part of God's plan. Although some might see prophets as unique to Old Testament times, we see them as something we have in *common* with Old Testament times.

But reading a chapter from Isaiah or Ezekiel might feel different from reading a general conference message from the current President of the Church. Sometimes it's hard to see that ancient prophets had something to say to us. After all, the world we live in today is quite different from the world where they preached and prophesied. And the fact that we *do* have a living prophet could raise a question: Why is it worth the effort—and it does take effort—to read the words of ancient prophets?



Fulness of Times, by Greg Olsen

Ancient Prophets Have Something to Say to Us

For the most part, people today aren't the primary audience of the Old Testament prophets. Those prophets had immediate concerns they were addressing in their time and place—just as our latter-day prophets address our immediate concerns today.

At the same time, prophets can also see beyond immediate concerns. They teach eternal truths, relevant to any time and place. Blessed with revelation, they see the wider perspective of God's work. For example, Isaiah warned people in his time about their sins. He also wrote about the deliverance of Israelites who would live 200 years in the future. At the same time, he taught about the deliverance that all God's people seek. And he wrote prophecies that, even today, are still waiting to be fulfilled—like promises of "a new earth" (Isaiah 65:17) that will be "full of the knowledge of the Lord" (Isaiah 11:9), where the lost tribes of Israel will be gathered and where "the nations" will not "learn war any more" (Isaiah 2:4). Part of the joy and inspiration that comes from reading the words of Old Testament prophets like Isaiah is realizing that *we* play a role in the glorious day they envisioned.⁵

So when you read ancient prophecies, it can help to learn about the context in which they were

written—but you should also see yourself in them, or "liken them unto [yourself]" (1 Nephi 19:24; see also verse 23). Sometimes that means recognizing Babylon as a symbol of sin and pride, not just as an ancient city. It could mean understanding Israel as God's people in any time and place. Or it might mean seeing Zion as the latter-day cause that God's people embrace, instead of seeing it as just another word for Jerusalem.

We can compare the scriptures to our lives because we understand that a prophecy can be fulfilled in multiple ways.⁶ A good example is the prophecy in Isaiah 40:3: "The voice of him that crieth in the wilderness, Prepare ye the way of the Lord." To the captive Jews in Babylon, this statement might have referred to the Lord providing a way out of captivity and back into Jerusalem. To Matthew, Mark, and Luke, this prophecy referred to John the Baptist, who prepared the way for the Savior's mortal ministry.⁷ And Joseph Smith received revelation that this prophecy is still being fulfilled today in preparation for Christ's millennial ministry.⁸ In ways that we're still coming to understand, ancient prophets *did* speak to us. And they taught many precious, eternal truths that are just as relevant to us as they were to ancient Israel.

Ancient Prophets Testified of Jesus Christ

Perhaps even more important than seeing yourself in Old Testament prophecies is seeing Jesus Christ in them. If you look for Him, you will find Him, even if He's not mentioned by name. It might help

to keep in mind that the God of the Old Testament, the Lord Jehovah, *is* Jesus Christ. Anytime the prophets describe what the Lord is doing or what He will do, they are speaking of the Savior.



The Lord Appearing unto Abraham, by Keith Larson

You will also find references to an Anointed One, a Redeemer, and a future King from David's line.⁹ These are all prophecies about Jesus Christ. More generally, you will read about deliverance, forgiveness, redemption, and restoration. With the Savior in your mind and heart, these prophecies will naturally point you to the Son of God. After all, the best way to understand prophecy is to have “the spirit of prophecy,” which John tells us is “the testimony of Jesus” (Revelation 19:10).

Notes

1. Isaiah, Jeremiah, Ezekiel, and Daniel are often referred to as the Major Prophets because of the length of their books. The other prophets (Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi) are called the Minor Prophets because their books are much shorter. The book of Lamentations is considered part of the Writings, not the Prophets.
2. We don't know how the prophetic books were compiled. In some cases, a prophet might have overseen the collection of his writings and prophecies. In other cases, his teachings might have been recorded and compiled after his death.
3. See Exodus 15:20; Judges 4.
4. See Genesis 25:21–23; 1 Samuel 1:20–28; 2:1–10.
5. “Just think of the excitement and urgency of it all: every prophet commencing with Adam has seen our day. And every prophet has talked about *our* day, when Israel would be gathered and the world would be prepared for the Second Coming of the Savior. Think of it! Of all the people who have ever lived on planet earth, *we* are the ones who get to participate in this final, great gathering event. How exciting is that!” (Russell M. Nelson, “Hope of Israel” [worldwide youth devotional, June 3, 2018], Gospel Library). See also Ronald A. Rasband, “Fulfillment of Prophecy,” *Ensign* or *Liahona*, May 2020, 75–78.
6. The Savior, speaking of Isaiah, said, “All things that he spake *have been* and *shall be*, even according to the words which he spake” (3 Nephi 23:3; emphasis added).
7. See Matthew 3:1–3; Mark 1:2–4; Luke 3:2–6.
8. See Doctrine and Covenants 33:10; 65:3; 88:66.
9. See Isaiah 9:6–7; 61:1; Hosea 13:14; Zechariah 9:9.



The Prophet Isaiah Foretells Christ's Birth, by Harry Anderson

SEPTEMBER 14–20: “GOD IS MY SALVATION”

Isaiah 1–12

Even if this is your first time reading the book of Isaiah, you might find passages that sound familiar. That’s because, of all the Old Testament prophets, Isaiah is the one most often quoted in other books of scripture, including by the Savior Himself. Isaiah’s words also appear often in hymns and other sacred music.

Why is Isaiah quoted so often? Surely one reason is that Isaiah had a gift for expressing the word of God in vivid, memorable language. But it’s more than that. Isaiah has inspired prophets for generations because the truths he taught transcended his own generation (between 740 and 701 BC). He wrote of God’s great work of redemption, which is much bigger than one nation or one time period. From Isaiah, Nephi learned that he and his people, though separated from the rest of Israel, were still part of God’s covenant people. In Isaiah, New Testament writers found prophecies about the Messiah that were fulfilled right before their eyes. And in Isaiah, Joseph Smith found inspiration for the latter-day work of gathering Israel and building Zion. When you read Isaiah, what will you find?



Ideas for Learning at Home and at Church

ISAIAH 1–12

The words of Isaiah will all be fulfilled.

The Savior taught that “all things that [Isaiah] spake have been and shall be, even according to the words which he spake” (3 Nephi 23:3). As you study the

book of Isaiah, consider making a chart of prophecies with headings like these: *Isaiah’s day*, *The Savior’s mortal ministry*, and *The latter days*. Note that many of Isaiah’s prophecies are fulfilled in more than one way (see Bible Dictionary, “Isaiah”).

Understanding Isaiah. The Savior said, “Search these things diligently; for great are the words of Isaiah” (3 Nephi 23:1; see also verses 2–3). Yet to many, Isaiah can be difficult to understand. The following ideas might help:

- Ponder the symbols and metaphors Isaiah used.
- Ask yourself, “What am I learning about Jesus Christ?” (see 1 Nephi 19:23).
- Look for topics that feel relevant to our time.
- Use study helps, such as a dictionary, the footnotes, chapter headings, and the Guide to the Scriptures.

ISAIAH 1; 3–5

Prophets warn about sin and promise hope through repentance.

Like prophets in all times, Isaiah continually warned the people about their spiritual condition. As you read Isaiah 1; 3; 5, look for phrases that describe how the people were doing spiritually (see, for example, Isaiah 1:2–4, 21–23; 3:9, 16–17; 5:11–12, 20–23). What similar problems do you see in our time? You might also look for verses that warn about the consequences of the Israelites’ spiritual condition (such as Isaiah 1:7; 3:17–26; 5:5–7, 13–15).

In addition to warnings, Isaiah gave messages of hope for redemption through the Savior (see, for example, Isaiah 1:16–19, 25–27; 3:10; 4). What do you learn about the Lord from these messages? How is the Lord’s message in these verses different from what Satan wants us to believe?

Like Isaiah, prophets today warn us about sin and its consequences, and they provide messages of hope through Jesus Christ. What examples can you think of? You might want to review a message from a past general conference, looking for such warnings and promises.

ISAIAH 2; 4; 11–12

God will do a great work in the latter days.

Many of Isaiah’s prophecies have specific meaning for our day. To find them, look for future-tense verbs (such as “shall be” or “shall go”). For example, look for these verbs as you read Isaiah 2; 4; 11–12. You might even try replacing them with present-tense verbs (like *is* or *is going*). Which prophecies are especially inspiring to you? What do you learn from these prophecies about Zion, building temples, and gathering Israel?

Isaiah 2:2–3 is especially relevant for Latter-day Saints. How are these prophecies being fulfilled? What do you learn about the Lord’s “ways” and “paths” in His house? (verse 3).

See also Isaiah 5:26; “High on the Mountain Top,” *Hymns*, no. 5.

ISAIAH 6

Prophets are called by God.

In Isaiah 6, Isaiah recounted his call to be a prophet. As you read this chapter, what impresses you about Isaiah’s experience? How does this chapter influence the way you think about the Lord, His prophets, and the work they are called to do?



"For unto us a child is born, unto us a son is given" (Isaiah 9:6).

ISAIAH 7-9

God promised to send Jesus Christ to be my Savior.

During Isaiah's ministry, Israel formed an alliance with Syria to defend itself against Assyria. Israel and Syria wanted to force Ahaz, the king of Judah, to



Ideas for Teaching Children

ISAIAH 1:2-4, 16-19

Because of Jesus Christ, I can repent and be clean.

- In Isaiah 1:2–4, you and your children could find reasons that the Lord was not happy with the people. Note the comparison with animals in verse 3—who is our “master”? How do we show that we know Him?

join them. But Isaiah prophesied that the alliance would fail and counseled Ahaz to trust in the Lord (Isaiah 7:7–9; 8:12–13).

While Isaiah counseled Ahaz, he made several well-known prophecies, such as those found in Isaiah 7:14; 8:13–14; 9:2, 6–7. Whatever these prophecies meant to Ahaz, they clearly apply to Jesus Christ (see also Matthew 1:21–23; 4:16; 21:44; Luke 1:31–33). Why is “Immanuel” a good title for the Savior? (see Matthew 1:23). How has He been a “Counsellor” or “Prince of Peace” to you? (Isaiah 9:7). What else do you learn about the Savior from these verses?

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.

- To visualize Isaiah 1:16–18, you and your children could look at something bright red and something pure white. Or maybe you could work together to wash something. How do we become unclean spiritually? How does Jesus help us become clean? What do we learn about the Savior from these verses? Share with your children how you feel about Him and what He has done for you.

ISAIAH 2:2–4**In the temple, I learn about Jesus Christ.**

- Isaiah foresaw a time when “the mountain of the Lord’s house” would attract people from “all nations” (Isaiah 2:2). How can you help your children feel excited about going to the Lord’s house? You could invite them to draw a picture of their home. Then read together Isaiah 2:2, and invite them to draw a picture of “the Lord’s house,” which is a temple. Read Isaiah 2:3 together. Invite them to add to their pictures many people coming to the temple, including their families.
- You could also read Isaiah 2:2–3 together and identify something that inspires you and your children to go to the temple. Then, after reading Isaiah 2:4 together, you could discuss how the temple brings them peace. Consider singing a song about the temple, such as “I Love to See the Temple” (*Children’s Songbook*, 95). Help your children find words in the song that teach what the temple is and what we do there.



Salt Lake Temple

ISAIAH 7:14; 9:6–7**Jesus Christ came to earth to be my Savior.**

- To introduce Isaiah’s prophecies of Christ, you and your children could talk about titles of people, like president, bishop, or teacher. What do these titles tell us about these people? Help your children find titles of Jesus Christ in Isaiah 7:14 and 9:6–7 (see also this week’s activity page). What do each of these titles teach about Him? What else do we learn about Jesus Christ from these verses?
- You could also share with your children “Isaiah the Prophet” (in *Old Testament Stories*, 150–51). Pause periodically to ask what Isaiah knew about Jesus Christ many years before He was born. You can then use Matthew 1:21–23; Luke 1:31–33 to talk about how Isaiah’s prophecies in Isaiah 7:14; 9:6–7 were fulfilled.

For more, see this month’s issue of the *Friend* magazine.



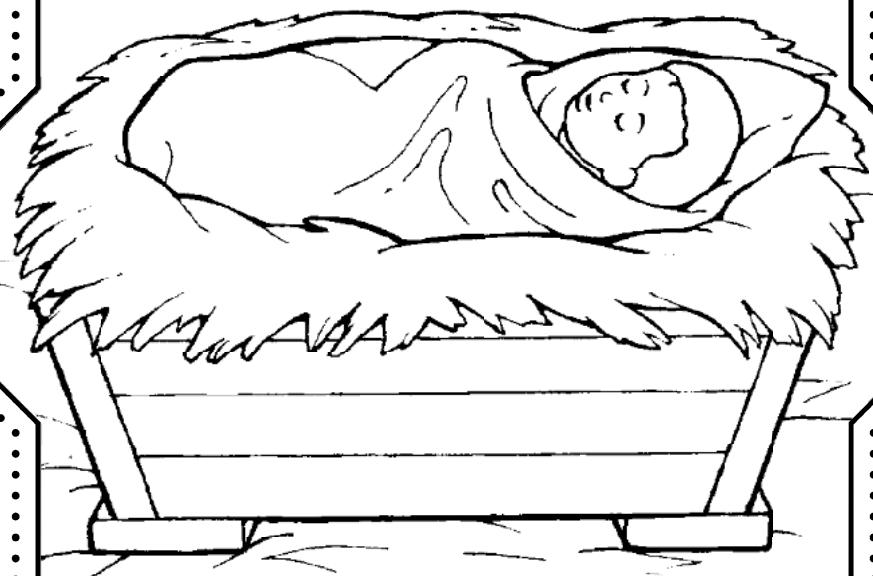
Isaiah taught that the temple would be "a place of refuge" and "a covert from storm and from rain" (Isaiah 4:6). Idaho Falls Idaho Temple

Isaiah prophesied of Jesus Christ (Isaiah 9:6).

Color the picture, and list five titles in Isaiah 9:6 that refer to Jesus Christ.
What do these titles teach us about Him?

1. _____

2. _____



3. _____

4. _____

5. _____



Sacred Grove, by Brent Borup

SEPTEMBER 21–27: “A MARVELLOUS WORK AND A WONDER”

Isaiah 13–14; 22; 24–30; 35

One thing that the Lord asks prophets to do is to warn about the consequences of sin. For Old Testament prophets, this often meant telling the rulers of mighty kingdoms that they needed to repent. It was a dangerous task, but Isaiah was fearless, and his warnings to the kingdoms of his day—including Israel, Judah, and surrounding nations—were bold (see Isaiah 13–23).

However, Isaiah also had a message of hope. Even though the prophesied destructions did come upon these kingdoms, Isaiah foresaw a chance for restoration and renewal. The Lord would invite His people to return to Him. He would make “the parched ground . . . become a pool, and the thirsty land springs of water” (Isaiah 35:7). He would perform “a marvellous work and a wonder” (Isaiah 29:14), restoring to Israel the blessings He had promised them. Neither Isaiah nor anyone else alive at that time lived to see this marvelous work. But we are seeing it today. In fact, we are part of it.



Ideas for Learning at Home and at Church

ISAIAH 13:1–11, 19–22; 14:1–20

Pride and worldliness will fail.

In Isaiah’s day, Babylon was a mighty kingdom with a powerful ruler. Now Babylon is ancient history. So why is Isaiah’s message to Babylon, in Isaiah 13–14,

important to us today? Because Babylon symbolizes pride, greed, and sin, things that still surround us today. Think about this symbolism as you read Isaiah 13:1–11, 19–22; 14:1–20. You might consider questions like these:

- What similarities do you see between the pride of the Babylonian king and the pride of Satan? (see Isaiah 14:4–20; Moses 4:1–4). What warnings do you find for yourself in these verses?
- How does the Savior provide “rest from thy sorrow, and from thy fear”? (Isaiah 14:3).



“He will swallow up death in victory” (Isaiah 25:8).

ISAIAH 22:22–23; 24:21–23; 25:6–8; 26:19; 28:16

Jesus Christ is the promised Messiah.

The teachings of Isaiah often refer to the Savior’s mission, including His atoning sacrifice, Resurrection, and Second Coming. What aspects of His mission come to mind as you read these verses: Isaiah 22:22–23; 24:21–23; 25:6–8; 26:19; 28:16? What other passages do you find that remind you of the Savior?

Give learners opportunities to bear testimony of Jesus Christ. “To be a teacher of Jesus Christ’s gospel means to help others understand and rely on His teachings, redeeming power, and perfect love” (*Teaching in the Savior’s Way*, 8). One simple way to do that every time you teach is to ask a question like “What did you find in the scriptures this week that taught you something about the Savior?” Then let learners share their experiences and strengthen each other’s faith.

ISAIAH 24:1–12; 28:1–8; 29:7–13; 30:8–14

Turning away from the Lord brings spiritual danger.

In His mercy, the Lord sent Isaiah to warn the covenant people that they were straying from Him. See if you can find the spiritual warning signs of this in Isaiah 24:5; 29:13; 30:8–12. Why are these attitudes and actions spiritually dangerous?

To warn about the consequences of turning away from the Lord, Isaiah used some memorable comparisons. As you study them, ask yourself how turning away from the Lord is like:

- A sad, empty earth (Isaiah 24:1–12).
- Drunkenness (Isaiah 28:7–8).
- Hunger and thirst (Isaiah 29:7–10).
- A broken wall or vessel (Isaiah 30:13–14).

Why is it important to you to stay close to the Lord?

ISAIAH 29; 30:18–26; 35

The Lord can restore what is lost or broken.

Have you ever lost something that you thought you would never find again? Or maybe something broke, and you worried that it could never be repaired. When we turn away from the Lord, Satan wants us to think that we can never return or be healed. However, Isaiah described some of the marvelous things the Lord will do to help us return to Him. What do you learn from Isaiah 29:13–24; 30:18–26; 35 about the Lord, His love, and His power? Perhaps you could find a phrase in these passages that gives you hope when you need healing. You could also look in Sister Amy A. Wright’s message “Christ Heals That Which Is Broken” (*Liahona*, May 2022, 81–84).

One way the Lord manifests His power and mercy is through the Restoration of His gospel. Isaiah 29 contains several passages that have parallels with events of the Restoration. For example:

- Compare Isaiah 29:11–12 with 2 Nephi 27:6–26 and Joseph Smith—History 1:63–65.
- Compare Isaiah 29:13–14 with Doctrine and Covenants 4 and Joseph Smith—History 1:17–19.
- Compare Isaiah 29:18–24 with the title page of the Book of Mormon.

In your opinion, why are “marvellous” and “wonder” (Isaiah 29:14) good words to describe the Lord



Ideas for Teaching Children

ISAIAH 14:3; 25:8–9; 28:16

Jesus Christ can save me from sin and death.

- How will you help your children see the Savior in the writings of Isaiah? You might help them find phrases that remind them of Him in Isaiah 14:3; 25:8; or 28:16. They could also match these verses from Isaiah with other verses that teach about the Savior, such as Matthew 11:28–30; 1 Corinthians 15:53–57; Helaman 5:12. What great things has the Lord done for us?
- After reading Isaiah 25:8–9 together, you could look at pictures of the Savior in Gethsemane, on the cross, and after His Resurrection. Let your children talk about what is happening in the pictures and why they love Jesus and “rejoice in his salvation” (verse 9).

restoring His gospel? How can you help fulfill the prophecies about the Restoration? For ideas, look in Elder Gerrit W. Gong’s message “All Nations, Kindreds, and Tongues” (*Ensign* or *Liahona*, Nov. 2020, 38–41).

See also “The Restoration of the Fulness of the Gospel of Jesus Christ: A Bicentennial Proclamation to the World” (Gospel Library); “The Morning Breaks,” *Hymns*, no 1.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.

- You might choose to tell your children about the sadness you felt when someone you love passed away. Testify of the comfort you receive because of Jesus Christ. Maybe your children could draw a crying face and then erase the tears as you read Isaiah 25:8 together.



Thy Will Be Done, by Ken Spencer

ISAIAH 25:4–6

Jesus gives me “refuge from the storm.”

- Have you and your children ever experienced the blessing of safe shelter during a storm or shade on a hot summer day? Or have you enjoyed a good meal when you were hungry? Talk about these experiences as you read Isaiah 25:4–6. How is Jesus like these things?

ISAIAH 29:11–18, 24

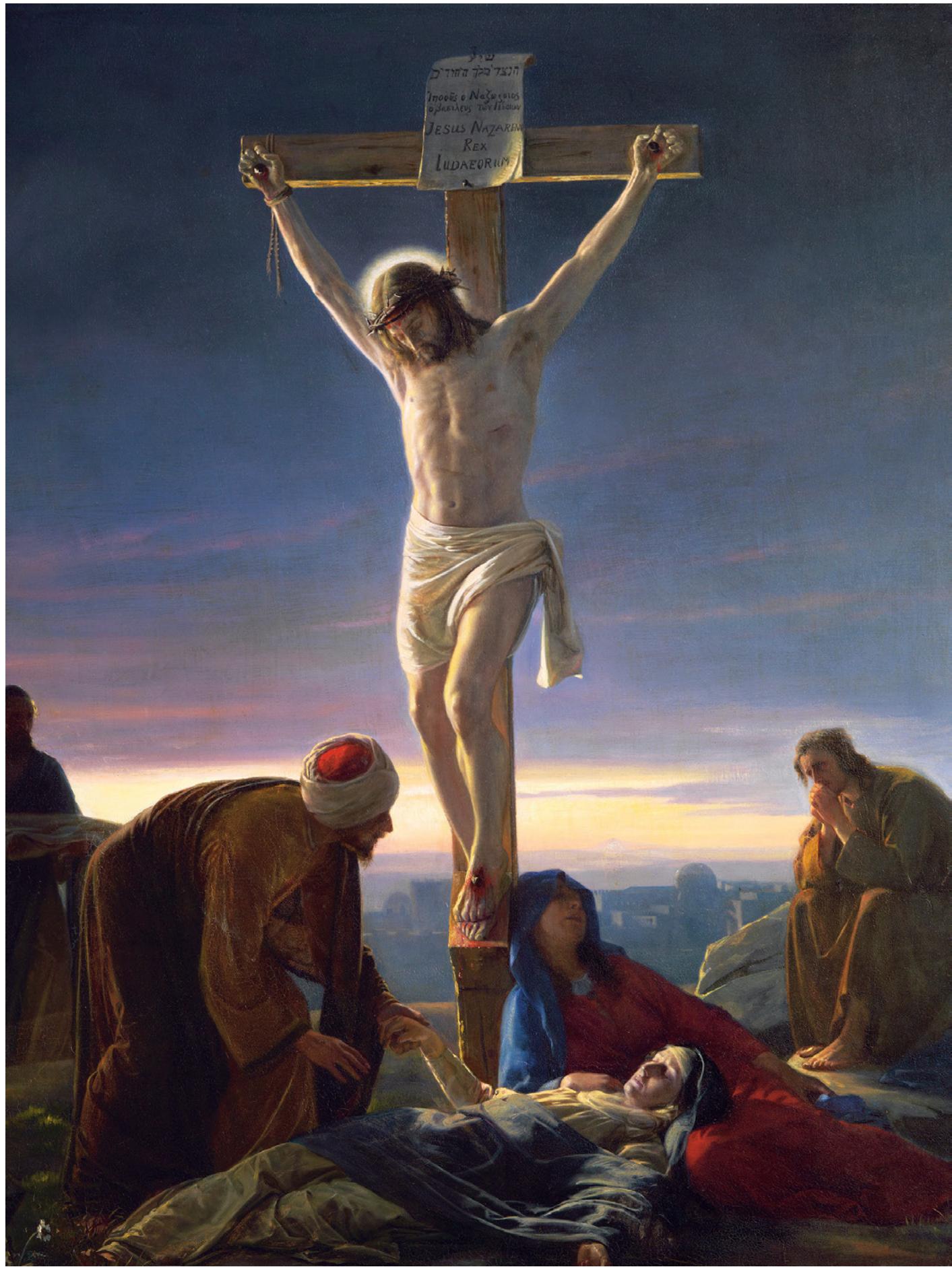
The Restoration of the gospel is a “marvellous work.”

- As you and your children read Isaiah 29:14, share with them other words that mean the same thing as “marvellous” and “wonder.” Let them help you find objects or pictures that represent some of the Lord’s marvelous works during the latter days. These might include a copy of the Book of Mormon, a picture of a temple, or a picture of

the First Vision (there’s one at the beginning of this outline). Then your children could choose an item and share why it is marvelous to them.

- A song about the Restoration of the gospel could go well with Isaiah 29, such as “On a Golden Springtime” (*Children’s Songbook*, 88). And perhaps a personal experience could help the children understand what *restoration* means. For example, you and your children could talk about something that you lost and how you found it. Help your children compare this to the Restoration of the gospel. According to Isaiah 29:13–15, why do we need the Restoration? What marvelous works is the Lord doing to restore His gospel? (see this week’s activity page).

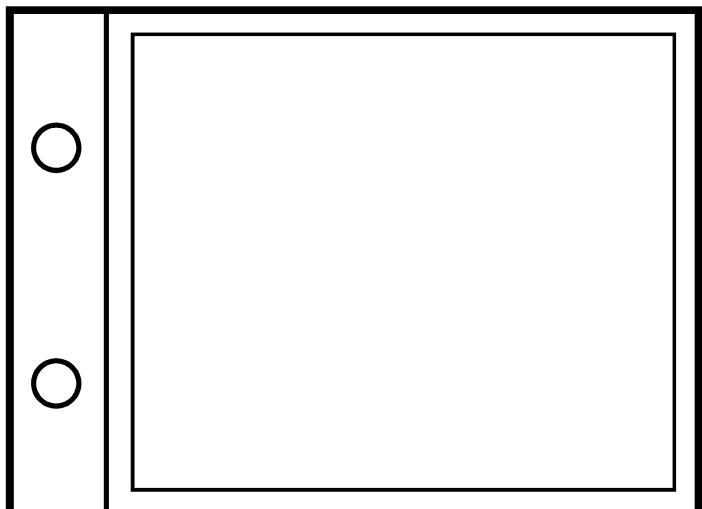
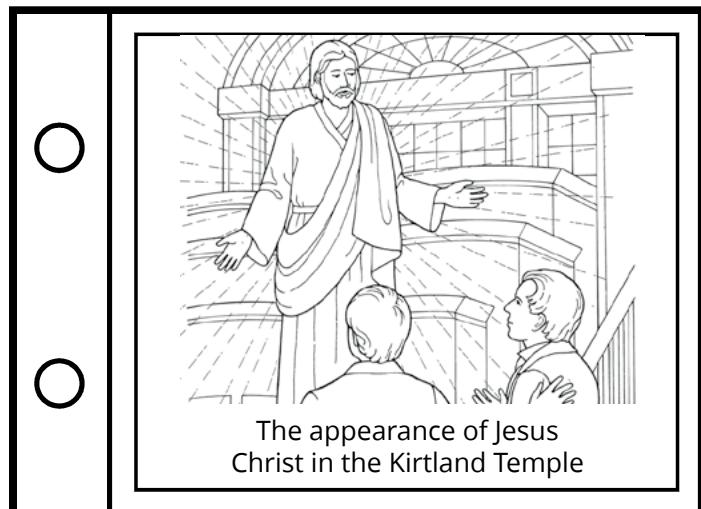
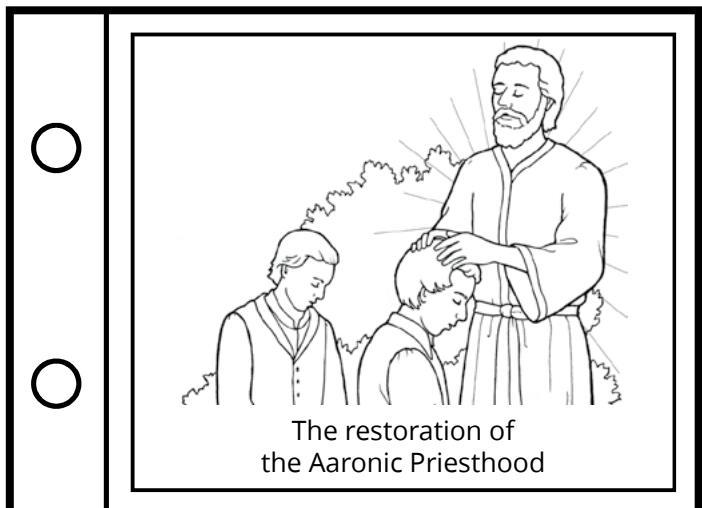
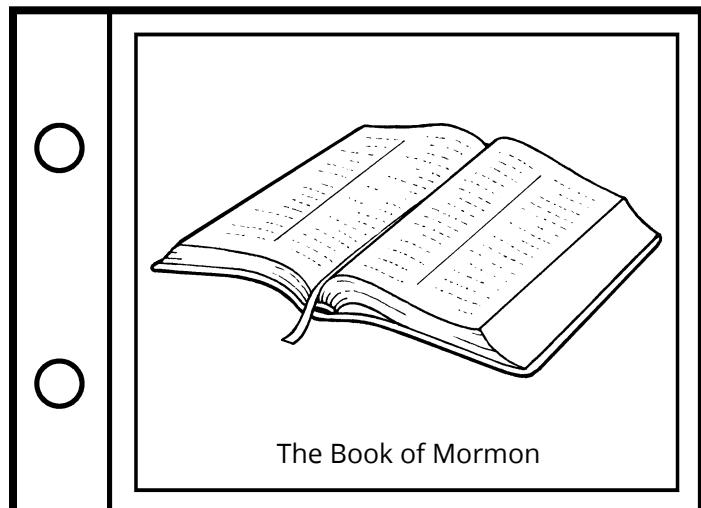
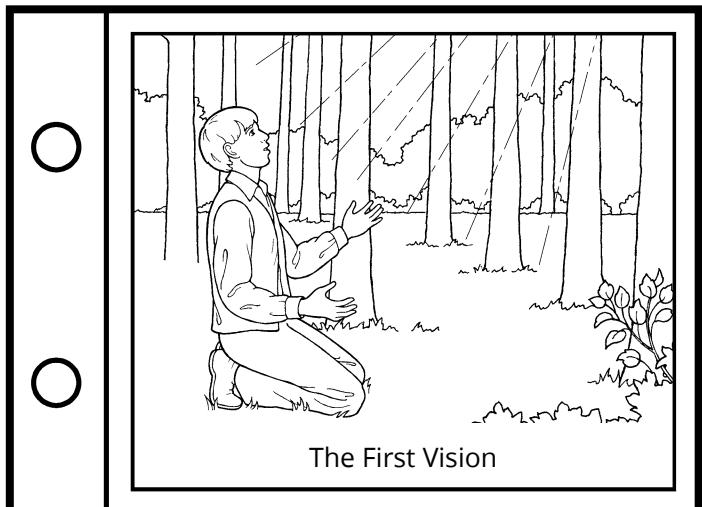
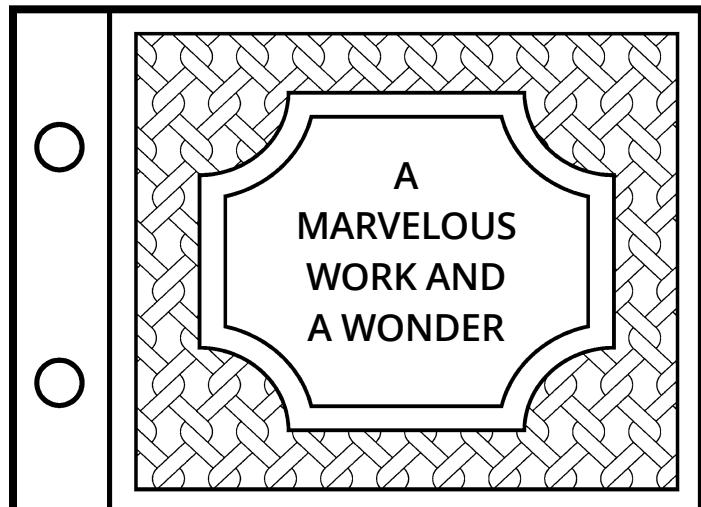
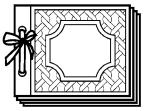
For more, see this month’s issue of the *Friend* magazine.

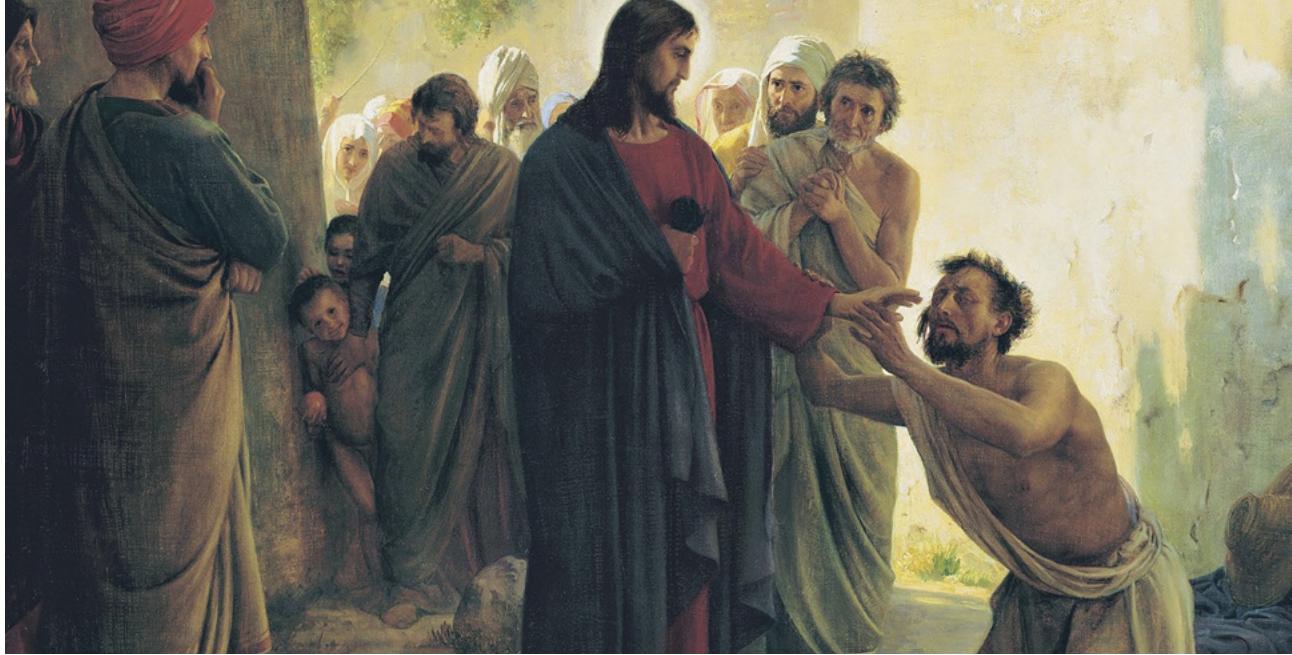


The Crucifixion, by Carl Heinrich Bloch, at the Frederiksborg Museum of National History

The Restoration of the gospel is a “marvellous work” (Isaiah 29:11–18, 24).

Color these pictures of marvelous things the Lord did to restore His Church. In the blank space, draw a picture of yourself participating in the marvelous work of the gospel. Make a book by cutting out the rectangles, punching holes in them, and tying them together with string.





Healing the Blind Man, by Carl Heinrich Bloch, at the Frederiksborg Museum of National History

SEPTEMBER 28–OCTOBER 4: “COMFORT YE MY PEOPLE”

Isaiah 40–49

“Comfort” is the first word of Isaiah chapter 40. It marks the beginning of a different tone, a different emphasis in the prophet’s message. Isaiah’s earlier writings warned Israel and Judah about destruction and captivity that would come because of their sins. But these later prophecies were meant to comfort the Jewish people over 150 years in the future—after Jerusalem and the temple were destroyed and the people were taken captive by Babylon. These prophecies, however, reach even further into the future than to the defeated, disheartened Israelites. They speak to us, who also sometimes feel defeated, disheartened, and even lost.

Isaiah’s message to his people and to us is simple: “Fear not” (Isaiah 43:1). All is not lost. The Lord has not forgotten you, and He has power over situations that seem out of your control. Isn’t the Lord, who “created the heavens” (Isaiah 42:5), more powerful than Babylon, than sin, than whatever is holding you captive? “Return unto me,” He pleads, “for I have redeemed thee” (Isaiah 44:22). He can heal, restore, strengthen, forgive, and comfort—whatever is needed for you, in your case, to be redeemed.



Ideas for Learning at Home and at Church

ISAIAH 40–49

 **Jesus Christ can comfort me and give me hope.**

When the Israelites were captives in Babylon, many may have wondered if they had forever lost their place as God’s chosen, covenant people. As you

read Isaiah 40–49, look for passages that might have provided comfort and hope. For each passage you find, ponder and record what the Lord might be saying to *you* in these verses. Here are a few you might start with:

- 40:11, 29–31: _____

- 41:10–13, 17–18: _____
- 42:6–7: _____
- 43:1–7, 25: _____
- 44:1–4, 21–24: _____
- 46:3–4: _____
- 49:7–16: _____

What do you feel the Lord wants you to know about Him?

You might notice that the hymn “How Firm a Foundation” (*Hymns*, no. 85) draws on Isaiah’s words in Isaiah 41:10; 43:2–5; 46:4. Consider singing or listening to this hymn, looking for parallels between the lyrics and these verses from Isaiah. How has the Lord fulfilled the promises in these verses in your life?

See also Patrick Kearon, “He Is Risen with Healing in His Wings: We Can Be More Than Conquerors,” *Liahona*, May 2022, 37–40.

Use additional scripture. Sometimes we can understand the Old Testament better if we supplement our study with verses from the Book of Mormon. For example, the Book of Mormon prophets Nephi and Jacob had access to the writings of Isaiah on the plates of brass (see 1 Nephi 19:22–23), and they used these prophecies to teach about the Savior. To learn how Nephi and Jacob likened Isaiah 48–49 to their people, see 1 Nephi 22. That may help you liken these chapters to your own life.



By obeying the Lord, we can have “peace . . . as a river” (Isaiah 48:18).

ISAIAH 40–49

“Thou art my servant.”

Throughout Isaiah 40–49 the Lord speaks of His “servant” and His “witnesses.” These words can refer to Jesus Christ (see Isaiah 42:1–7), to the house of Israel (see Isaiah 45:4), and to King Cyrus, who allowed the Jewish people to return to Jerusalem and rebuild the temple (see Isaiah 44:26–28; 45:1–4). You might also consider how the passages apply to you as a servant and a witness of the Lord. For example, ponder questions like these:

Isaiah 40:1–3, 9–11; 43:9–12. In what sense are you a witness of Jesus Christ? What are the “good tidings” that you can share as His witness? You might imagine that you have been called to the witness stand in a court trial. In this trial, Jesus Christ has been charged with making the claim recorded in Isaiah 43:11. What testimony could you give in support of Jesus’s claim? What evidence from your life would you present?

Isaiah 41:8–13; 42:6; 44:21. What has the Lord called you to do? Consider Church callings as well as other opportunities to serve Him. How has He “formed” or prepared you to become His servant? How does He support you as you serve?

Isaiah 49:1–9. What messages do you find in these verses that can help when your efforts and service seem to be “for nought, and in vain”? (verse 4).

ISAIAH 40:3–8, 15–23; 42:15–16; 47:7–11**God's power is greater than worldly power.**

Isaiah repeatedly reminded his people of God's matchless power, even compared to the oppressive worldly power that surrounded them. Look for this message as you read Isaiah 40:3–8, 15–23; 42:15–16; and 47:7–11 (note that chapter 47 is addressed to Israel's captor, Babylon). What do these passages teach you about worldly things? What do they teach you about God? Ponder why this message might have been valuable to Jewish people in captivity. Why is it valuable to you?

**Ideas for Teaching Children****ISAIAH 40:3–5****I can help prepare "the way of the Lord."**

- Think of some ways to illustrate what it might mean to "prepare . . . the way of the Lord," as described in Isaiah 40:3–5. For example, you and your children could straighten something that's crooked, clear a cluttered floor, or make a clear path in rocky ground. You could also show pictures of John the Baptist and Joseph Smith (see *Gospel Art Book*, nos. 35, 87). How did they prepare the way for the Lord's coming? (see Luke 3:2–18; Doctrine and Covenants 135:3). How can we help? This might be an opportunity to talk about how Aaronic Priesthood holders help prepare the way of the Lord (see Doctrine and Covenants 84:26–28).

ISAIAH 48:10; 49:13–16**The Lord can refine me through my afflictions.**

As you read Isaiah 48:10, ponder your own "furnace of affliction." How is the Lord "refining" you? How does Isaiah 49:13–16 help you when you suffer afflictions?

See also "The Refiner's Fire" (video),
Gospel Library.

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.

ISAIAH 43:10**I can be a witness of the Lord.**

- After reading Isaiah 43:10 together, you could talk about what it means to be a witness. Share with each other things you have experienced that you can be a "witness" of—for example, a food you have tasted, a place you have visited, or a person you know. What does it mean to be the Lord's witness? What can we tell other people about Him?

ISAIAH 44:3–4; 45:8**The Lord will "pour" His blessings on me.**

- After reading these verses, your children could water a plant and talk about blessings the Lord has poured out on them. What happens to a plant when we water it? How have the Lord's blessings helped us grow?



Our “righteousness [can be] as the waves of the sea” (Isaiah 48:18).

ISAIAH 48:17–18

Keeping God’s commandments brings peace.

- Pictures or videos of rivers and ocean waves could help your children visualize Isaiah 48:18 (such as the pictures in this outline). Your children might enjoy moving their hands and arms like a river and waves of the sea. How can peace be like a river? How can righteousness be like waves? Talk about how keeping God’s commandments has helped you feel peaceful like a river or strong like a wave.

- Sing together a song about commandments, such as “Keep the Commandments” (*Children’s Songbook*, 146–47). What does this song teach about why we should keep God’s commandments?

ISAIAH 49:14–16

The Lord will never forget me.

- Isaiah 49:14–16 can be a great comfort to your children for years to come. As you read verse 14, you could talk about what might make people feel forgotten or forsaken. How do we know the Lord has not forgotten us?
- To introduce verses 15–16, you could ask your children about someone who they will never forget, like a family member or friend. According to Isaiah 49:15–16, why will the Lord never forget us? Then you could share with each other your feelings about Jesus Christ.

For more, see this month’s issue of the *Friend* magazine.

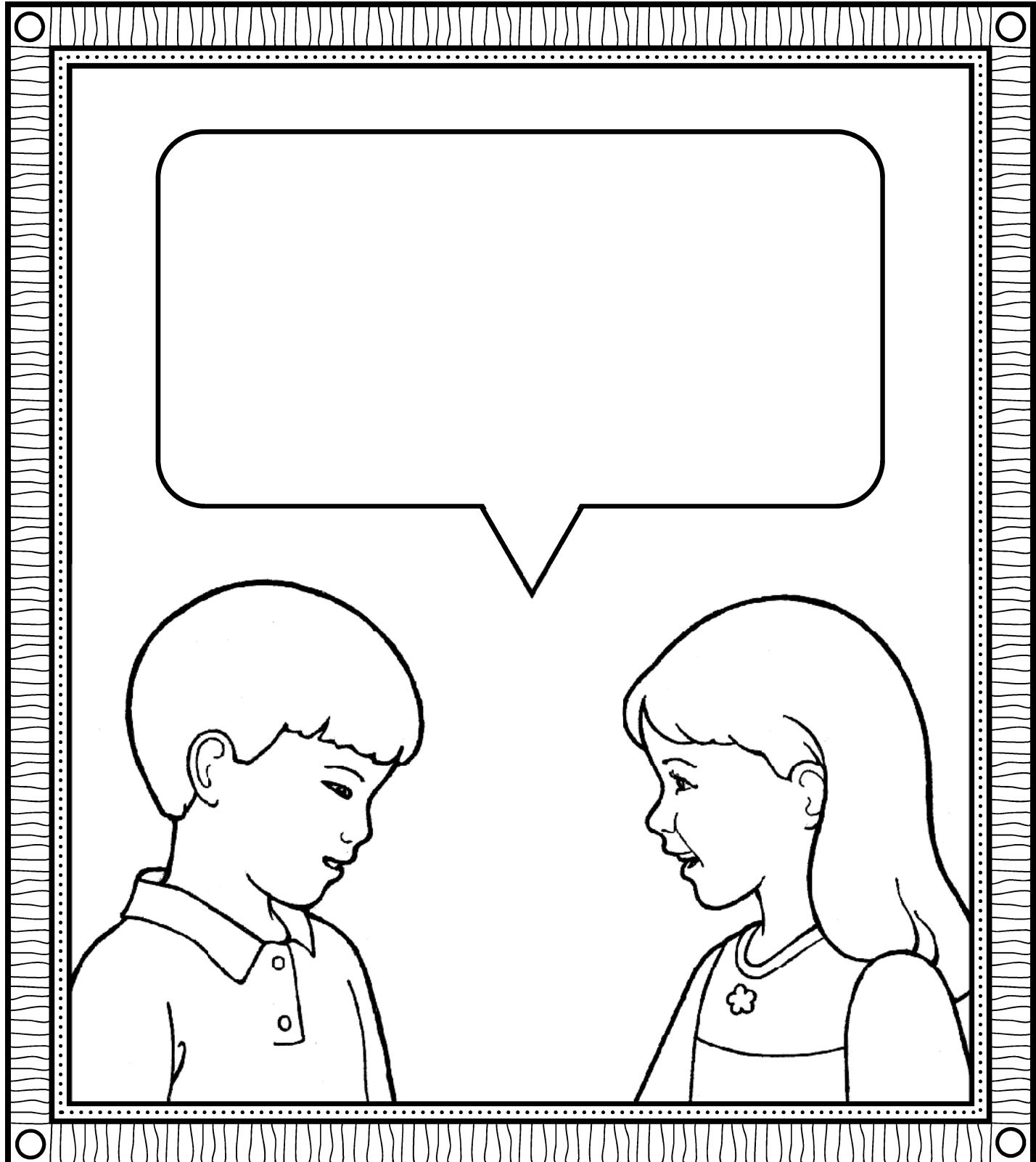


I now afflicted with temporal and mortal comfort, that I
will try thy stories with fair colors
I have seen the tears beheld I will heal thee

Balm of Gilead, by Annie Henrie Nader

I can be a witness of the Lord (Isaiah 43:10).

Write or draw in the space below something you might say to be a witness of the Lord.
Then color the picture and think of someone you could share it with.





The Mocking of Christ, by Carl Heinrich Bloch

OCTOBER 5–11: “HE HATH BORNE OUR GRIEFS, AND CARRIED OUR SORROWS”

Isaiah 50–57

Throughout his ministry, Isaiah spoke of a mighty deliverer. These prophecies would have been especially precious to the Israelites centuries later when they were in captivity in Babylon. Someone who could tear down the walls of Babylon would be a mighty conqueror indeed. But that isn’t the kind of Messiah that Isaiah described in chapters 52–53: “He is despised and rejected of men; a man of sorrows, and acquainted with grief: and we hid as it were our faces from him. . . . We did esteem him stricken, smitten of God, and afflicted” (Isaiah 53:3–4).

By sending such an unexpected deliverer, God taught us about true deliverance. To save us from oppression and affliction, God sent One who Himself “was oppressed, and . . . afflicted.” Where some expected a lion, He sent a lamb (see Isaiah 53:7). Surely, God’s ways are not our ways (see Isaiah 55:8–9). Jesus Christ frees us not by just opening the prison but by taking our place there. He relieves us from our chains of grief and sorrow by bearing them Himself (see Isaiah 53:4–5, 12). He does not save us from a distance. He suffers with us, in acts of “everlasting kindness” that “shall not depart from thee” (Isaiah 54:8, 10).



Ideas for Learning at Home and at Church

ISAIAH 50–52

The future is bright for the Lord’s people.

Even though the Israelites spent many years in captivity—and even though that captivity was a result of their own poor choices—the Lord wanted them to look to the future with hope. What do you find

in Isaiah’s message that gives you hope? A chart like this one might help you study:

What I learn about God
(see, for example, Isaiah
50:2, 5–9; 51:3–8, 15–16;
52:3, 9–10)

Messages of hope (see, for example, Isaiah 50:9; 51:3–5, 11–12, 22–23; 52:9–10)	
What I can do to make hope a reality (see, for example, Isaiah 50:10; 51:1–2, 6–9; 52:1–3, 9–11)	

See also Mosiah 12:20–24; 15:13–18; 3 Nephi 20:29–46; Doctrine and Covenants 113:7–10; Russell M. Nelson, “Embrace the Future with Faith,” *Ensign* or *Liahona*, Nov. 2020, 73–76.



Because of Love, by Angela Johnson

Help learners come unto Jesus Christ.

“Nothing you do as a teacher will bless learners more than helping them know Heavenly Father and Jesus Christ and feel Their love” (*Teaching in the Savior’s Way*, 8). As you prepare to teach Isaiah 50–57 to others, consider how you can help them see connections between Israel’s challenges, Isaiah’s prophecies of Christ, and receiving divine help with their own struggles.

ISAIAH 53

 **Jesus Christ took upon Himself my sins and sorrows.**

Few chapters in scripture describe Jesus Christ’s redemptive mission more beautifully than Isaiah 53.

Consider activities like these to better understand and apply these powerful teachings:

- Ponder or discuss how stories and movies often depict heroes who rescue people. Contrast those depictions with the descriptions of the Savior in Isaiah 53.
- After reading each verse, pause to contemplate what the Savior suffered—the “griefs,” “sorrows,” and “transgressions” He bore—for all people and specifically for you. You might replace words like “we” and “our” with “I” and “my” as you read. What feelings or thoughts do these verses inspire in you?
- Consider watching the video “My Kingdom Is Not of This World” (Gospel Library), and ponder how the prophecies in Isaiah 53 were fulfilled. What are some of the griefs and sorrows the Savior carries for you?
- Find pictures of the events surrounding the Atonement of Jesus Christ (see *Gospel Art Book*, nos. 56–60). You could then find phrases in Isaiah 53 that describe the events in the pictures. What do these teachings inspire you to do?

See also “Behold the Great Redeemer Die,” *Hymns*, no. 191.

ISAIAH 54; 57:15–19

Jesus Christ wants me to return to Him.

We all have times when we feel distant from the Lord because of our sins or weaknesses. Some have even given up hope that He will ever forgive them. Isaiah 54 and 57 are great chapters to read for reassurance and encouragement during such times. Particularly in Isaiah 54:4–10; 57:15–19, what words teach you how the Savior feels about you? What difference does it make in your life to know these things about Him?

See also Patrick Kearon, “God’s Intent Is to Bring You Home,” *Liahona*, May 2024, 87–89.

ISAIAH 55–56**The Lord invites all to “take hold of my covenant.”**

For generations, Israel had been identified as God’s covenant people. However, God’s plan has always included more than just one nation, for “every one that thirsteth” is invited to “come . . . to the waters” (Isaiah 55:1). Keep this in mind as you read Isaiah 55 and 56, and ponder what it means to be

God’s people. What is God’s message to those who feel “utterly separated” from Him? (Isaiah 56:3). Consider marking verses that describe attitudes and actions of those who “take hold of my covenant” (see Isaiah 56:4–7).

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.

**Ideas for Teaching Children****ISAIAH 51–52****The Lord invites me to “put on [my] strength.”**

- It might be fun for your children to discover phrases like “awake,” “stand up,” and “put on thy strength” in Isaiah 51:9, 17; 52:1–2, 9 and then act out those phrases. After doing so, you could talk about what it means to awake, stand up, and put on strength spiritually. What is the Lord asking us to do in these verses?
- Your children could also read Isaiah 51:1, 4, 7 and identify who the Lord is speaking to and what He wants them to do. What does it mean to “hearken unto” the Lord? How can we show the Lord that we “hearken unto” Him?

ISAIAH 53:3–9**Jesus Christ took upon Himself my sins and sorrows.**

- You and your children could look at several pictures showing the suffering and death of Jesus Christ (see, for example, *Gospel Art Book*, nos. 56, 57, 58). Then you could read together Isaiah 53:3–6, 9 and look for words that describe what is happening in the pictures. Help your children understand that Isaiah shared these truths hundreds of years before they happened. Why would it be important for people to know these things so many years in advance? (see Alma 39:15–19).
- After reading from Isaiah 53:4, “He hath borne our griefs, and carried our sorrows,” your children could try to lift a heavy object (or pretend to lift one). Talk about how “grief” and “sorrow” or sadness can feel heavy and hard to carry. Why did Jesus carry our “griefs,” “sorrows,” and “iniquities” or sins? (see also Alma 7:11–12).



ISAIAH 55:6

I can seek the Lord and call upon Him.

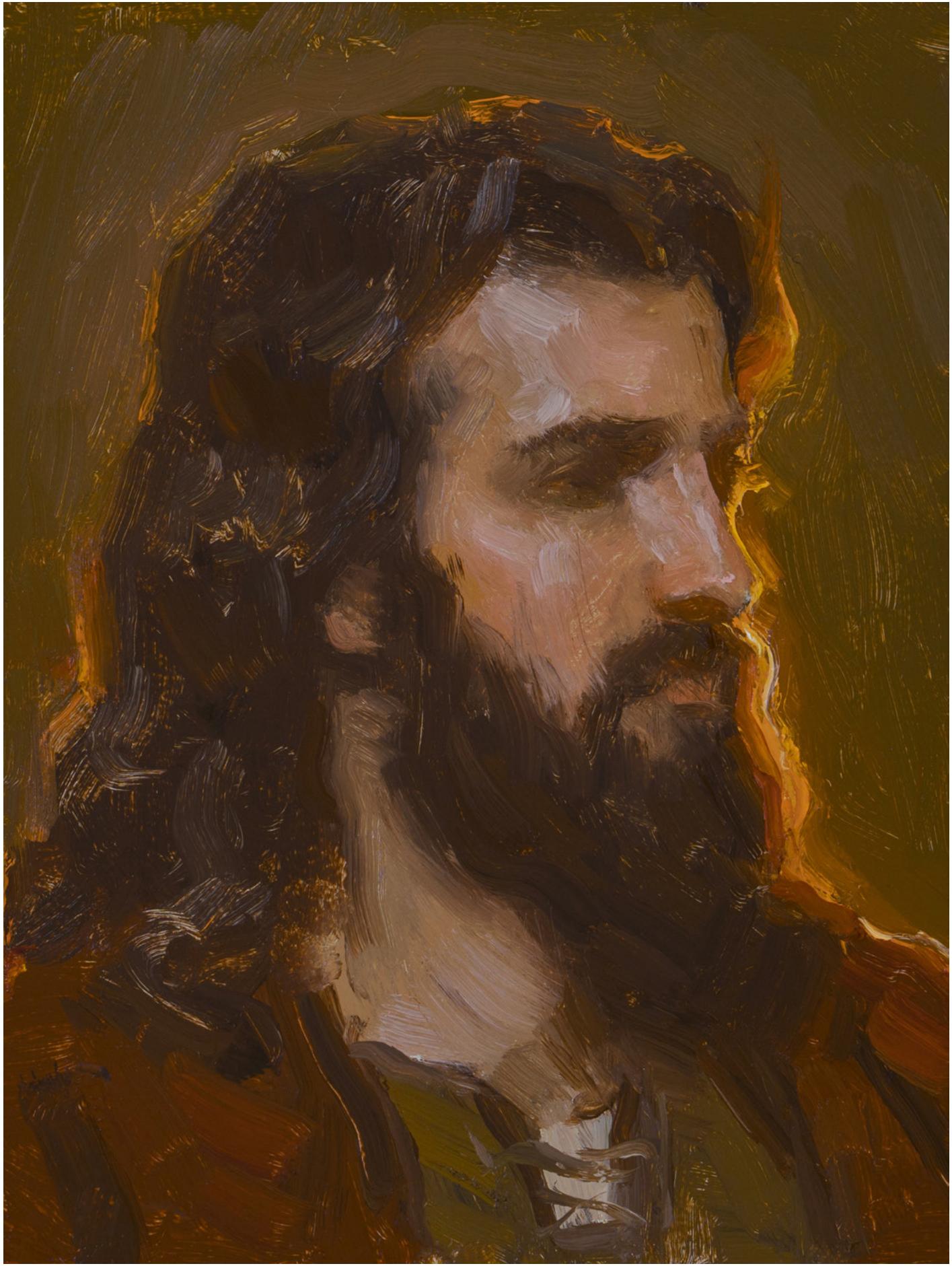
- To teach your children about Isaiah 55:6, you could hide a picture of Jesus somewhere in the room. You could invite your children to find the picture and name one way they can “seek . . . the Lord while he may be found.” A song like “Seek the Lord Early” (*Children’s Songbook*, 108) could give them ideas. Then you could let one of the children hide the picture and repeat the activity.

ISAIAH 55:8-9

The Lord’s ways are higher than mine.

- After reading Isaiah 55:9, it might be fun for your children to stand on a stool and talk about how things look different when you are “higher.” Or they could draw a picture of what Isaiah 55:9 means to them. You could then discuss some of the Lord’s ways that are higher than our ways. For example, what is His way of treating sinners? (see Mark 2:15–17). What is His way of leading others? (see Matthew 20:25–28). Share with your children how you have learned to trust the Lord’s higher ways and thoughts.

For more, see this month’s issue of the *Friend* magazine.



His Light, by Michael Malm

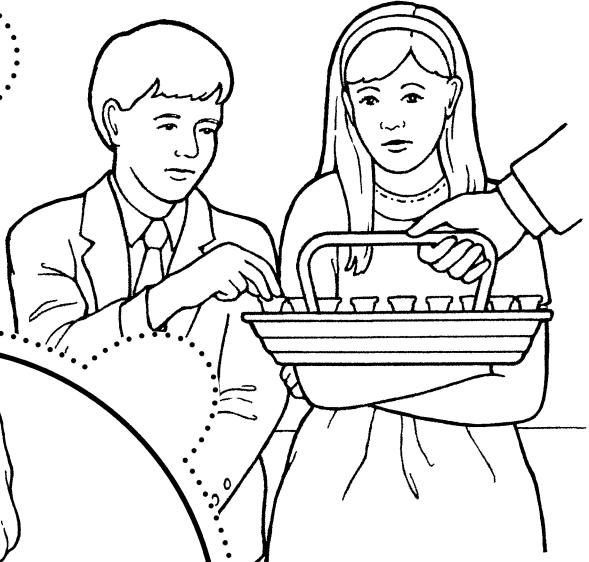
I can seek the Lord and call upon Him (Isaiah 55:6).

Color the pictures of ways you can seek the Lord. To make a puzzle, cut out the outer rectangle on the solid line, and cut out the pieces on the dotted lines.

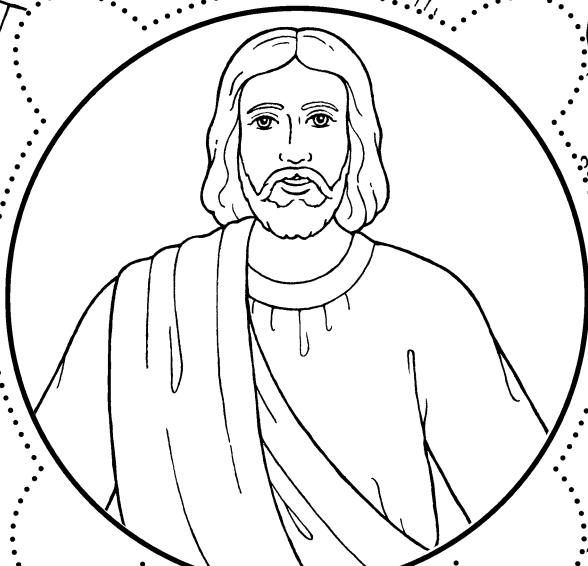
Sing songs about Jesus Christ.



Make covenants with the Lord.



Learn of Christ.



Pray to Heavenly Father in
the name of Jesus Christ.





Jesus in the Synagogue at Nazareth, by Greg Olsen

OCTOBER 12–18: “THE REDEEMER SHALL COME TO ZION”

Isaiah 58–66

Early in His ministry, Jesus Christ visited a synagogue in Nazareth, where He was raised. He stood there to read from the scriptures, opened the book of Isaiah, and read what we now know as Isaiah 61:1–2. He then announced, “This day is this scripture fulfilled in your ears.” This was one of the Savior’s most straightforward declarations that He was the Anointed One, who would “heal the brokenhearted” and “preach deliverance to the captives” (see Luke 4:16–21). This scripture was indeed fulfilled on that day. And, like many other prophecies of Isaiah, it is also being fulfilled in our day. The Savior continues to heal the brokenhearted who come unto Him. There are still many captives who need deliverance. And there is a glorious future to prepare for—a time when the Lord will “create new heavens and a new earth” (Isaiah 65:17) and “cause righteousness and praise to spring forth before all the nations” (Isaiah 61:11). Reading Isaiah opens our eyes to what the Lord has already done, what He is doing, and what He will yet do for His people.



Ideas for Learning at Home and at Church

ISAIAH 58:3–12

 **Fasting builds spiritual power and blesses people in need.**

Why would anyone voluntarily go without food when food is available? As you study Isaiah 58:3–12, you might think about your reasons for fasting—as well as the Lord’s reasons for giving this law. Here are some other questions to ponder:

- Why can fasting sometimes be perceived like more of a burden than a blessing? (see Isaiah 58:3–5). How do the Lord’s teachings in this chapter change that perception for you?
- What might it mean to “loose the bands of wickedness” and “break every yoke”? (Isaiah 58:6). How can fasting bless others? (see verse 7).

- How has fasting brought you the blessings described in Isaiah 58:8–12?

In his message “Is Not This the Fast That I Have Chosen?” (*Ensign* or *Liahona*, May 2015, 22–25), President Henry B. Eyring shared several examples of how people have been blessed by fasting and fast offerings. How have you witnessed similar blessings in your life?

See also “Bless Our Fast, We Pray,” *Hymns*, no. 138; Topics and Questions, “Fasting and Fast Offerings,” Gospel Library.

Get to know the people you teach. “Being a Christlike teacher includes getting to know the people you teach and striving to understand what is in their hearts. . . . You can find out how they learn best. You can ask questions, listen carefully, and observe. Above all, you can pray for the understanding that only the Spirit can give. The better you know a person, the better able you are to help him or her find personal meaning and power in the gospel of Jesus Christ. Once you understand a person’s thirst, the Spirit can teach you how to help quench it with the Savior’s living water” (*Teaching in the Savior’s Way*, 13).

ISAIAH 58:13–14

Honoring the Lord on the Sabbath brings joy.

Is the Sabbath day “a delight” for you? As you study Isaiah 58:13–14, consider how you could find more delight in the Lord’s day. For example, what might it mean to turn “from doing thy pleasure on [His] holy day”? What is the difference between “[delighting] thyself in the Lord” and “doing thine own ways”?

See also Russell M. Nelson, “The Sabbath Is a Delight,” *Ensign* or *Liahona*, May 2015, 129–32.

ISAIAH 59:9–21; 61:1–3; 63:7–9

Jesus Christ is my Savior and Redeemer.

Isaiah 58–66 has multiple references to the atoning mission of Jesus Christ. Look for them as you study. In particular, note the titles and words used to describe the Savior. For example:

- What impresses you about the description of the “intercessor” in Isaiah 59:16–21? How does the Savior overcome the conditions described in verses 9–15?
- When Jesus Christ announced to the people of Nazareth that He was the Messiah, He quoted from Isaiah 61:1–3 (see Luke 4:16–21; see also the video “Jesus Declares He Is the Messiah,” Gospel Library). How has Jesus Christ blessed you and others in the ways described in these verses? How has He given beauty in place of ashes?
- What “lovingkindnesses of the Lord” can you “mention”? (see Isaiah 63:7–9).
- What other references to the Savior do you find in Isaiah 58–66?

See also Mosiah 3:7; Doctrine and Covenants 133:46–53.



A Gift of Light, by Eva Timothy

ISAIAH 60; 62**"The Lord shall be unto thee an everlasting light."**

Isaiah 60 and 62 speak of light and dark, eyes and seeing to teach about how the gospel of Jesus Christ will bless the world in the last days. Look for these concepts in Isaiah 60:1–5, 19–20; 62:1–2. As you read these chapters, ponder how God is gathering His children out of darkness to His light. What is your role in this work?

See also 1 Nephi 22:3–12; 3 Nephi 18:24; Doctrine and Covenants 14:9; Bonnie H. Cordon, “That They May See,” *Ensign* or *Liahona*, May 2020, 78–80.

ISAIAH 64:1–5; 65:17–25; 66**Christ will reign on earth during the Millennium.**

Isaiah spoke of a day when “the former troubles are forgotten” (Isaiah 65:16). While this prophecy has

several fulfillments, in its fullest sense, that day is yet to come—when Jesus Christ will return. Isaiah described this future day in Isaiah 64:1–5; 65:17–25; 66. Notice how often he used words like “rejoice” and “rejoicing.” Why will the Savior’s return be a day of rejoicing for you? What can you do to prepare for His coming?

See also Articles of Faith 1:10; Russell M. Nelson, “The Future of the Church: Preparing the World for the Savior’s Second Coming,” *Ensign*, Apr. 2020, 13–17.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

ISAIAH 58:6–11**Fasting blesses me and others in need.**

- Perhaps the best way to encourage your children to fast—when they are ready—is to help them understand the Lord’s purposes for this law. Consider reading together Isaiah 58:6–11 to find answers to these questions: Why do we fast? How do we fast? You could also look in “Fast, Fasting” in the Guide to the Scriptures.
- If you have had a meaningful experience with fasting, share it with your children. You could also ask them how they would explain to a friend why the Lord gave us this law.

ISAIAH 58:13–14**The Sabbath can be a delight to me.**

- After reading Isaiah 58:13–14, you could point to the days of the week on a calendar and invite your children to say the days with you. When you get to the Sabbath, ask them to call that day “a delight.” Tell them why the Sabbath is a delight to you.
- Share with each other ways you can “delight thyself in the Lord” on the Sabbath. Maybe your children could draw their ideas and put them in a “box of Sabbath delights.” Then, when they need ideas about things to do on the Sabbath, they could pull an idea from the box.



Our Light, by Dan Wilson

ISAIAH 60:1-3

The Savior is like a light for me.

- You could invite your children to close their eyes as you read Isaiah 60:1-3. Ask them to open their eyes when they hear the word “light” and close them again when they hear the word “darkness.” Explain that Jesus Christ and His gospel are like a light that helps us see our way back to Heavenly Father.

ISAIAH 65:17-25

When Jesus comes again, He will bring peace and joy.

- Isaiah 65:17-25 describes what the earth will be like when the Savior comes again. As you read these verses with your children, help them look for how life will be different in the “new earth” Isaiah described. Why will this be a time to be “glad and rejoice for ever”? (verse 18).
- You could also sing together a song about the Second Coming, such as “When the Savior Comes Again” (Gospel Library). Share with each other what you are looking forward to about the Savior’s return. What can we do to prepare for that day?

For more, see this month's issue of the *Friend* magazine.



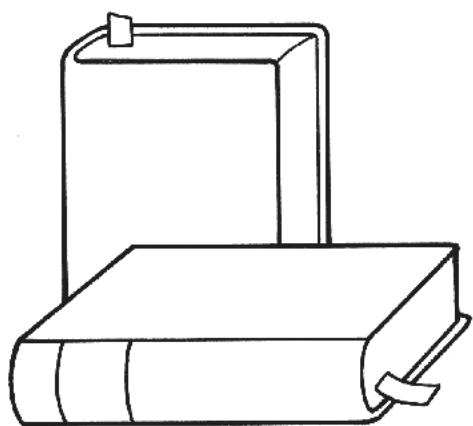
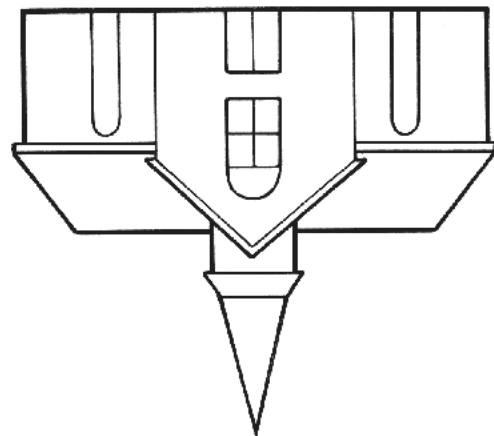
"Arise, shine; for thy light is come, and the glory of the Lord is risen upon thee" (Isaiah 60:1). *Light and Life*, by Mark Mabry

The Sabbath can be a delight to me (Isaiah 58:13–14).

Color the pictures below. In the empty square, draw a picture of yourself doing something that helps you feel closer to the Savior on the Sabbath day. Then fold along the dotted lines to make a book.

On the Sabbath day I can

On the Sabbath day I can go to church.



On the Sabbath day I can read the scriptures.



The Sabbath can be a delight to me.



Jeremiah, by Walter Rane

OCTOBER 19–25: “BEFORE I FORMED THEE IN THE BELLY I KNEW THEE”

Jeremiah 1–3; 7; 16–18; 20

At first, Jeremiah didn’t think he would make a good prophet. “Behold, I cannot speak,” he protested (Jeremiah 1:6). But the Lord reassured him, “I have put my words in thy mouth” (verse 9). Jeremiah felt that he was an inexperienced “child” (verse 6), but the Lord explained that he was actually more prepared than he realized—he had been ordained to this calling even before he was born (see verse 5). So Jeremiah set aside his fears and accepted the call. He warned Jerusalem’s kings and priests that their pretended holiness would not save them. The “child” who thought he could not speak came to feel God’s word “in [his] heart as a burning fire” and could not be silent (Jeremiah 20:9).

Jeremiah’s story is also your story. God knew you, too, before you were born and prepared you for your mission in life. Among other things, that mission includes something Jeremiah foresaw: gathering God’s people, one by one, to “bring [them] to Zion” (Jeremiah 3:14). And even if you don’t know exactly what to do or say, you can “be not afraid . . . ; for I am with thee, saith the Lord” (Jeremiah 1:8, 19).



Ideas for Learning at Home and at Church

JEREMIAH 1:4–19; 7:1–7; 20:8–9

Prophets are called to speak God’s word.

Imagine you’re talking to a friend who has never heard of prophets, and you decide to explain the concept using Jeremiah’s call to be a prophet in

Jeremiah 1:4–19. What do you find in these verses that teaches something about prophets of God? You could also look in Jeremiah 7:1–7; 20:8–9 and a hymn like “We Listen to a Prophet’s Voice” (*Hymns*, no. 22).

You might also want to teach your friend about today's living prophet. Is there anything in these verses that might help? For example, what do prophets in our day "root out" or "pull down"? What do they "build" and "plant"? (Jeremiah 1:10). How have you come to know that our living prophet is called of God?

See also Articles of Faith 1:6, 9; "Why Do We Have Prophets?" (video), [ChurchofJesusChrist.org](https://www.churchofjesuschrist.org).

JEREMIAH 1:5

God knew me before I was born.

What did Jeremiah learn about himself in Jeremiah 1:5? As a newly called prophet, why would that information be important for him to know?

Much of what Jeremiah learned about himself in Jeremiah 1:5 is also true about you. God also knew you before you were born and prepared you for specific responsibilities. To learn more about your life before you were born, read Alma 13:1–4; Doctrine and Covenants 138:53–56; and Abraham 3:22–23. You might make a list of truths you discover. Why is this information important for you to know?

To learn about how these truths affected the life of Elder Ahmad S. Corbitt, study his message "You Can Gather Israel!" (*Liahona*, May 2021, 63–63). How does knowing about your premortal life affect the way you live your mortal life?

Think of some situations you might face in which it would be important to remember these truths about your premortal life. What can you do to remind yourself of these truths?

See also Russell M. Nelson, "Decisions for Eternity," *Ensign* or *Liahona*, Nov. 2013, 106–9; Topics and Questions, "Foreordination," "Premortal Life," Gospel Library.



In Jeremiah 2:13, the Lord compared the people's spiritual state to "broken cisterns" and compared Himself to the "fountain of living waters."

JEREMIAH 2; 7

"They have forsaken me the fountain of living waters."

In the dry region where the Israelites lived, people stored precious water in underground reservoirs called cisterns. What do you think the "broken cisterns" mentioned in Jeremiah 2:13 might symbolize? Why would receiving water from a fountain be better than relying on a cistern? What does it mean to forsake "the fountain of living waters"? As you read Jeremiah 2 and 7, notice how the people were forsaking the Lord's living waters (see, for example, Jeremiah 2:26–28; 7:2–11). Why is "living water" a good symbol for what the Savior gives you? Think about how you are receiving living water.

Jeremiah 7 is addressed to people who were entering "the Lord's house . . . to worship the Lord," but their actions didn't match their outward devotion (see verses 2–11). What messages do you feel the Lord might have for you in verses 21–23?

Use object lessons. The Lord's prophets often compare spiritual truths to familiar objects. Consider doing the same as you learn and teach the gospel. For example, to visualize Jeremiah 2:13, you could put water in a cracked or broken container or drink from a drinking fountain. How is Jesus like a "fountain of living waters"? (Jeremiah 2:13). How do we drink from His living water?

JEREMIAH 3:14-18; 16:14-21**The Lord will gather His people.**

In Jeremiah 16:14–15, Jeremiah compared the gathering of Israel in the latter days with the Exodus of Israel from Egypt. In your opinion, why would the

gathering be even more important to God's people than the Exodus?

What do Jeremiah 3:14–18; 16:14–21 suggest about how the gathering happens?

In his message "Hope of Israel," President Russell M. Nelson, like Jeremiah, taught that the gathering of Israel "is the most important thing taking place on earth today" (worldwide youth devotional, June 3, 2018, Gospel Library). Read or listen to his message, and see if you can discover (a) how President Nelson defines the gathering of Israel, (b) how he describes its importance, and (c) how you can be part of the gathering.

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.

**Ideas for Teaching Children****JEREMIAH 1:5****Heavenly Father knew me before I was born.**

- To introduce the important truth taught in Jeremiah 1:5, you could show your children a picture of a baby (or, if possible, you could look at pictures of your children when they were babies). Ask your children if they know where they lived before they were born. You could also sing together a song that teaches about our premortal life, such as "I Lived in Heaven" (*Children's Songbook*, 4).

- If your children would like to learn more, you could help them find "Premortal Life" in the Guide to the Scriptures. They could look for answers to "who," "when," and "what" questions about the premortal life.



JEREMIAH 1:4–19

Prophets are called to speak the words of the Lord.

- Consider showing pictures of the living prophet or prophets from the scriptures (you can find some in Church magazines, the *Gospel Art Book*, and *Come, Follow Me*). Ask your children what they know about these prophets.
- To teach about what prophets do, you might select some helpful verses from Jeremiah 1, such as verses 5, 7, 10, and 19. Your children could each pick one of the verses, read it, and share something they learn about prophets.

JEREMIAH 16:14–16

I can help Heavenly Father's children come back to Him.

- While you read Jeremiah 16:16, your children could pretend to “fish” or “hunt” for objects around the room. President Russell M. Nelson has compared the fishers and hunters in this verse to missionaries (see “The Gathering of Scattered

Israel,” *Ensign* or *Liahona*, Nov. 2006, 81). What do missionaries do? How can we help “fish” and “hunt” for scattered Israel? (see “A Message for Children from President Russell M. Nelson” [video], ChurchofJesusChrist.org).

JEREMIAH 18:1–6

I can let the Lord guide my life, like a potter shapes clay.

- To explore these verses, you might discuss or show how pottery is made (see the picture at the end of this outline). What message does the Lord have for us in Jeremiah 18:1–6? What does it mean to be clay in the Lord’s hands? (see also Isaiah 64:8). For another story that compares us to potter’s clay, see Elder Richard J. Maynes’s message “The Joy of Living a Christ-Centered Life” (*Ensign* or *Liahona*, Nov. 2015, 27–30).

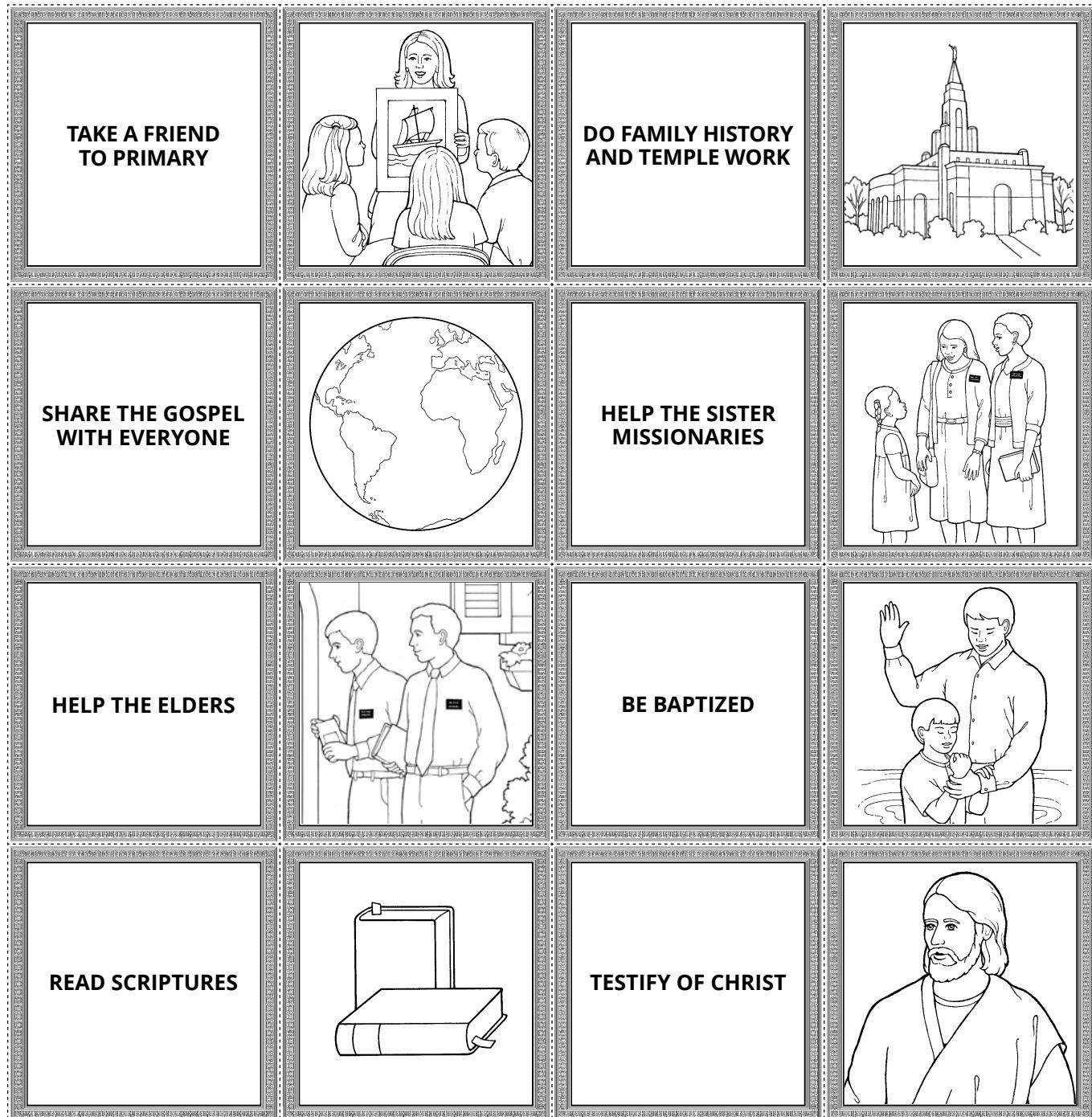
For more, see this month’s issue of the *Friend* magazine.



"Behold, as the clay is in the potter's hand, so are ye in mine hand, O house of Israel" (Jeremiah 18:6).

I can help Heavenly Father's children come back to Him (Jeremiah 16:16).

Color the cards, cut them out along the dotted lines, and shuffle them. Give yourself and another person four cards each, and place the other cards face down in a pile. Take turns asking each other for a card that matches one the person asking is holding. If the person asked doesn't have the matching card, the person who asked can take the top card from the pile. Any time a person finds matching cards, he or she places them on the table or floor.





Jeremiah Lamenting the Destruction of Jerusalem, by Rembrandt van Rijn

OCTOBER 26–NOVEMBER 1: “I WILL TURN THEIR MOURNING INTO JOY”

Jeremiah 31–33; 36–39; Lamentations 1; 3

When the Lord first called Jeremiah to be a prophet, He told him that his mission would be “to root out, and to pull down” (Jeremiah 1:10)—and in Jerusalem, there was plenty of wickedness to root out and pull down. But this was only part of Jeremiah’s mission—he was also called “to build, and to plant” (Jeremiah 1:10). What could be built or planted in the desolate ruins left by the rebellion of the covenant people? Asked another way, when sin or adversity has left our lives in ruins, how can we rebuild and plant again? The answer lies in “the Branch of righteousness” (Jeremiah 33:15), the promised Messiah. He brings “a new covenant” (Jeremiah 31:31)—one that requires more than the outward appearance of devotion. His law must be “in [our] inward parts,” written “in [our] hearts.” That’s what it means for the Lord to “be [our] God” and for us to “be [His] people” (Jeremiah 31:33). It’s a lifelong process, and we will still make mistakes and have cause to mourn from time to time. But when we do, the Lord promises, “I will turn their mourning into joy” (Jeremiah 31:13).



Ideas for Learning at Home and at Church

JEREMIAH 31; 33

The Lord will bring His covenant people out of captivity.

In Jeremiah 31; 33 the Lord acknowledged the “lam- entation, and bitter weeping” (Jeremiah 31:15) the Israelites would experience in captivity. However, he also offered words of comfort and hope. Look for

them as you read these chapters. What promises do you find that apply to you?

JEREMIAH 31:31–34; 32:37–42

 **“They shall be my people, and I will be their God.”**

Although the Israelites had broken their covenants, Jeremiah prophesied that the Lord would again

establish a “new” and “everlasting covenant” with them (Jeremiah 31:31; 32:40). What is that covenant? Consider looking for insights in Guide to the Scriptures, “New and Everlasting Covenant,” Gospel Library.

As you read Jeremiah 31:31–34; 32:37–42, ponder:

- What it means to you to be part of God’s covenant people.
- What it means to have His law written in your heart.
- What the Lord promises when you make covenants with Him.
- How your covenant relationship with the Lord changes you.

What promises have you made to God as you have participated in sacred ordinances? How is He fulfilling His promises to you?

See also David A. Bednar, “Abide in Me, and I in You; Therefore Walk with Me,” *Liahona*, May 2023, 123–26.

JEREMIAH 36

The scriptures have power to turn me away from evil.

According to Jeremiah 36:2–3, why did the Lord command Jeremiah to record his prophecies? As you read Jeremiah 36, note how the following people felt about these prophecies:

- The Lord (see verses 1–3, 27–31)
- Jeremiah (see verses 4–7, 32)
- Baruch (see verses 4, 8–10, 14–18)
- Jehudi and King Jehoiakim (see verses 20–26)
- Elnathan, Delaiah, and Gemariah (see verse 25)

Ponder how you feel about the scriptures. How have they helped you turn away from evil?

JEREMIAH 37–39

Be firm in following God’s prophets.

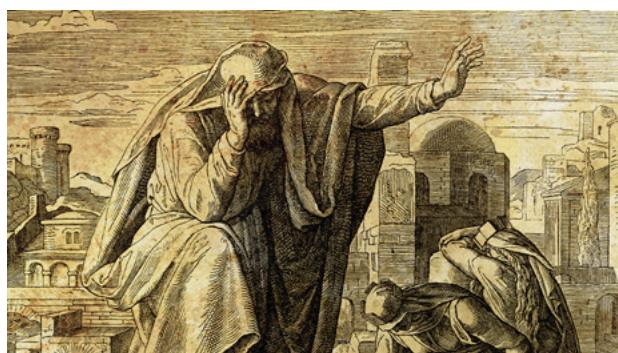
In Jeremiah 37:1–3, 15–21; 38:1–6, 14–28, what evidence do you see that King Zedekiah believed Jeremiah was the Lord’s true prophet? What evidence do you see that Zedekiah did not believe? What do you learn from this comparison? As you read Jeremiah 39, ponder the difference it would have made if Zedekiah and his people had followed the prophet and kept the commandments of the Lord. (Compare what happened to Zedekiah with what happened to Lehi’s family in 1 Nephi 1–2.)

JEREMIAH 38:6–13; 39:15–18

I can be bold in standing up for what is right.

The king’s officials felt that Jeremiah’s prophecies were making their soldiers less willing to fight, so they threw Jeremiah into a filthy dungeon (see Jeremiah 38:1–4). In Jeremiah 38:6–13, what impresses you about the response of Ebed-melech the Ethiopian? Notice also the blessing the Lord gave Ebed-melech in Jeremiah 39:15–18.

How could you follow Ebed-melech’s example?



The Cry of Jeremiah

LAMENTATIONS 1; 3**The Lord can relieve the sorrow I experience because of sin.**

The book of Lamentations is a collection of poems written after the destruction of Jerusalem and its temple. Why do you think it is important they were preserved? Consider what the metaphors in Lamentations 1 and 3 help you understand about the great sorrow Israel felt. What messages of hope in Christ do you find? (see especially Lamentations 3:20–33; see also Matthew 5:4; James 4:8–10; Alma 36:17–20).

See also “Come, Ye Disconsolate,” *Hymns*, no. 115.

Help others take responsibility for their own learning.

Sometimes it seems like the easiest way to teach is to just tell learners what we think they should know. However, the easiest way is not always the best way. Elder David A. Bednar taught: “Our intent ought not to be ‘What do I tell them?’ Instead, the questions to ask ourselves are ‘What can I invite them to do? What inspired questions can I ask that, if they are willing to respond, will begin to invite the Holy Ghost into their lives?’” (evening with a General Authority, Feb. 7, 2020, broadcasts [ChurchofJesusChrist.org](https://www.churchofjesuschrist.org); see also *Teaching in the Savior’s Way*, 25). There are many ways to help learners take responsibility for their learning. For example, in this outline learners are invited to search, ponder, make lists, look at pictures, participate in object lessons, draw, and share and apply what they learn.

**Ideas for Teaching Children****JEREMIAH 31:3****Heavenly Father and Jesus love me “with an everlasting love.”**

- As you read Jeremiah 31:3 with your children, they could help you find objects (or pictures of objects) that last a long time, such as a metal coin, and some that do not, such as a piece of fruit. You could talk about what “everlasting” means and share with each other how you have felt Heavenly Father’s “everlasting love.” You could also sing together a song like “God Is Watching Over All” (*Children’s Songbook*, 229).

JEREMIAH 31:31–34; 32:38–41**God will help me keep my covenants.**

- Your children might enjoy drawing a heart on a piece of paper and then writing in the heart things they learn from Jeremiah 31:31–34 about making covenants with God. You may want to review the covenant they make at baptism (see Mosiah 18:10, 13) and discuss what it means to have these promises written in their hearts.



JEREMIAH 36:1–4

The scriptures are the word of God.

- This week's activity page could help your children learn about Jeremiah, Baruch, and the king (see Jeremiah 36). They could also do actions that go along with the words in Jeremiah 36:4–10, such as writing in a book (see verse 4) and reading the scriptures to the people (see verses 8, 10).
- You and your children could look at a children's book and a copy of the scriptures and talk about how these books are different. What makes the scriptures special? It may be inspiring to share with each other some scripture passages that are special to you.

JEREMIAH 38:6–13

I can stand up for what is right.

- You could use the picture at the end of the outline to help your children visualize the story

of Ebed-melech in Jeremiah 38:6–13. Maybe you could help them find a verse where Ebed-melech did something brave to help the Lord's prophet. What can we do to show that we know our prophet today is called of God?

LAMENTATIONS 1:1–2, 16; 3:22–26

The Savior made it possible for me to be forgiven of my sins.

- To introduce Lamentations, you may want to explain to your children that because the Israelites had not repented, Jerusalem and the temple were destroyed. You could share with each other how you might have felt if you were living there at that time (see Lamentations 1:1–2, 16). How might the message in Lamentations 3:22–26 have given you hope?
- You could also tell each other about times you felt sad about a bad choice you made. What do we find in Lamentations 3:22–26 that helps us understand the forgiveness Jesus Christ offers?

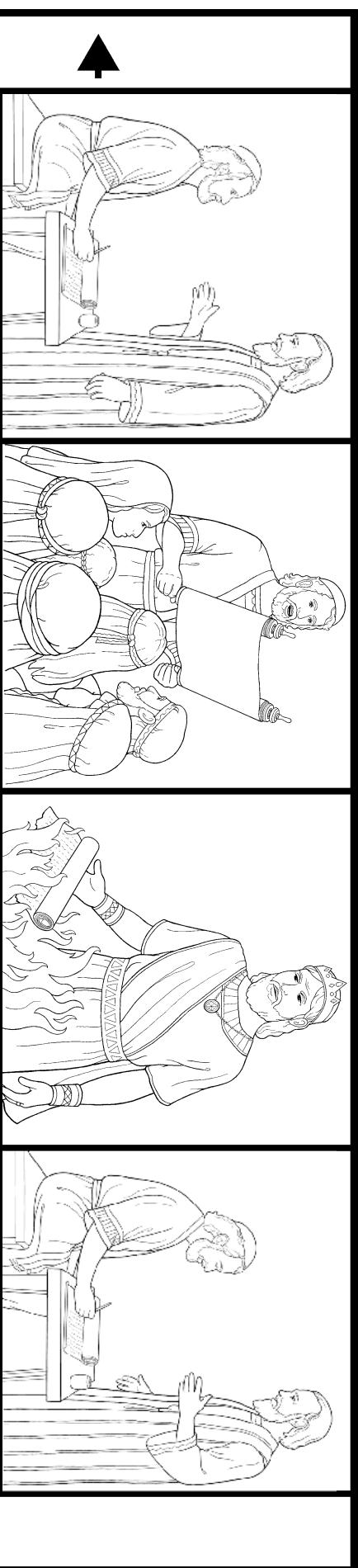
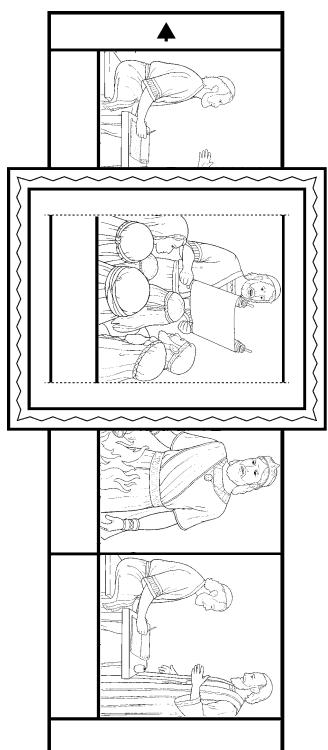
For more, see this month's issue of the *Friend* magazine.



I Will Surely Deliver Thee (Jeremiah 39:18), by Eva Timothy

The scriptures are the word of God (Jeremiah 36:1-4).

Cut out the frame and the story strip. Cut the dotted lines on the frame, and insert the story strip into the slits. Move the story strip through the frame to tell the story of Jeremiah and the word of God.



God spoke to Jeremiah.
Baruch wrote His word.

Baruch read God's words
to the people.

The king was angry. He burned the
word of God.

God spoke to Jeremiah again.
Baruch wrote God's word again.



NOVEMBER 2–8: “A NEW SPIRIT WILL I PUT WITHIN YOU”

Ezekiel 1–3; 33–34; 36–37; 47

Ezekiel was a prophet in exile. Along with other Israelites, he had been captured and sent to Babylon. In Jerusalem, Ezekiel would have been a priest serving in the temple. In Babylon, he was among “them of the captivity,” and he “sat where they sat” (Ezekiel 3:15), hundreds of miles from the beloved house of God and with little hope of returning. Then one day Ezekiel had a vision. He saw “the glory of the Lord” (Ezekiel 1:28)—not back in the temple at Jerusalem but there in Babylon among the exiles. The wickedness in Jerusalem, he learned, had become so severe that God’s presence was no longer there (see Ezekiel 8–11; 33:21).

And yet there’s something hopeful about Ezekiel’s message. Despite how far the covenant people had fallen, God had not totally abandoned them. If they would “hear the word of the Lord” (Ezekiel 37:4), what was once dead could be revived. Their “stony heart” could be replaced with “a new heart” (Ezekiel 36:26). And in the future, the Lord would establish a new temple and a new Jerusalem, “and the name of the city from that day shall be, The Lord is there” (Ezekiel 48:35).



Ideas for Learning at Home and at Church

EZEKIEL 3; 34

The Lord invites me to feed His sheep.

In Ezekiel 3 and 34, the Lord refers to leaders of His people as watchmen and shepherds. As you read these chapters, consider what these titles suggest about what it means to be a leader.

Who are the “sheep” the Lord wants you to feed? What do you find in Ezekiel 34 that could help someone preparing to serve a mission, raising children, or fulfilling a ministering assignment? How can you follow the Savior’s example as our shepherd? (see verses 11–31).

You might also ponder the symbolism you find in this chapter. What might the “good pasture” and “good fold” represent in verse 14? What’s the difference between a sheep who is “lost” and one who is “driven away”? (verse 16). What other symbols do you find?

See also John 21:15–17; Gerrit W. Gong, “Ministering,” *Liahona*, May 2023, 16–19.

EZEKIEL 33:10–19

The Lord wants to forgive.

“If our . . . sins be upon us,” the captive Israelites wondered, “how should we then live?” (Ezekiel 33:10). In response, the Lord taught them about repentance and forgiveness. These questions might help you ponder what He taught:

- What do you think it means to “trust to [your] own righteousness”? (see Ezekiel 33:12–13).
- What would you say to someone who feels that the people described in Ezekiel 33:12–19 are not being treated fairly? (see also Matthew 21:28–31; Luke 18:9–14).
- What do you find in these verses that helps you understand what it means to repent? What additional insights do you find in Ezekiel 36:26–27 and Alma 7:14–16?

EZEKIEL 37

The Lord is gathering His people and giving them new life.

The gathering of Israel is portrayed in Ezekiel 37 through two symbols. As you read about the first one—dead bones being restored to life (see verses 1–14)—ponder what it suggests to you about

gathering Israel on both sides of the veil (see also Ezekiel 36:24–30). Consider questions like these:

- What is the Lord trying to accomplish through the gathering of Israel?
- How is He accomplishing it?

You could ask yourself these same questions as you read about the second symbol, in verses 15–28. This symbol involves two sticks, which many scholars interpret as wooden writing boards joined by a hinge. The stick of Judah can represent the Bible (since much of the Bible was written by Judah’s descendants), and the stick of Joseph can represent the Book of Mormon (since Lehi’s family were descendants of Joseph of Egypt). With that in mind, what do these verses teach you about the role of the scriptures in the gathering of Israel?

Think about how the Bible and Book of Mormon have worked together in your life—in particular, to help you come to Christ. What passages have been especially meaningful to you?

See also 2 Nephi 3:11–13; 29:14; “Israel, Israel, God Is Calling,” *Hymns*, no. 7; Topics and Questions, “Bible,” “Book of Mormon,” Gospel Library; “The Book of Mormon Gathers Scattered Israel” (video), Gospel Library.



In a vision, Ezekiel saw a river flow from the temple and heal the Dead Sea.

EZEKIEL 47:1-12**I can find spiritual healing in the house of the Lord.**

As you read Ezekiel 47:1–12, it might help to know that the Dead Sea is so salty that fish and plants can't live in it. What impresses you about the waters described in verses 1–12? (see also Revelation 22:1).

**Ideas for Teaching Children****EZEKIEL 3:17; 33:1-5****Prophets are like watchmen who warn us of danger.**

- Young children might enjoy doing actions that go with Ezekiel 3:17. For example, they could point to their eyes, ears, and mouth when you read the words “watchman,” “hear,” and “mouth.” They might also like going on a hike—outdoors or just around the room. As they walk, warn them about things on the trail, like rivers to jump over, branches to duck under, or animals to avoid (real or pretend). This could lead to a conversation about how the Lord’s prophet warns us of dangers we cannot see.
- Here’s another way to illustrate Ezekiel 3:17; 33:1–5. One of your children could pretend to be a “watchman” by looking out a window and telling everyone else what is happening outside. You could also watch the video “Watchman on the Tower” (ChurchofJesusChrist.org). How is our living prophet like a watchman for us?

What might these waters symbolize? What could the trees described in verse 12 represent?

What does Elder Dale G. Renlund’s message “Family History and Temple Work: Sealing and Healing” add to your understanding? (see *Ensign* or *Liahona*, May 2018, 47–48). Ponder how you have found spiritual life and healing because of the temple.



The Prophet Ezekiel, by Lyle Beddes

EZEKIEL 37:15-23**The Bible and the Book of Mormon help “gather” us to Jesus Christ.**

- After reading Ezekiel 37:15–23 together, you and your children could find two sticks and write on one *For Judah (Bible)* and on the other *For Joseph (Book of Mormon)*. You could then share stories or scriptures from the Bible and Book of Mormon that help you feel closer to the Savior and become “[His] people” (verse 23). Why is it good to have both of these two books of scripture?

Don't try to cover everything. You may not be able to explore every truth in Ezekiel with your children. Prayerfully consider what they need to understand, and seek spiritual guidance to determine what to focus on. (See *Teaching in the Savior's Way*, 17.)

EZEKIEL 47:1-12

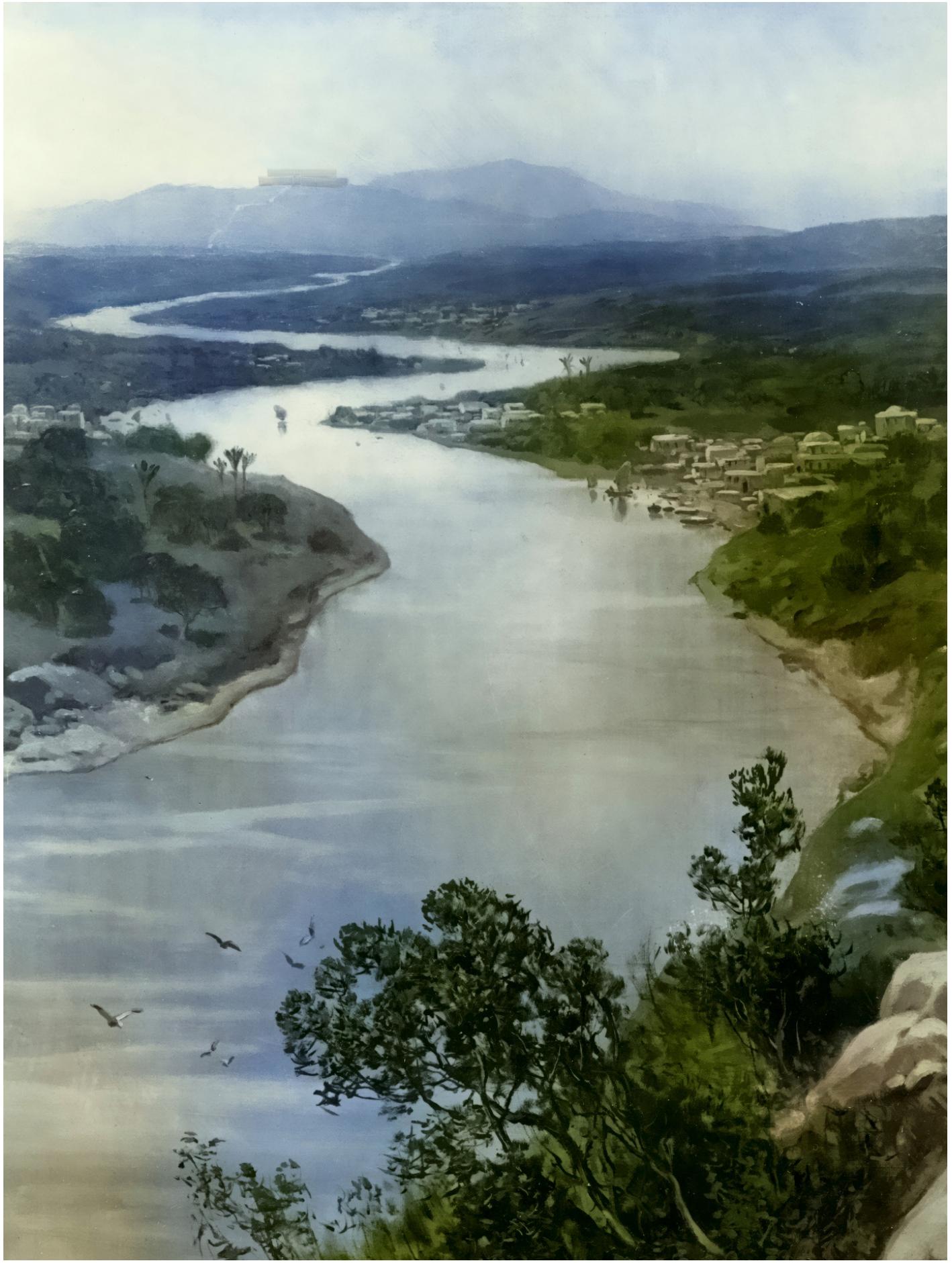
Our hearts and families can find healing in the house of the Lord.

- Ezekiel 47 describes Ezekiel's vision of water flowing from the temple and healing the Dead Sea—a sea so salty that fish and plants cannot live in it. Maybe your children could each draw one or two objects from the vision, like a temple, a river, a desert, the Dead Sea, a multitude of fish,

or a fruitful tree. Then, as you read verses 1–12 together, they could share their drawing when that object is mentioned. What blessings came from the river in this vision? Help the children see how these blessings are like the blessings the Savior offers those who keep temple covenants. The video "And the River Will Grow" (Gospel Library) can help.

- You could also sing together a song that describes temple blessings, such as "Families Can Be Together Forever" (*Children's Songbook*, 188). What does this song teach about how the Lord blesses us in His holy house?

For more, see this month's issue of the *Friend* magazine.

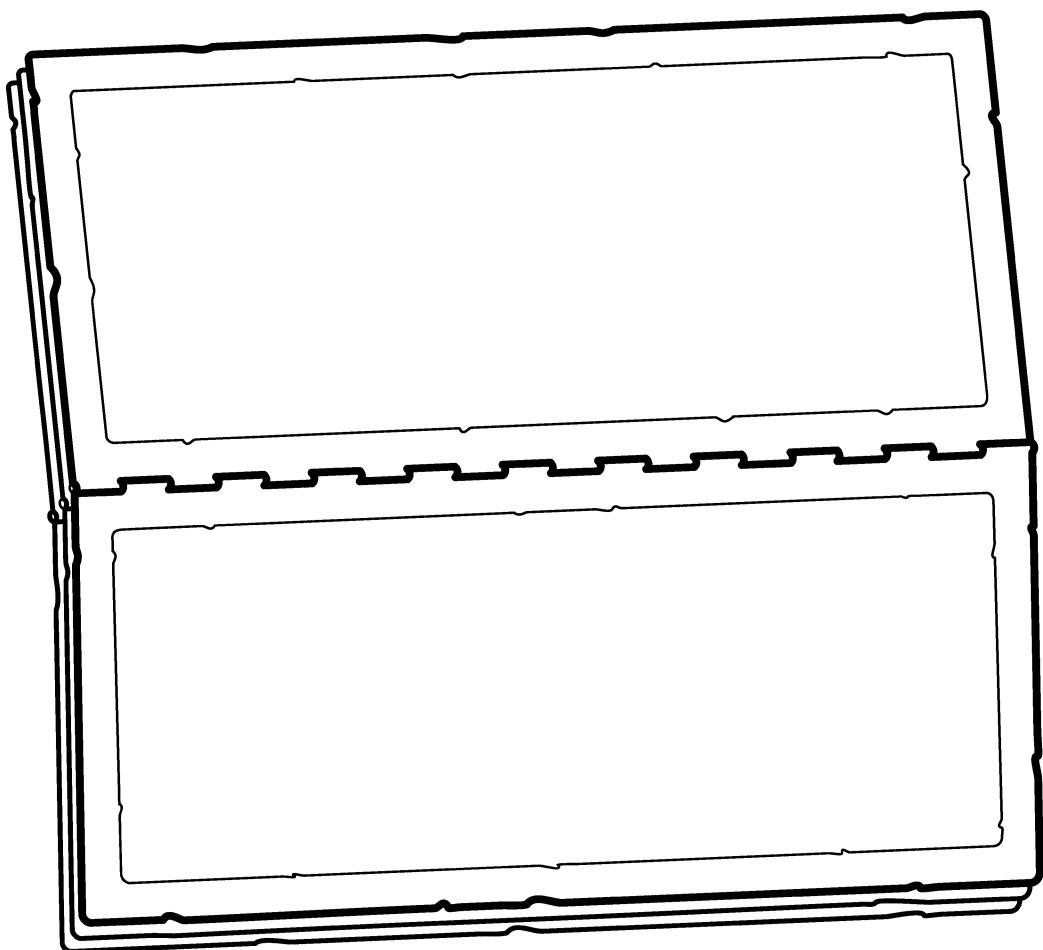


"Behold, waters issued out from under the threshold of the house. . . . And every thing shall live whither the river cometh" (Ezekiel 47:1, 9). Image licensed by goodsalt.com

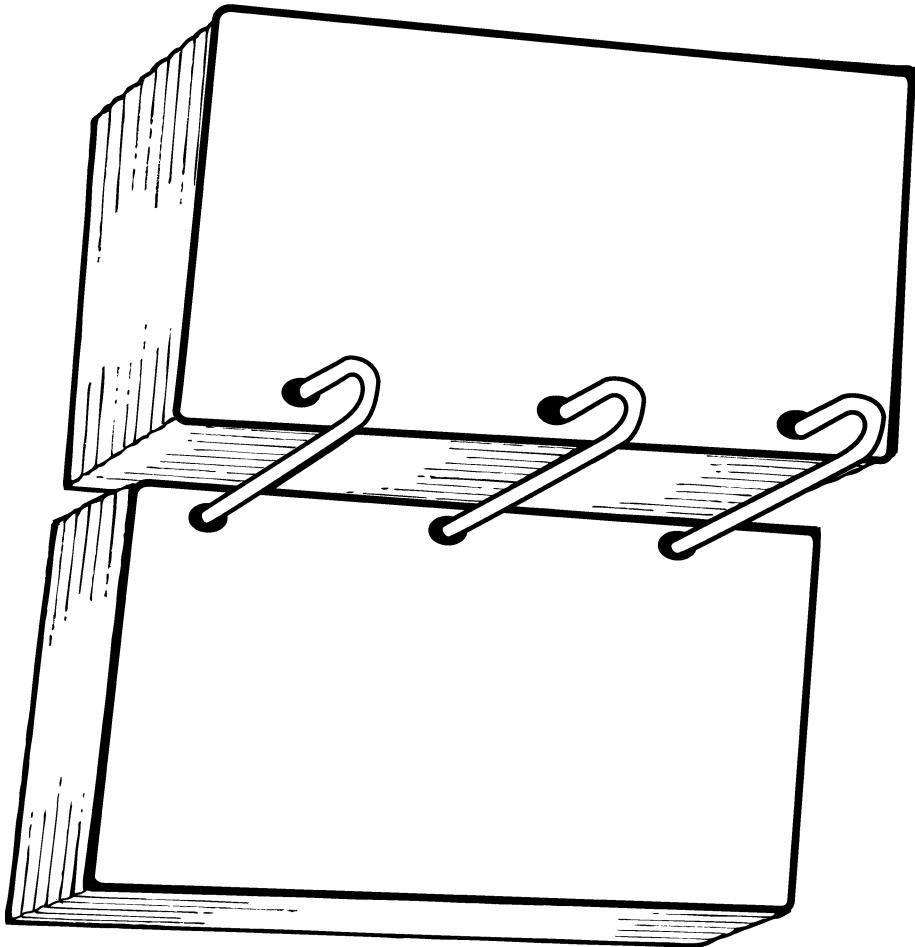
The Book of Mormon and the Bible "gather" us to Jesus Christ (Ezekiel 37:15-23).

Write or draw in the blank spaces what you have learned about Jesus Christ from the Bible and the Book of Mormon.

Stick of Judah (Bible)



Stick of Joseph (Book of Mormon)





Daniel Interprets Nebuchadnezzar's Dream, by Grant Romney Clawson

NOVEMBER 9–15: “THERE IS NO OTHER GOD THAT CAN DELIVER”

Daniel 1–7

Most likely no one will threaten to throw you into a fiery furnace or a den of lions because of your faith in Jesus Christ. But none of us get through this life without a trial of faith. So we can all benefit from the examples of people like Daniel, Shadrach, Meshach, and Abed-nego, who were taken captive as young men by the mighty Babylonian Empire (see 2 Kings 24:10–16). Surrounded by an unfamiliar culture with different values, they faced great temptations to abandon their beliefs and righteous traditions. Yet they remained true to their covenants. How did they do it? By doing those small and simple things God asks of all of us—praying, fasting, choosing good friends, trusting in Him, and being a light to others. Like Joseph in Egypt and Esther in Persia, Daniel and his friends in Babylon kept their faith in God, and God worked miracles that still inspire believers to this day.



Ideas for Learning at Home and at Church

DANIEL 1; 3; 6

 **I can trust in the Lord when my faith is tried.**

In a sense, we all live in Babylon. We often face temptations to compromise our standards and turn away from faith in Christ. As you read Daniel 1, 3, and 6, note the ways in which Daniel, Shadrach, Meshach, and Abed-nego were pressured to do things they knew were wrong. How did they respond

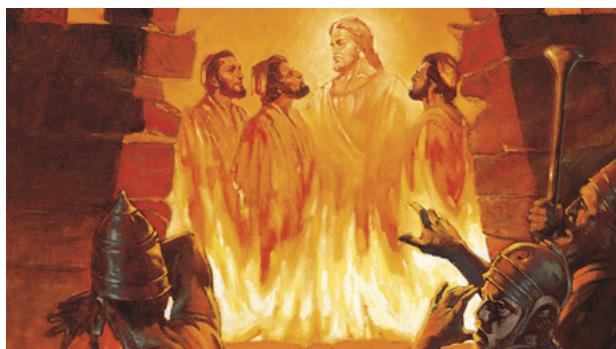
to these situations? (see Daniel 1:10–13; 3:15–18; 6:10). What were the results of their faith? What do you learn from these experiences that can help you trust in the Lord when you face opposition? Also consider the following questions:

- When have you felt pressured to do something you knew was wrong? How has the Lord blessed you for keeping His commandments?

- What if your faith doesn’t lead to the miracles you seek? (for an example, see Alma 14:8–13). Based on what you read in Daniel 3:13–18, how do you think Shadrach, Meshach, and Abednego would have answered this question? How can their example affect how you approach your trials?
- How can your righteous choices lead others to greater faith in the Lord? (see Daniel 2:47; 3:28–29). Ponder the effects that your choices may be having on others.

See also Dieter F. Uchtdorf, “Be Not Afraid, Only Believe,” *Ensign* or *Liahona*, Nov. 2015, 76–79.

Try to involve everyone. The Savior “ inviteth . . . all to come unto him and partake of his goodness” (2 Nephi 26:33). If you are teaching your family or a class, ponder ways you can give everyone an opportunity to participate in some way. For example, you could give each person a passage of scripture, a section of a conference message, or a verse from a hymn to ponder and comment on. Don’t pressure anyone to participate, but give them opportunities.



Shadrach, Meshach, and Abednego in the Fiery Furnace, by William Maughan

DANIEL 2

The Church of Jesus Christ of Latter-day Saints is the kingdom of God on earth.

Through revelation, Daniel saw that Nebuchadnezzar’s dream foretold future worldly kingdoms, as well as the future kingdom of God, which “shall never be destroyed” (Daniel 2:44). “The Church is that prophesied latter-day kingdom,” Elder D. Todd Christofferson taught, “not created by man but set up by the God of heaven and rolling forth as a stone ‘cut out of the mountain without hands’ to fill the earth” (“Why the Church,” *Ensign* or *Liahona*, Nov. 2015, 111). Think about God’s latter-day kingdom as you read the descriptions of the stone in Daniel 2:34–35, 44–45. What is your role in helping this prophecy come to pass?

See also “Hark, All Ye Nations!,” *Hymns*, no. 264; “God Gave Them Knowledge” (video), ChurchofJesusChrist.org.

DANIEL 2:1–30

Receiving revelation requires spiritual preparation.

As you review Daniel 2:1–15, consider how you would feel if you found yourself in Daniel’s position. What did Daniel do? (see Daniel 2:16–18). What can you learn from Daniel 1:17 about how God prepared Daniel? What can you learn from Daniel’s words and actions after he received the Lord’s help? (see Daniel 2:19–30).

DANIEL 7:13–14

Jesus Christ is the Son of the Eternal Father.

During the Savior’s earthly ministry, many Jews considered the title “Son of man” from Daniel 7:13 to refer to the coming Messiah. What do you learn about the Messiah from Daniel 7:13–14? (see also Moses 6:57).

The Savior often referred to himself as “the Son of man.” Consider reviewing some examples: Matthew 25:31; Mark 9:31; 10:45. What is He teaching about Himself in these verses? In Mark 14:61–64, Jesus used this title on the last day of His mortal life. Note the reaction from the people who heard His declaration. How does Daniel’s prophecy about the Son of Man affect your feelings about what happened to Him in Mark 15?



Ideas for Teaching Children

DANIEL 1; 3; 6

Jesus will help me do what is right even when it's hard.

- To help your children learn from the inspiring stories in the book of Daniel, you could find pictures of the events in Daniel 1, 3, and 6 (see this week’s activity page or the *Gospel Art Book*, nos. 23, 25, 26). Then you could place the pictures face down and invite a child to turn one over and talk about the story it represents. (For help, see “Daniel and His Friends,” “Shadrach, Meshach, and Abednego,” and “Daniel and the Lions’ Den” in *Old Testament Stories*, 154–56, 160–62, 163–65.)
- Help your children think of situations when they might be pressured to make a wrong choice, like Daniel and his friends were in Daniel 1, 3, and 6. Share with each other how you have been blessed for making the right choice even when it was hard. You could also sing together a song related to this topic, such as “Choose the Right” (*Hymns*, no. 239).

Just as Jesus was hated for declaring that He was “the Son of man,” you might also face persecution for declaring the truth. Compare the prophecy in Daniel 7:13–14 with the promises in Doctrine and Covenants 121:29, 46.

See also Doctrine and Covenants 49:6; Guide to the Scriptures, “Son of Man,” Gospel Library.



Trusting the Wisdom of the Word

DANIEL 1:1-17

Heavenly Father wants me to take care of my body.

- Reading the story about Daniel and his friends refusing the king’s meat and wine may inspire a conversation about the law of health Heavenly Father has given us today (see Doctrine and Covenants 89). Maybe you could look for the blessings Daniel and his friends received and compare them to the blessings promised in the Word of Wisdom (see Daniel 1:15–17 and Doctrine and Covenants 89:18–21).

DANIEL 2

The Church of Jesus Christ of Latter-day Saints is the kingdom of God on earth.

- As you read Daniel 2:31–35, 44–45 with your children, you could invite them to draw a picture of Nebuchadnezzar’s dream. Help them understand the stone in the dream represents The Church of Jesus Christ of Latter-day Saints. What do we learn about the Church from this dream? Your children could name some things Heavenly Father did to set up His Church in the latter days. If they need help, you could show pictures of events from the Restoration of the Church (see *Gospel Art Book*, nos. 90–95).

DANIEL 6

Heavenly Father wants me to pray often.

- Why was praying to Heavenly Father so important to Daniel? Perhaps you and your children could talk about that question as you read Daniel 6 together. Then you could tell each other why praying is important to you. Your children might enjoy drawing pictures of themselves praying in various situations. They could use their drawings to teach each other that we can pray to Heavenly Father no matter where we are or what we need.

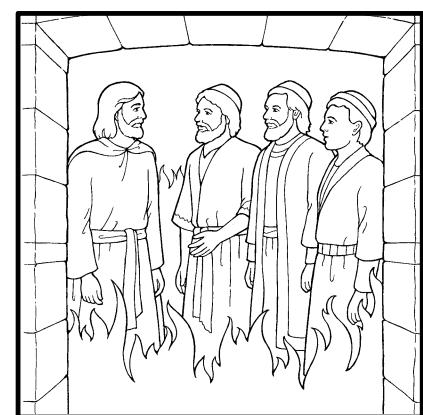
For more, see this month’s issue of the *Friend* magazine.



Daniel in the Lions' Den, by Briton Rivière

God will bless me as I choose to follow Jesus Christ (Daniel 1; 3; 6).

Color the pictures that show Daniel, Shadrach, Meshach, and Abednego being blessed for choosing to follow Jesus Christ. In the blank square, draw a picture of one way you can choose to follow Jesus Christ. (You can draw pictures of other ways you can follow Jesus Christ on the back of the squares.) Then cut out the large shape on the solid lines. Fold the pictures to the inside on the dotted lines so the words "God will bless me as I choose to follow Jesus Christ" are on top of the square.





NOVEMBER 16–22: “I WILL LOVE THEM FREELY”

Hosea 1–6; 10–14; Joel

Israel’s covenant with the Lord was meant to be so deep and meaningful that the Lord compared it to a marriage. The covenant, like a marriage, included eternal commitment, shared experiences, building a life together, exclusive loyalty, and, most of all, wholehearted love. Sadly, the Israelites were not faithful to their covenant. And yet the Lord’s message to them was not “I will reject you forever.” Instead it was “I will invite you back” (see Hosea 2:14–15). “I will betroth thee unto me in righteousness,” He declared through the prophet Hosea (Hosea 2:19). “I will heal their backsliding, I will love them freely” (Hosea 14:4). This is the same message He gives us today as we seek to live our covenants with love and devotion.

Joel shared a similar message: “Turn unto the Lord your God: for he is gracious and merciful, slow to anger, and of great kindness” (Joel 2:13). Reading these prophets’ words may prompt you to ponder your own relationship with the Lord—to think about how His faithfulness to you inspires you to be faithful to Him.



Ideas for Learning at Home and at Church

HOSEA 1–3; 14

The Lord always invites me to return to Him.

Hosea’s wife, Gomer, was unfaithful to him, and God pointed to this sad event to teach the Israelites how He felt about them and their covenants with Him. As you read Hosea 1–3, ponder how the Lord

views His relationship with His covenant people. How is making a covenant with the Lord like entering into a marriage? How is failing to keep that covenant like being unfaithful to a spouse? (see Hosea 2:5–7, 13). What does Hosea 2:14–23 teach you about the Lord’s love and mercy? How do you show Him your love and loyalty?

In Hosea 14, look for the many beautiful promises the Lord makes to those who return to Him. What does the phrase “love them freely” mean to you? (verse 4). What do the plant metaphors in verses 5–8 teach you about the Lord’s blessings, including the blessings of repentance? As part of your study, consider singing or listening to a hymn about the Savior’s mercy, such as “Come unto Jesus” (*Hymns*, no. 117).



Gomer, who represents the house of Israel and their broken covenants, was offered redemption by the Lord. Illustration by Deb Minnard, licensed from goodsalt.com

HOSEA 6:4–7; JOEL 2:12–13

Devotion to God must be felt inwardly, not just expressed outwardly.

The people in Hosea’s day were offering animal sacrifices, but they were breaking more important commandments. What do you think it means that the Lord “desired mercy, and not sacrifice; and the knowledge of God more than burnt offerings”? (Hosea 6:6). What do you think it means for righteousness to be like a cloud or like dew? (see Hosea 6:4). What should our righteousness be like? (see Isaiah 48:18; 1 Nephi 2:9–10).

You could also read Matthew 9:10–13; 12:1–8 to see how the Savior used Hosea 6:6 during His ministry. How do these passages help you understand Hosea’s words?

When reading Joel 2:12–13, it might help to know that rending or tearing one’s clothing was an

outward sign of mourning or remorse. How is rending our hearts different from rending our garments?

JOEL 2

“I will pour out my spirit upon all flesh.”

What similarities do you see between our day and the day Joel foresaw? (see especially Joel 2:1–2, 11, 18–32). What impresses you about the blessings the Lord promised in verses 18–32? Why might these blessings be especially valuable today?

It might be interesting to read what Moroni said about Joel 2 when he visited Joseph Smith in 1823 (see Joseph Smith—History 1:41). How do you feel the prophecies in Joel 2:28–32 are being fulfilled in our day? (see also Acts 2:1–21). What do you think it means that the Lord would “pour out [His] spirit upon all flesh”? (Joel 2:28).

You might ponder these words from President Russell M. Nelson: “In coming days, it will not be possible to survive spiritually without the guiding, directing, comforting, and constant influence of the Holy Ghost” (“Revelation for the Church, Revelation for Our Lives,” *Ensign* or *Liahona*, May 2018, 96). Why is revelation essential to your spiritual survival?

What can you do if you feel like you aren’t receiving that outpouring? Here are some examples that might help. What did the people in these scriptures do to receive an outpouring of the Lord’s Spirit?

- Mosiah 4:1–3, 19–20; 18:7–11
- Helaman 6:34–36
- Doctrine and Covenants 19:37–41

As you read these words from Elder David A. Bednar, ponder what it means to you to feel an outpouring of the Holy Ghost in your daily life:

“We often make it hard on ourselves to receive personal revelation. By that I mean the covenant

promise is that as we honor our covenants, we may always have the Holy Ghost to be our constant companion. But we talk about it and we treat it as if hearing the voice of the Lord through His Spirit is the rare event. . . . [The Spirit] ought to be with us all of the time. Not every nanosecond, but if a person is doing his or her best—you don't have to be perfect—but if you and I are doing our best and we're not committing serious transgression, then we can count on the Holy Ghost guiding us. . . .

“. . . We seem to believe that the Holy Ghost is dramatic and big and sudden, when it's still and small and incremental over time” (“Elder David A. Bednar Discussion” [evening with a General Authority, Feb. 7, 2020], broadcasts.ChurchofJesusChrist.org).



Ideas for Teaching Children

HOSEA 2:19–20

I can faithfully keep my covenants.

- In the book of Hosea, the Lord compared His covenants with His people to a marriage. To learn from this comparison, you and your children could look at a picture of a bride and groom and talk about how Heavenly Father wants a husband and wife to treat each other. Help your children find words in Hosea 2:19–20 that describe how the Lord feels about us. How can we show the Lord that we love Him and will be faithful to Him?

HOSEA 10:12

“It is time to seek the Lord.”

- Hosea 10:12 refers to sowing, reaping, time, and rain to invite us to seek the Lord. As you read

See also Gary E. Stevenson, “Promptings of the Spirit,” *Liahona*, Nov. 2023, 42–45; “Enemy Territory” (video), Gospel Library.

Create a spiritual environment. “What have you observed that contributes to a spiritual environment for learning the gospel? What detracts from it? . . . Think about the setting where you most often teach [or learn]. How do you feel when you are there? How can you more effectively invite the Spirit to be present there?” (*Teaching in the Savior's Way*, 7).

this verse, what creative ideas come to mind that could inspire the children to seek Him? For example, maybe your children could draw a clock and write down ways they can seek the Lord at different times throughout the day. A song like “Anytime, Anywhere” (Gospel Library) could help you teach that it is always a good time to seek the Lord.

- Or your children could do simple actions that go with the verse, such as pretending to plant seeds, pick vegetables, or stand in the rain. Help your children compare planting a seed and reaping good food to living righteously and receiving the Lord’s blessings. Then you could tell each other about the blessings the Lord has rained upon you as you have tried to seek Him.

HOSEA 13:4, 14

Jesus Christ is my Savior and Redeemer.

- To emphasize the truth in Hosea 13:4 that there is no Savior except Jesus Christ, you could show your children pictures of several people, including Jesus. Your children could take turns pointing to the person who has the power to save us from sin and death. Share your testimony of Jesus Christ and His Atonement.
- Your children could look for words in Hosea 13:4, 14 that describe Jesus Christ. What do these words teach us about Him? Consider helping your children use the Guide to the Scriptures to find other scriptures that teach that Jesus is our Savior and Redeemer. Share with each other how you feel about Jesus Christ.



JOEL 2:28–29

The Holy Ghost can guide me.

- Maybe you could help your children understand Joel 2:28–29 by letting them pour a liquid and then contrasting it with a drip or a trickle. What could it mean for the Spirit to be “poured out” upon us?
- As you read Joel 2:28–29 together, you might invite your children to insert each other’s names in place of the phrases “your sons” and “your daughters.” Then help them search scriptures like John 14:16; Moroni 10:5; Doctrine and Covenants 42:17 to find out how the Spirit can help them.

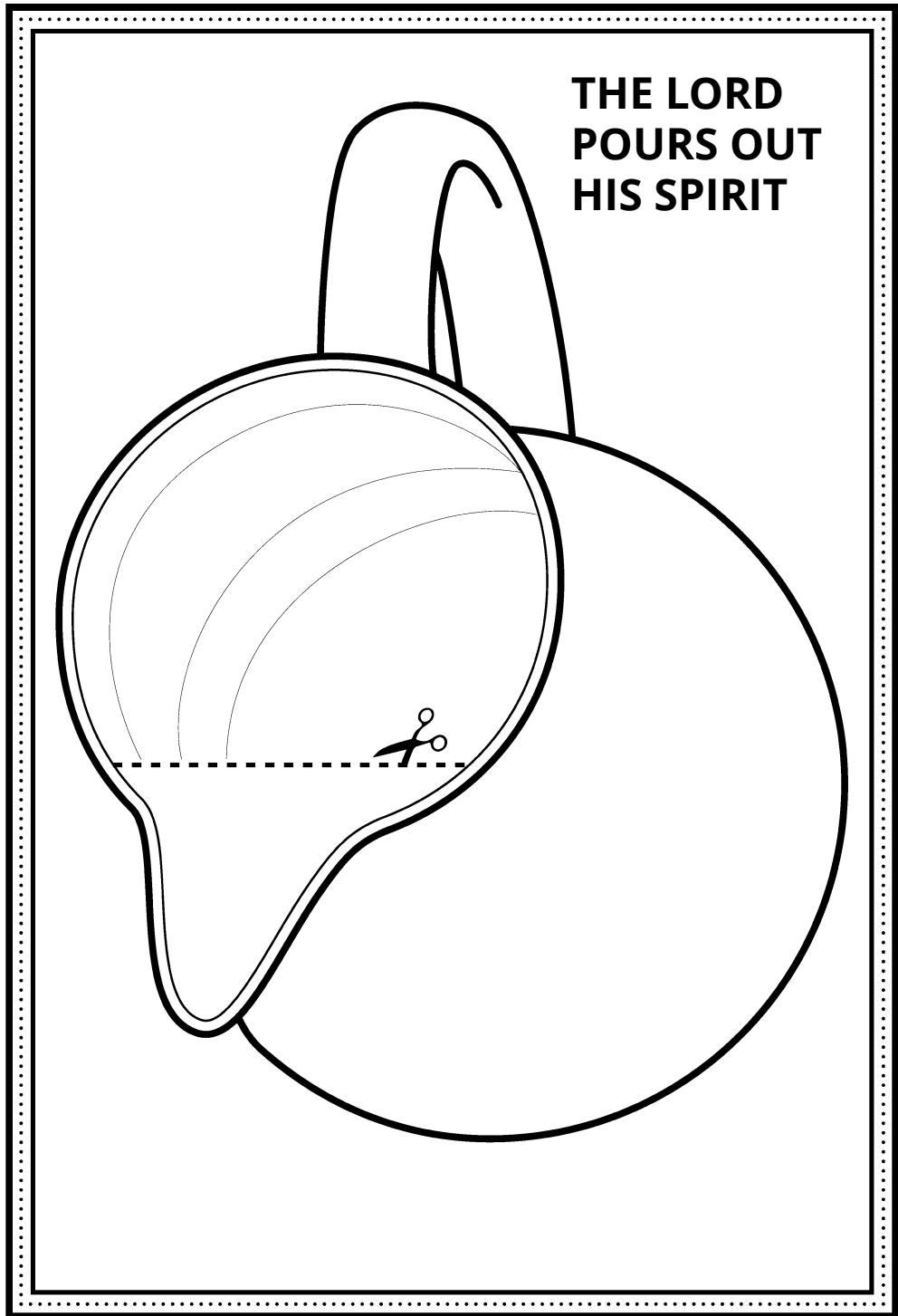
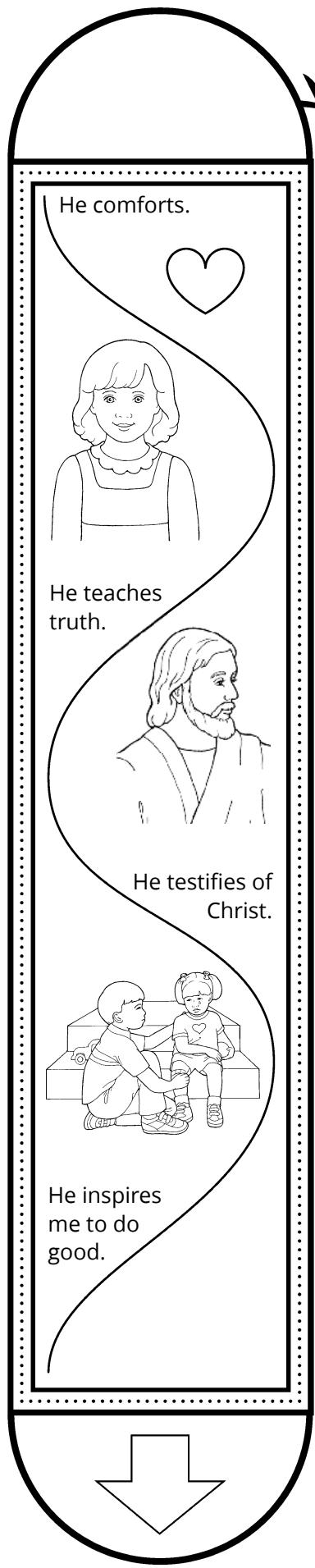
For more, see this month's issue of the *Friend* magazine.



Savior, by Kelly Pugh

The Holy Ghost can guide me (Joel 2:28-29).

Color the pictures. Cut out the picture strip, and also cut a slit along the dotted line on the pitcher. Slide the picture strip through the slit on the back side of the pitcher. Then pull the arrow to see some of the blessings that the Lord can pour out upon us through the Holy Ghost.





Jonah on the Beach at Nineveh, by Daniel Lewis

NOVEMBER 23–29: “SEEK THE LORD, AND YE SHALL LIVE”

Amos; Obadiah; Jonah

Jonah was on a ship headed for Tarshish. There's nothing wrong with sailing to Tarshish, except that it is far away from Nineveh, where Jonah was supposed to go to deliver God's message. When the ship encountered a great storm, Jonah knew it was because of his disobedience. At Jonah's insistence, his fellow mariners cast him into the depths of the sea to stop the storm. It looked like the end of Jonah and his ministry. But the Lord hadn't given up on Jonah—just as He hadn't given up on the people of Nineveh, on the house of Israel, or on any of us.

So He keeps sending prophets—like Jonah, Amos, Obadiah, and our prophets today—with the message that if we repent, we will not be cast off forever. Of all the “secrets” God reveals (see Amos 3:7), this one is among the most precious: that because of Jesus Christ, it's not too late to change. He still wants to help us live up to the covenants we made with Him, and He's willing to offer us another chance.



Ideas for Learning at Home and at Church

AMOS 3:1–8; 7:10–15

 **The Lord reveals truth through His prophets.**

In Amos 3:3–6, the prophet Amos presented examples of conclusions we can draw from signs we hear or see: when a lion roars, it must have captured prey; if a bird is caught in a trap, there must have

been bait there. In verses 7–8, Amos applied this logic to prophets. What conclusions can we draw when a prophet prophesies? What else do you learn about prophets from Amos 7:10–15?

What has the Lord revealed to you through His prophets?

Elder Ulisses Soares said that “having prophets is a sign of God's love” (“Prophets Speak by the

Power of the Holy Spirit,” *Ensign* or *Liahona*, May 2018, 99). Consider how you would complete this sentence: “I know God loves me, because He sends prophets who . . .” Here are some scriptures that can help: Deuteronomy 18:18; Ezekiel 3:16–17; Ephesians 4:11–14; 1 Nephi 22:2; Doctrine and Covenants 21:4–6; 84:36–38; 107:91–92.

What would you say to someone who feels prophets are not needed today?

See also Topics and Questions, “Prophets,” Gospel Library.

AMOS 4–5

“Seek the Lord, and ye shall live.”

According to Amos 4:6–13, what had the Lord hoped would happen after the Israelites experienced trials? (see also Helaman 12:3). While your trials may not have been sent by God, how have they given you opportunities to turn to Him?

As you read Amos 5:4, 14–15, ponder how the Lord has been gracious to you. How has seeking Him brought you life?

AMOS 8:11–12

The word of the Lord can satisfy spiritual hunger and thirst.

As you read Amos 8:11–12, think about why famine is a good comparison for living without God’s word (see also John 6:26–35; 2 Nephi 9:50–51; 32:3; Enos 1:4–8). How do you know when you are spiritually hungry?

These verses could also apply to the Great Apostasy (see Topics and Questions, “Apostasy,” Gospel Library). How has that spiritual “famine” affected God’s children? How has the Restoration satisfied your spiritual hunger?

See also “The Great Apostasy” (video), Gospel Library.

OBADIAH 1:21

Who are the “saviours . . . on mount Zion”?

Referring to Obadiah 1:21, President Gordon B. Hinckley explained that we become saviors on Mount Zion when we receive ordinances for the dead in the temple (see “Closing Remarks,” *Ensign* or *Liahona*, Nov. 2004, 105). How is doing that work similar—if only in a small way—to what the Savior did for us? How has doing this work helped you feel closer to the Savior?

See also “Holy Temples on Mount Zion,” *Hymns*, no. 289.



JONAH 1–4

The Lord is merciful to all who turn to Him.

Nineveh was an enemy of Israel known for its violence and cruelty. To Jonah, it seemed unrealistic that they were ready to repent. It might be interesting to compare Jonah’s attitude (see Jonah 1; 3–4) to the feelings of Alma and the sons of Mosiah (see Mosiah 28:1–5; Alma 17:23–25). What do you learn from Jonah 3 that inspires you to share the gospel even with people who may not seem ready to change?

As you read Jonah, look for examples of the Lord’s mercy. Why do you feel Jonah was “displeased” and

“very angry” (Jonah 4:1) when the Lord extended mercy to the people of Nineveh? What do you feel the Lord was trying to teach him in chapter 4?



Ideas for Teaching Children

Because this Sunday is the fifth Sunday of the month, Primary teachers are encouraged to use learning activities in “Appendix B: Preparing Children for a Lifetime on God’s Covenant Path.”

AMOS 3:7

Prophets are messengers of Jesus Christ.

- To help your children understand Amos 3:7, you could whisper a simple message to one of them and ask them to share the message with the other children. How is the messenger in this activity like a prophet? Why does the Lord give us prophets?
- To learn more about what prophets do, you and your children could review recent messages from the current President of the Church. You could also sing a song like “Follow the Prophet” (*Children’s Songbook*, 110–11). Share with each other why you choose to follow God’s prophet.

Help children memorize scriptures. Elder Richard G. Scott shared: “To memorize a scripture is to forge a new friendship. It is like discovering a new individual who can help in time of need, give inspiration and comfort, and be a source of motivation for needed change” (“The Power of Scripture,” *Ensign*, Nov. 2011, 6). To help your children memorize all or part of Amos 3:7, you could write it down and repeat it together. Then you could erase or cover a few words at a time until your children can repeat the entire verse from memory.

Ponder how you have experienced His mercy in your life. What do you learn from Jonah that can help you be more merciful?

AMOS 8:11–12

The Restoration of the gospel ended the famine of apostasy.

- Invite your children to pretend to be hungry as you read Amos 8:11–12. What does it feel like when we are hungry for God’s word? Maybe your children could pretend to eat as you share with each other some of your favorite scriptures.
- You could use Guide to the Scriptures, “Apostasy” (Gospel Library), or “After the New Testament” (in *New Testament Stories*, 167–70) to help your children understand the “famine” that came from the Great Apostasy and how it ended with the Restoration. Share with each other reasons you are grateful that the Lord restored His gospel in our day.

JONAH 1–3

The Lord will help me obey Him, even when it’s hard.

- To help your children learn the story of Jonah, you could review “Jonah the Prophet” in *Old Testament Stories*; see also this week’s activity page). You could then ask:
 - What happened when Jonah didn’t obey the Lord? (see Jonah 1:4–17).
 - What did Jonah do to repent? (see Jonah 1:10–12; 2:1–4, 9; 3:1–4).
 - What happened when Jonah did obey? (see Jonah 3:5).

- Your children might enjoy retelling the story of Jonah or acting it out. Share with each other some experiences when the Lord wanted you to do something that was hard for you. How did He help you obey Him?

JONAH 1–4

The Lord is merciful to all who turn to Him.

- Maybe your children could pretend they are interviewing Jonah about his experience. What questions would they ask him? Encourage them to ask questions to find out what Jonah learned about the Lord. What might Jonah say, for example, about the Lord’s mercy? (see, for example, Jonah 2:7–10; 3:10; 4:2).



Christ and the Palsied Man, by J. Kirk Richards

- Help your children think of examples when the Savior showed mercy to others, such as Mark 2:3–12; Luke 23:33–34; and John 8:1–11. You and your children could search for pictures of these examples. What opportunities do we have to be merciful to others?

For more, see this month’s issue of the *Friend* magazine.



Jonah and the Whale, by Kevin Carden

The Lord will help me obey Him, even when it's hard (Jonah 1-3).

Color the pictures. Cut out the three parts of the fish on the solid lines, and glue craft sticks or pieces of card stock to the back of them. Use the pictures to tell the story of Jonah.



Jonah was a prophet, tried to run away,

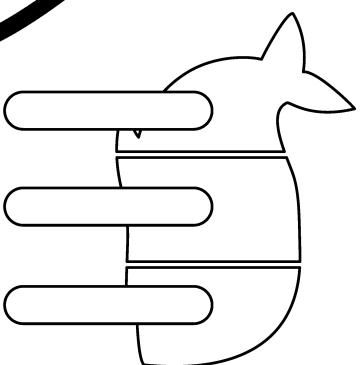


But he later learned to listen and obey.
When we really try, the Lord won't let us fail:

That's what Jonah learned deep down inside the whale.



("Follow the Prophet,"
Children's Songbook, 110-11.)





In the Beginning Was the Word, by Eva Timothy

NOVEMBER 30–DECEMBER 6: “HE DELIGHTETH IN MERCY”

Micah; Nahum; Habakkuk; Zephaniah

Reading the Old Testament often means reading prophecies about destruction. The Lord frequently called prophets to warn the wicked about His judgments. The ministries of Micah, Nahum, Habakkuk, and Zephaniah are good examples. In dreadful detail, these prophets foretold the downfall of cities that, at the time, seemed strong and powerful: Nineveh, Babylon, and Jerusalem. But that was thousands of years ago. Why is it valuable to read these prophecies today?

Even though those prideful, wicked cities were destroyed, prideful wickedness persists. We may even detect traces of it in our own hearts. Old Testament prophets reveal how we can turn away from these evils. Perhaps that’s one reason we still read their words today. They weren’t just prophets of doom—they were prophets of deliverance. The descriptions of destruction are tempered by invitations to come unto Christ and receive His forgiveness. As Micah put it, the Lord does not delight in condemning us, but “he delighteth in mercy” (Micah 7:18). This was the Lord’s way anciently, and it is His way today. “His ways are everlasting” (Habakkuk 3:6).



Ideas for Learning at Home and at Church

MICAH 6:1–8

“What doth the Lord require of thee?”

Micah invites us to imagine what it might be like to “come before the Lord, and bow . . . before the high God” (Micah 6:6). What do verses 6–8 suggest

to you about what is important to the Lord as He evaluates your life?

See also Dale G. Renlund, “Do Justly, Love Mercy, and Walk Humbly with God,” *Ensign* or *Liahona*, Nov. 2020, 109–12.



"The Lord is good, a strong hold in the day of trouble" (Nahum 1:7).

NAHUM 1

The Lord is both powerful and merciful.

Nahum's mission was to foretell the destruction of Nineveh—the capital of the violent empire Assyria, which had scattered Israel and brutalized Judah. Nahum began by describing God's wrath and matchless power, but He also spoke about God's mercy and goodness. Look for verses in chapter 1 that help you understand each of these attributes—and other attributes of God that you notice. Why do you think it is important to know each of these things about the Lord?

HABAKKUK

I can trust the Lord's will and His timing.

Even prophets sometimes have questions about the Lord's ways. Habakkuk, who lived at a time of widespread wickedness in Judah, began his record with questions to the Lord (see Habakkuk 1:1–4). How would you summarize Habakkuk's concerns? What similar questions do people ask about God today? Have you ever had similar feelings? You could also compare his questions with others in the scriptures, such as those found in Mark 4:37–38 and Doctrine and Covenants 121:1–6.

The Lord responded to Habakkuk's questions by saying that He would send the Chaldeans (the Babylonians) to punish Judah (see Habakkuk

1:5–11). But Habakkuk was still troubled, for it seemed unfair for the Lord to stand by "when the wicked [Babylon] devoureth the man that is more righteous [Judah]" (see verses 12–17). What do you find in Habakkuk 2:1–4 that inspires you to trust the Lord when you have unanswered questions? (see also Mark 4:39–40; Doctrine and Covenants 121:7–8; "God Will Lift Us Up" [video], Gospel Library).

Chapter 3 is Habakkuk's prayer of praise and faith. How is Habakkuk's tone in chapter 3 different from chapter 1? Here's an idea to help you ponder verses 17–19: Make a list of temporal and spiritual blessings God has given you. Then imagine that you lost the temporal blessings. How might that make you feel about the other blessings? Why might it be hard to "rejoice in the Lord" (verse 18) during hardships like those described in verse 17? Ponder how you can develop greater faith in God, even when life seems unfair.

See also Gerrit W. Gong, "All Things for Our Good," *Liahona*, May 2024, 41–44; "Lead, Kindly Light," *Hymns*, no. 97; Topics and Questions, "Seeking Answers to Questions," Gospel Library.

Be patient. Sometimes we want answers to our questions right away, but spiritual insights take time and cannot be forced. As the Lord told Habakkuk, "Wait for it; because it will surely come" (Habakkuk 2:3).

ZEPHANIAH

"Seek ye the Lord, all ye meek of the earth."

As you read Zephaniah's prophecies, notice the attitudes and behaviors that led to destruction—see especially Zephaniah 1:4–6, 12; 2:8, 10, 15; 3:1–4. Then look for the characteristics of the people God would preserve—see Zephaniah 2:1–3; 3:12–13, 18–19. What message do you feel the Lord has for you in these verses?

ZEPHANIAH 3:14–20**The Lord will rejoice with His people in Zion.**

After reading Zephaniah 3:14–20, see how many ways you can complete this sentence: “*Be glad and rejoice with all the heart*” because . . . Why is it important to you to know about these reasons to rejoice? You

**Ideas for Teaching Children****MICAH 5:2****Jesus Christ was born in Bethlehem.**

- Your children may not know that it was a prophecy by Micah that helped the Wise Men find the baby Jesus in Bethlehem. Using Micah 5:2 and Matthew 2:1–6, perhaps your children could re-enact their experience. Then you could talk about why Jesus’s birth was so important that prophets knew about it many years before He was born.



The Holy Child Is Born, by Dana Wood

might compare these verses to the experiences described in 3 Nephi 17 and ponder how Jesus Christ feels about His people—including you.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.

NAHUM 1:7**“The Lord is good, a strong hold in the day of trouble.”**

- After reading Nahum 1:7, your children could build or draw a simple “strong hold” or fortress (there’s a picture of one in this outline). What are some reasons people might need a fortress? What makes our day a “day of trouble”? How is Jesus Christ like a stronghold for us?

HABAKKUK 2:3**God will always fulfill His promises.**

- To introduce Habakkuk 2:3, you and your children could talk about things that are good but only after we wait—like fruit that needs to ripen or dough that needs to bake. What would happen if we tried to eat the fruit or the dough before it was ready? Then you could talk about the prophet Habakkuk, who wanted to know when the Lord would stop the wickedness in the world. Read the Lord’s answer in Habakkuk 2:3. You could help your children think of things that God has promised. With each example, you could say together, “Wait for it; because it will surely come.”

HABAKKUK 2:14

I can help fill the earth with knowledge of Jesus Christ.

- To illustrate Habakkuk 2:14, you and your children could fill a jar or other container with pictures or words representing things Jesus did or taught. How can we help fill the world with knowledge of the Lord?
- You could also show your children a map of the world (see Church History Maps, no. 7, “Map of the World”). Help them find the place where they live and places where missionaries they know have served. You could sing together a song about sharing the gospel, such as “We’ll Bring the World His Truth” (*Children’s Songbook*, 172–73). What can we tell others about Jesus Christ?

ZEPHANIAH 3:14–20

Jesus Christ rejoices with those who follow Him.

- In Zephaniah 3:14–20, your children could look for something that makes them want to “sing, . . . be glad and rejoice with all the heart.” Perhaps you could sing some joyful hymns or songs together and talk about the joy you find in the gospel of Jesus Christ.

For more, see this month’s issue of the *Friend* magazine.



And He Took Their Little Children One by One, by Casey Childs

Seek ye the Lord (Zephaniah 2:3).

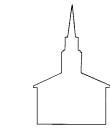
Circle the pictures that are hidden within the picture of Jesus. These hidden pictures teach about ways you can seek the Lord. Then color the picture of Jesus.



Listen to the prophet



Have a pure heart



Attend church



Read the scriptures

Pray to Heavenly Father





Laie Hawaii Temple

DECEMBER 7-13: "HOLINESS UNTO THE LORD"

Haggai 1-2; Zechariah 1-4; 7-14

After decades of captivity, a group of Israelites, probably including the prophets Haggai and Zechariah, were allowed to return to Jerusalem. Some in this group remembered what the temple looked like before it was destroyed. To those who wondered whether it would ever again resemble the Lord's "house in her first glory" (Haggai 2:3), Haggai spoke the Lord's words of encouragement: "Be strong, all ye people of the land, saith the Lord, and work: for I am with you, . . . fear ye not." "I will fill this house with glory, . . . and in this place will I give peace" (Haggai 2:4–5, 7, 9).

But it wasn't just the holy temple that needed rebuilding. In many ways, God's people were spiritually in ruins. And rebuilding a holy people takes more than cutting stones and positioning them to build a holy house. It means the inscription "Holiness unto the Lord" must be engraved not just on a temple wall, or even on "the bells of the horses" and "every pot in Jerusalem" (Zechariah 14:20–21). They must also be engraved on every heart.



Ideas for Learning at Home and at Church

HAGGAI 1; 2:1-9



"Consider your ways."

There were many important things to do to rebuild Jerusalem. But after roughly 15 years had passed since the Israelites' return, the Lord was displeased that the rebuilding of the temple had not been given

higher priority (see Haggai 1:2–5; see also Ezra 4:24). As you read Haggai 1; 2:1–9, consider questions like these:

- What consequences did the Israelites face because they had not finished the temple?

- What blessings did the Lord promise them if they finished building His house?
- What is the Lord’s message to you in Haggai 1:5–7? How could you align your priorities with the Lord’s? When have you been blessed for putting God first in your life?

The early Latter-day Saints faced a similar situation to the Israelites in Haggai’s day (see Doctrine and Covenants 95). What do you learn from these two examples about the Lord’s feelings about temples?

See also Dale G. Renlund, “Jesus Christ Is the Treasure,” *Liahona*, Nov. 2023, 96–99; Terence M. Vinson, “True Disciples of the Savior,” *Ensign* or *Liahona*, Nov. 2019, 9–11; “We Love Thy House, O God,” *Hymns*, no. 247; “Provo City Center Temple Completed” (video), ChurchofJesusChrist.org.

ZECHARIAH 1–3; 7–8; 14

The Lord can make me holy.

In your opinion, what’s the value of having “holiness unto the Lord” engraved on everyday objects like those mentioned in Zechariah 14:20? (see also Exodus 28:36–38). What’s the value of having it engraved on temples today? What does this phrase mean to you? How can you make holiness part of your daily life? Ponder these questions as you read the Lord’s invitations to His people to become more holy in Zechariah 1:1–6; 3:1–7; 7:8–10; 8:16–17.

You could also read Zechariah 2:10–11; 8:1–8; 14:9–11, 20–21 to learn what life will be like in a future day when we all dwell with the Lord in a state of holiness. What impresses you about Zechariah’s vision of the future of Jerusalem? What do you find here that you would like to see in your community? How can you prepare to live in the conditions Zechariah described?



“Behold, thy King cometh unto thee: he is just, and having salvation; lowly, and riding upon an ass” (Zechariah 9:9). *Triumphal Entry*, by Harry Anderson

ZECHARIAH 9:9–11; 11:12–13; 12:10; 13:6–7; 14:1–9

Jesus Christ is the promised Messiah.

Several of Zechariah’s writings point both to the earthly ministry of Jesus Christ and to His eventual Second Coming. Below are some of Zechariah’s prophecies, along with scriptures about their fulfillment. As you study these passages, ask yourself: What does this teach me about the Savior?

- Zechariah 9:9–11 (see Matthew 21:1–11; 1 Peter 3:18–19)
- Zechariah 11:12–13 (see Matthew 26:14–16; 27:1–7)
- Zechariah 12:10 (see John 19:37; Revelation 1:7)
- Zechariah 13:6–7; 14:1–9 (see Matthew 26:31; Doctrine and Covenants 45:47–53)

What do you think it would have been like to be among the people welcoming Jesus into Jerusalem as described in Zechariah 9:9–11? How can you welcome Him into your life, your homes, and your community?

See also Guide to the Scriptures, “Messiah,” Gospel Library; “The Lord’s Triumphal Entry into Jerusalem” (video), Gospel Library; Ronald A. Rasband, “Hosanna to the Most High God,” *Liahona*, May 2023, 108–12.

For more, see this month's issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

HAGGAI 1:2–8

"Consider your ways."

- As you read parts of Haggai 1:2–5 with your children, help them find out why the Lord was not pleased with the people. Perhaps your children could pick a phrase from verse 6 and draw a picture of it. They could show it to each other and guess what phrase each drawing represents. When we spend time on things other than what the Lord wants, how is that like eating but not being filled? You might talk with each other about how you can make time for the things that are important to the Lord.
- You could also read verse 8 to your children and invite them to pretend to “go up to the mountain,” “bring wood,” and “build the house [of the Lord].” Your children could make a list of things they do in a typical day, including things the Lord has asked them to do. Ask your children to “consider [their] ways” by circling what the Lord might say are the most important things on their list.

Home-centered teaching. President Russell M. Nelson has taught that the home should be the “center of gospel learning” (“Becoming Exemplary Latter-day Saints,” *Ensign* or *Liahona*, Nov. 2018, 113). As your family studies Haggai’s counsel to “consider your ways,” you could talk about how to put God first in your family life.

ZECHARIAH 3:1–7

Making and keeping covenants can help me be more like Heavenly Father and Jesus Christ.

- In a vision, Zechariah saw a high priest who was “clothed with filthy garments” (Zechariah 3:3). An angel gave him clean clothing. You could help your children discover important truths by reading together Zechariah 3:1–7 and talking about what the dirty clothing and clean clothing might represent. How do we become clean from our sins, even after we are baptized? How does our baptismal covenant help us “walk in [the Lord’s] ways”?
- You and your children could look at a picture of a baptism, like the one in this outline. Why do we wear white at our baptism? You could also sing a song about baptism, such as “When I Am Baptized” (*Children’s Songbook*, 103); what does the song teach about why the Lord wants us to be baptized?



ZECHARIAH 9:9-11; 11:12; 13:6-7

Jesus Christ is the promised Messiah.

- Your children might like to visualize the event foretold in Zechariah 9:9, when Jesus came into Jerusalem during the last week of His mortal life. To help with this, show them a picture of the event, like the one in this outline. You could also share with them “The Savior Goes to Jerusalem” (in *New Testament Stories*, 110–12). Your children could point to people in the pictures who are “rejoicing greatly.” Who is the King in Zechariah 9:9? Why are we thankful for Him?

- Consider helping your children compare prophecies from Zechariah with the New Testament verses describing their fulfillment. Here are some examples: Zechariah 9:9 and Matthew 21:5–9; Zechariah 9:11 and 1 Peter 3:18–19; Zechariah 11:12 and Matthew 26:14–16; Zechariah 13:7 and Matthew 26:31. What do we learn about the Savior from these verses?

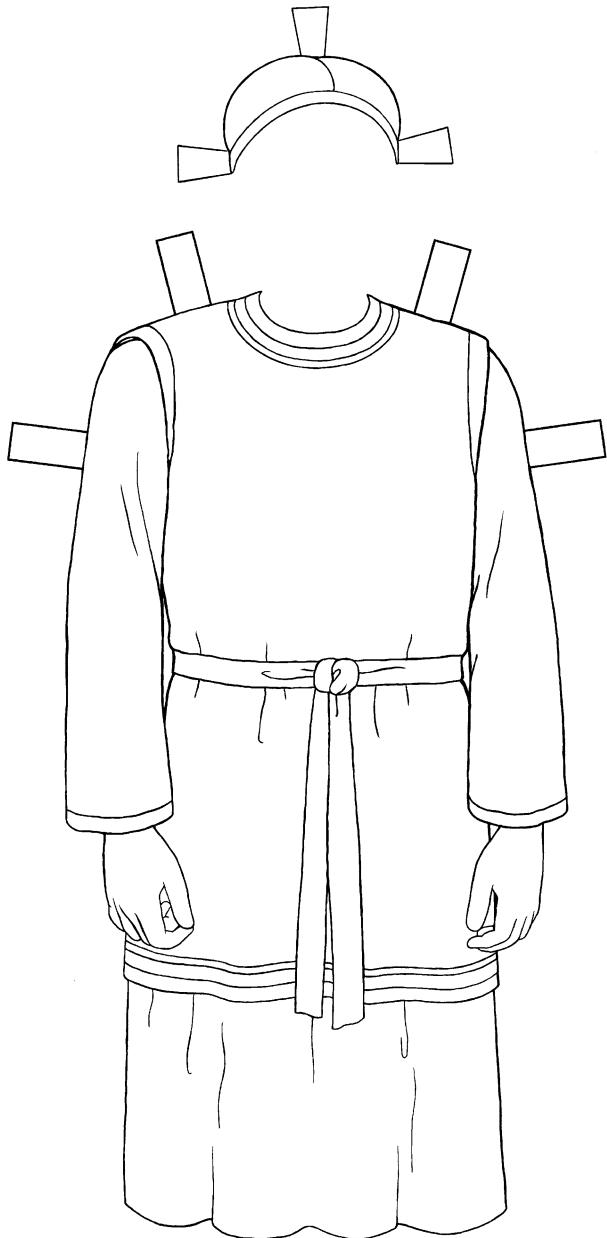
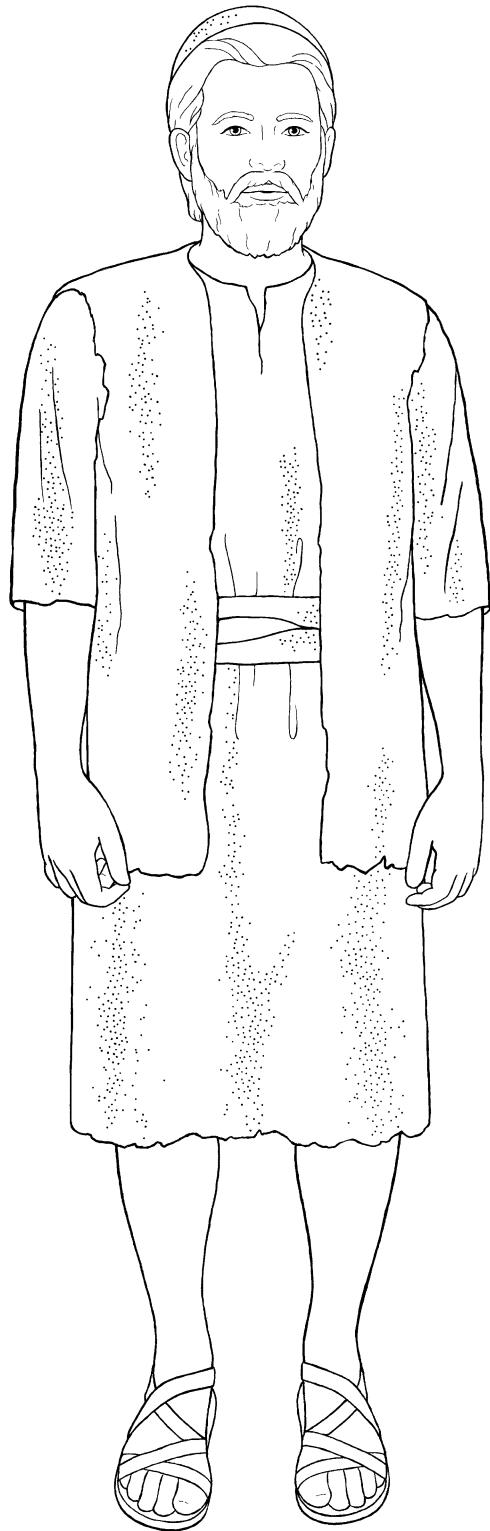
For more, see this month's issue of the *Friend* magazine.



"Holiness to the Lord" appears on every temple.

Jesus Christ can make my spirit clean (Zechariah 3:1–7).

Color and cut out the picture of Joshua in dirty clothes and the picture of his clean clothes. Use the pictures to tell the story of the Lord giving Joshua clean clothes and taking away his sins (see Zechariah 3:1–7). Put the clean clothes on Joshua, and fold the tabs toward his back.





DECEMBER 14–20: “I HAVE LOVED YOU, SAITH THE LORD”

Malachi

“I have loved you,” the Lord told His people through the prophet Malachi. But the Israelites, who had suffered generations of affliction and captivity, asked, “Wherein hast thou loved us?” (Malachi 1:2). After all Israel had been through, they may have wondered whether their history is really a story of God’s love for His covenant people. In some ways, it’s easier to see it as a story of human weakness and rebellion. Yet through it all, God never stopped reaching out in love. When the sons of Jacob mistreated their brother Joseph, the Lord still saved them from famine (see Genesis 45:4–8). When Israel murmured in the wilderness, He fed them with manna (see Exodus 16:1–4). Even when Israel turned to other gods and were scattered, God promised that if they repented, He would gather and redeem them “with great mercies” (see Isaiah 54:7). Truly, the Old Testament is a story of God’s patient, enduring love. And this story continues today. Jesus Christ, “the Sun of Righteousness,” as Malachi called Him, has come “with healing in his wings” (Malachi 4:2). He is the greatest evidence of God’s love for ancient Israel and for all of us.



Ideas for Learning at Home and at Church

MALACHI 1–4

“Return unto me, and I will return unto you.”

In Malachi’s day, the Israelites had already rebuilt the temple in Jerusalem, but as a people they still needed to rebuild their relationship with the Lord. As you study Malachi, look for questions that the

Lord asked the Israelites or that they asked Him. Consider asking yourself similar questions (some examples are suggested below) to help you evaluate your relationship with the Lord and draw closer to Him.

- How have I felt the Lord’s love for me? (see Malachi 1:2).

- Do my offerings to the Lord truly honor Him? (see Malachi 1:6–11)
- In what ways do I need to “return” to the Lord? (see Malachi 3:7).
- Am I robbing God in any way? (see Malachi 3:8–11).
- How does my attitude during difficult times reflect my feelings toward the Lord? (see Malachi 3:13–15; see also 2:17).

MALACHI 1:6-14**The Lord asks for “a pure offering.”**

As you read about the offerings described in Malachi 1, what do you notice about the sacrifices the priests were offering? What do these sacrifices suggest about the priests’ feelings toward the Lord? (see Malachi 1:13). Consider making a list of offerings, or sacrifices, that you make to the Lord. For each item on the list, ponder what might make it a “polluted” offering or a “pure” offering (Malachi 1:7, 11).

MALACHI 3:8-12** The Lord opens the windows of heaven as I show my faith by paying tithing.**

Imagine you have a friend who just found out that you pay tithing. “Why do you do that?” your friend asks. Think about this as you read Malachi 3:8–12. What do you find there that could help answer your friend’s question? What else would you want your friend to understand about tithing? For more help, you could search Elder Neil L. Andersen’s message “Tithing: Opening the Windows of Heaven” (*Liahona*, Nov. 2023, 32–35), looking for answers to questions like these:

- Why does the Lord want us to pay tithing?

- What might keep someone from paying tithing, and how can we overcome those obstacles?
- How does paying tithing strengthen our faith in Heavenly Father and Jesus Christ?

You could also share with your friend how the Lord has blessed you when you pay tithing. You can find ideas in the section titled “Lesson Number 1—Significant but Subtle Blessings” in Elder David A. Bednar’s message “The Windows of Heaven” (*Ensign* or *Liahona*, Nov. 2013, 17–18). What kind of people do we become by paying tithing?

What do you think the phrase “open you the windows of heaven” (verse 10) might mean? Maybe you could look out a window and think about the purposes of windows. Why is “windows of heaven” a good way to describe how the Lord blesses us when we pay tithing?



Vision in the Kirtland Temple, by Gary Smith

MALACHI 4:5-6***I will send you Elijah the prophet.***

When Moroni quoted Malachi 4:5–6 to Joseph Smith, he did so “with a little variation from the way it reads” in the Bible (see Joseph Smith—History 1:36–39). What does Moroni’s variation add to your understanding of this prophecy? In particular, ponder questions like these:

- Who are “the fathers”? (see Deuteronomy 29:13). What promises have been made to them? (see Abraham 2:9–11). How do you help fulfill these promises?
- What experiences have helped you turn your heart to your ancestors? Why is that so important to Heavenly Father’s plan?

To learn more about the coming of Elijah and how this prophecy is being fulfilled today, see Doctrine and Covenants 110:13–16 and D. Todd Christofferson, “The Sealing Power” (*Liahona*,



Ideas for Teaching Children

MALACHI 1:2

The Lord loves me.

- How would you and your children answer the question in Malachi 1:2—“Wherein hast [the Lord] loved us?” Share with each other reasons you know He loves you. Maybe your children could draw pictures that remind them of His love.

Engage children in gospel discussions. If you are teaching younger children, you may need to think of creative ways to involve them in gospel discussions. For example, your children could pass around a ball; when they are holding the ball, they could share one reason they know Jesus loves them.

Nov. 2023, 19–22). Why are you grateful that Elijah has come?

See also Gerrit W. Gong, “We Each Have a Story,” *Liahona*, May 2022, 43–46; “Turn Your Hearts,” *Hymns*, no. 291; “The Sealing Power” (video), ChurchofJesusChrist.org.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



MALACHI 3:8–12

The Lord will bless me as I pay tithing.

- How will you help your children learn about tithing? You could ask them to count 10 small objects, such as the coins on this week’s activity page. Then they could separate one of the objects from the rest—this is how much we give to the Lord as tithing. According to Malachi 3:8–12, why does the Lord want us to pay tithing? (see also “Malachi the Prophet” in *Old Testament Stories*, 171–72; “First Things First!” [video], Gospel Library).

- As you read Malachi 3:10 together, you could invite your children to stand by a window when you read the phrase “windows of heaven.” Or you could pour water into a cup until it overflows to illustrate the phrase “there shall not be room enough to receive it.” Tell the children about the blessings God has given you as you pay tithing. Your children could draw pictures representing these blessings and hang them on or near a window in your home.

MALACHI 4:5–6

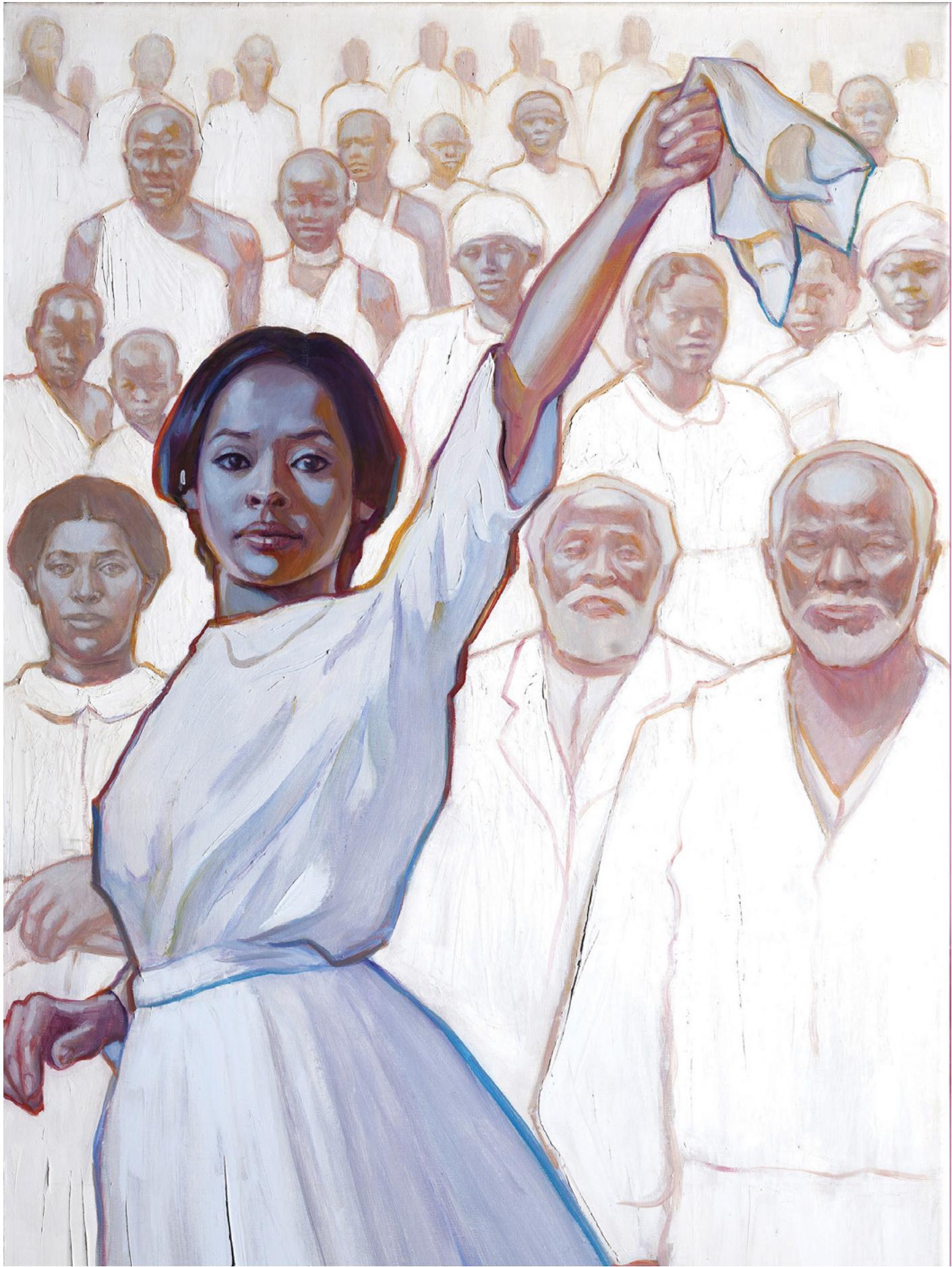
Elijah came to turn our hearts to our families.

- In Malachi 4:5–6, your children could look for answers to the following questions about Malachi’s prophecy: *Who* did the Lord promise to send? *When* did He say this person would come? *What* did the Lord say that this person would

do? *Why* would this person need to come? *Where* was this prophecy fulfilled? (see *Doctrine and Covenants 110:13–16*).

- To find out how the promise in Malachi 4:5 was fulfilled, you can also review “Joseph and Oliver Receive Priesthood Keys” in *Doctrine and Covenants Stories*, 26–30. A song like “The Hearts of the Children” (*Children’s Songbook*, 92) can help your children learn why it was so important that Elijah came. You could also visit [FamilySearch.org/discovery](https://www.familysearch.org/discovery), the FamilySearch Tree app, or the *My Family* booklet for activities that can help you and your children turn your hearts to your ancestors.

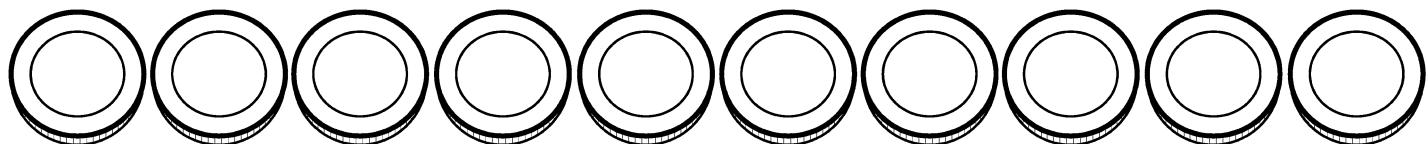
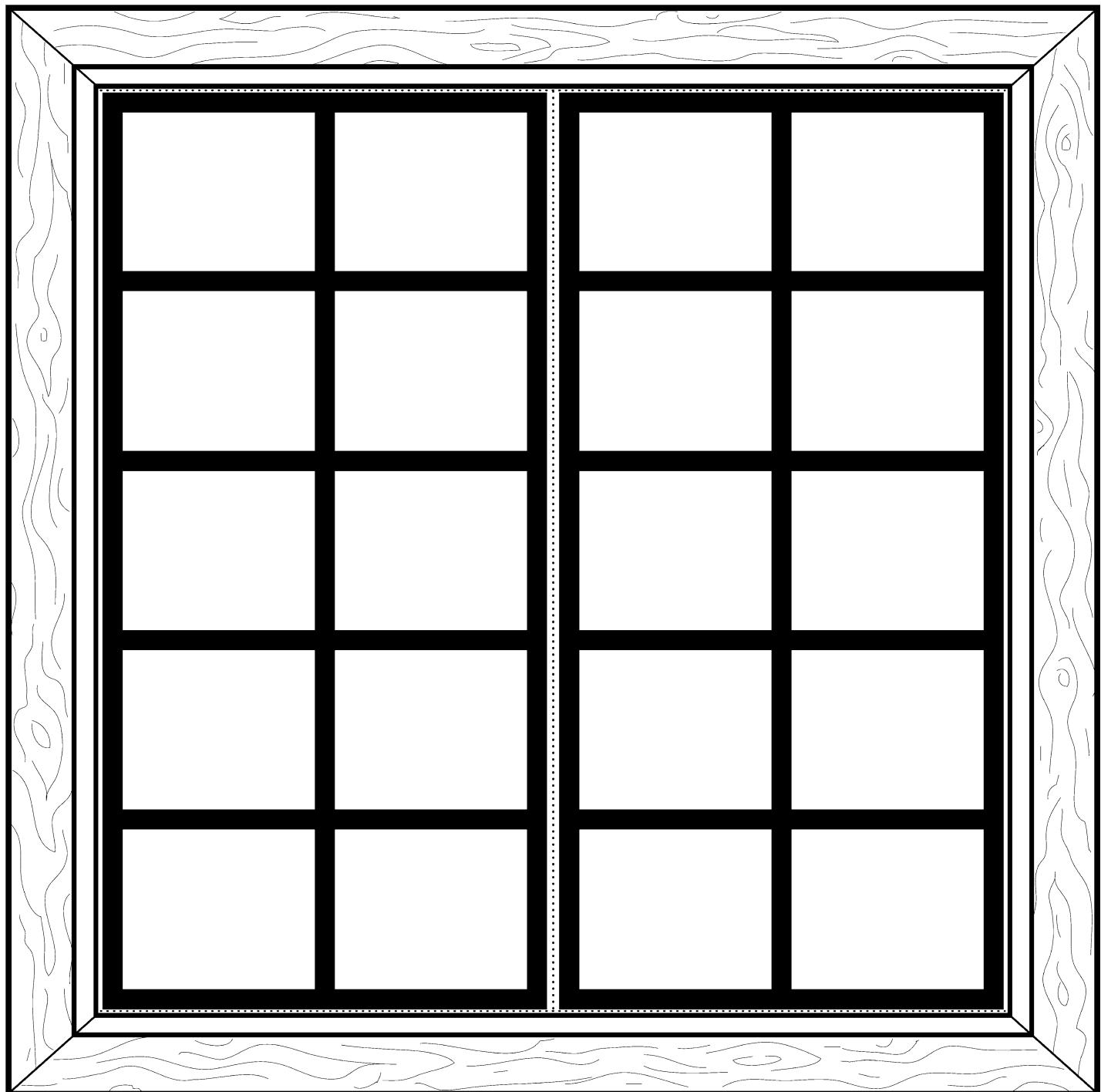
For more, see this month’s issue of the *Friend* magazine.



Mourning's Hosanna, by Rose Datoc Dall. A woman named Mourning stands in the spirit world, surrounded by her ancestors. She celebrates their deliverance from spiritual captivity.

The Lord blesses me as I pay tithing (Malachi 3:8–12).

On a separate piece of paper, draw some of the blessings that we receive because of tithing, such as temples, scriptures, and so on. Cut the window below on the dotted lines. Place the pictures you drew behind the window, and open the window to see them. Use the coins below to learn how to pay one-tenth.





For unto Us a Child Is Born, by Simon Dewey

DECEMBER 21-27: "WE HAVE WAITED FOR HIM, AND HE WILL SAVE US"

Christmas

The Old Testament carries a spirit of eager anticipation. In that way, it's a little bit like the Christmas season. Beginning with Adam and Eve, Old Testament patriarchs, prophets, poets, and people looked forward to better days, filled with hope for the Messiah's renewal and deliverance. And the Israelites were frequently in need of that hope—whether they were in captivity in Egypt or Babylon or held captive by their own sin or rebellion. Through it all, prophets reminded them that a Messiah, a Deliverer, would come “to proclaim liberty to the captives” (Isaiah 61:1).

That hope began to be realized when Jesus Christ was born in Bethlehem. The mighty Deliverer of Israel was born in a stable and laid in a manger (see Luke 2:7). But He wasn't just the Deliverer of the ancient Israelites. He came to deliver you—to bear your grief, to carry your sorrows, to be bruised for your iniquities, so that with His stripes you can be healed (see Isaiah 53:4–5). This is why Christmas is so full of joyful anticipation even today. The Messiah came over 2,000 years ago, and He continues to come into our lives whenever we seek Him.



Ideas for Learning at Home and at Church

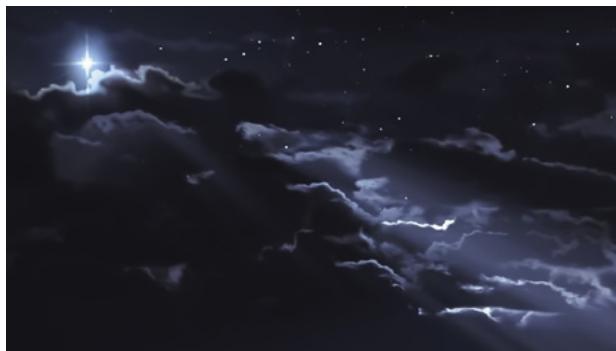
I rejoice in my Redeemer.

Christmas is known as a joyful season because of the joy that Jesus Christ brings to the world. Centuries before the Savior was born, Old Testament prophets also felt joy as they spoke of the coming Messiah.

Read some of the following passages, and think about why they would have been precious to people who looked forward to the Savior's mission: Psalm 35:9; Isaiah 25:8–9; 44:21–24; 51:11; Zephaniah 3:14–20; Moses 5:5–11. Why are these passages

precious to you? What reasons do these scripture passages give to be joyful?

See also Dallin H. Oaks, “Good Tidings of Great Joy” (First Presidency Christmas devotional, Dec. 4, 2022), Gospel Library; “Joy to the World,” *Hymns*, no. 201.



Symbols can help me remember Jesus Christ.

Many of the traditions associated with Christmas can have symbolic meanings that point us to Christ. As you studied the Old Testament this year, you may have noticed many symbols of the Savior. A few are listed below. Consider studying these and recording what they teach you about Him.

- *Star* (Numbers 24:17; Matthew 2:2; Revelation 22:16).
- *Shepherd* (Psalm 23; Luke 15:4–7; John 10:11)
- *Lamb* (Genesis 22:8; Exodus 12:5; 1 Peter 1:18–20).
- *Water* (Exodus 17:1–6; Jeremiah 2:13; Ezekiel 47:1–12; John 4:7–14).

- *Rock* (1 Samuel 2:2; 2 Samuel 22:2–3; Psalm 118:22–23; Isaiah 28:16; Ephesians 2:20).
- *Branch* (Isaiah 11:1–2; Jeremiah 23:5; 33:15).
- *Light* (Psalm 27:1; Isaiah 9:2; 60:19; Micah 7:8; John 8:12).

What other symbols, passages, and accounts have you found in the scriptures that testify of Jesus Christ?

See also 2 Nephi 11:4; Mosiah 3:14–15; Moses 6:63; “Types or Symbols of Christ” and “Jesus Christ,” both in Guide to the Scriptures (Gospel Library).

“His name shall be called Wonderful.”

Jesus Christ is referred to by many different names and titles. Look for titles in the following verses: Psalms 23:1; 83:18; Isaiah 7:14; 9:6; 12:2; 63:16; Amos 4:13; Zechariah 14:16; Moses 7:53. What other titles can you think of? You might even enjoy listing titles of Jesus Christ that you find in Christmas hymns. How does each title influence the way you think about Him?

Consider choosing a title or role of the Savior that will help you remember Him throughout the coming year.

See also Quentin L. Cook, “Personal Peace in Challenging Times,” *Liahona*, Nov. 2021, 89–92; “Hark! The Herald Angels Sing,” *Hymns*, no. 209.

For more, see this month’s issues of the *Liahona* and *For the Strength of Youth* magazines.



Ideas for Teaching Children

The Old Testament teaches me about Jesus.

- You and your children might have some Christmas decorations you can use to start a conversation about Jesus Christ. Maybe you could talk about how a Christmas star, lights, or a gift reminds us of the Savior. Then you could look in one or more of the following scriptures for something that could symbolize Jesus Christ: Genesis 22:8; Numbers 24:17; Psalms 23:1; 27:1. Maybe your children could hold up a picture or decoration that goes with each verse as they read it. How is Jesus like a lamb, star, shepherd, or light? Consider singing a Christmas song together, like “Stars Were Gleaming” (*Children’s Songbook*, 37).
- Your children could also look at the picture at the end of this outline as you read Isaiah 9:6 to them. Ask your children to point to the baby Jesus when they hear the phrase “a child is born.” Share your testimony that prophets in the Old Testament knew that Jesus would be born.
- As you prepare to study the life of Jesus Christ in the New Testament next year, consider reviewing with your children what they have learned about Him this year in the Old Testament. You might review the outlines in this resource and any personal study notes to help you remember what you’ve learned. Younger children might benefit from looking through *Old Testament Stories* or the pictures in *Come, Follow Me*. What prophecies or stories stood out? What have we learned about the Savior?

Christmas traditions can point to Jesus Christ.

- Israelite families had traditions, such as the Passover and other feasts, that were meant to point their hearts and minds to the Lord (see Exodus 12). What traditions do you and your children have at Christmastime that help you focus on Jesus Christ? What traditions do you know about from your family history? You might consider discussing with your children some traditions you want to start. Some ideas might include serving someone in need, choosing something you will offer as a “gift” to the Savior, inviting a friend to watch the First Presidency’s Christmas devotional with you (broadcasts .ChurchofJesusChrist.org), writing your own Christmas song, or finding a creative way to share the message of Christ’s birth.

In the home, learning and living are inseparable. “The gospel takes on immediate relevance in the home. There the people with whom you are learning the gospel are the people with whom you will live it—every day. In fact, much of the time, living the gospel is *how* we learn the gospel. So as you learn and teach the gospel at home, look for ways to connect what you are learning with what you are doing. In your home, let the gospel be something you strive to live by, not just something you talk about” (*Teaching in the Savior’s Way*, 31).



Illustration of the Nativity, by Ethan Brown

Heavenly Father gave me the gift of His Son to be my Savior.

- How can you help your children feel the reverence and joy of Christ’s birth? You might watch the video “The Christ Child” (Gospel Library) or read together Matthew 1:18–25; 2:1–12; Luke 1:26–38; 2:1–20. Each child could choose a person from the video or scripture account and share how that person felt about the Savior. Then you

could share with each other your own feelings about Him.

- Perhaps you and your children could talk about gifts you’ve given or received over the years that have brought joy. Then you could read Isaiah 25:9 together and talk about why you rejoice that Heavenly Father sent us a Savior. To help your children better understand Jesus Christ’s role as our Savior, invite them to read Isaiah 25:8–9; 53:3–5; and Hosea 13:14. What do these scriptures teach us about how the Lord saves us?
- You could also sing a Christmas song together, such as “Away in a Manger” (*Children’s Songbook*, 42–43) or “O Little Town of Bethlehem” (*Hymns*, no. 208). Help your children find phrases in the song that help them know that Heavenly Father and Jesus Christ love them.

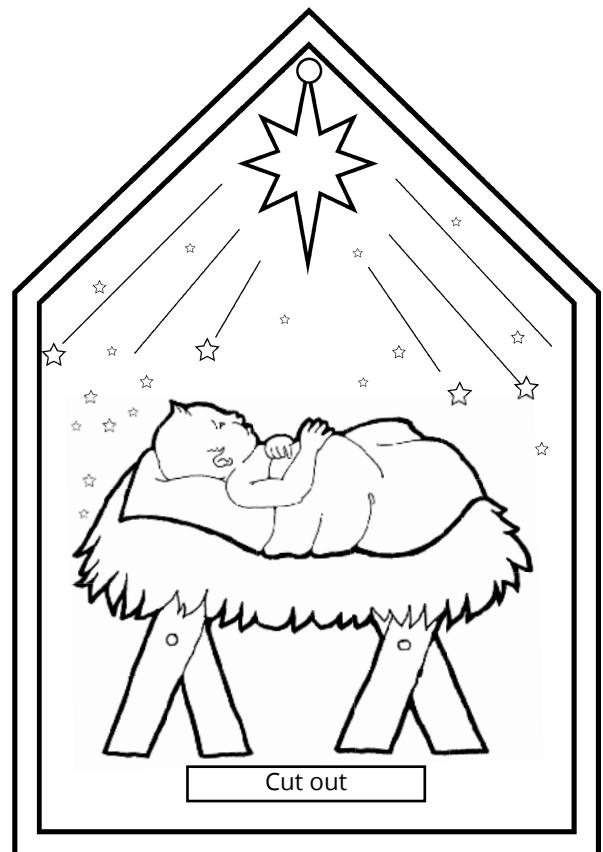
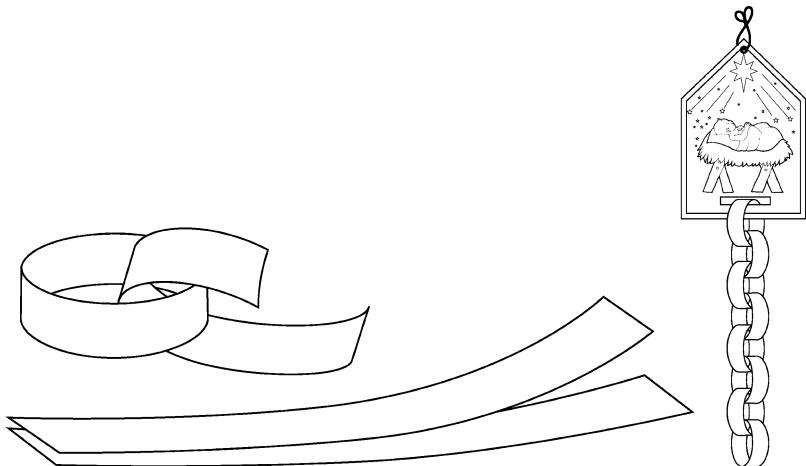
For more, see this month’s issue of the *Friend* magazine.



The Nativity, by N. C. Wyeth

The Old Testament teaches me about Jesus.

Make a paper chain with the names of the Savior from Isaiah 9:6. On the blank slips, write other names of the Savior you have learned in the Old Testament (for example, see Psalm 23:1 and Isaiah 7:14). Attach the chain to the picture of baby Jesus as shown below.



WONDERFUL

COUNSELOR

THE MIGHTY GOD

THE EVERLASTING FATHER

THE PRINCE OF PEACE



APPENDIX A

For Parents—Preparing Your Children for a Lifetime on God’s Covenant Path

Because He loves you, trusts you, and knows your potential, Heavenly Father has given you the opportunity to help your children enter and progress along His covenant path, the path to eternal life (see Doctrine and Covenants 68:25–28). This includes helping them prepare to make and keep sacred covenants, such as the covenant of baptism and the covenants made in the temple. Through these covenants, your children will be able to joyfully bind themselves to the Savior, Jesus Christ.

There are many ways to prepare your children for this journey on the covenant path, and Heavenly Father will help you discover the best way to help them. As you seek inspiration, keep in mind that not all learning happens during scheduled lessons. In fact, part of what makes learning at home so powerful is the opportunity to learn by example and through small, simple teaching moments—the kind that occur naturally in the flow of daily living. Just as following the covenant path is a consistent, lifelong process, so is learning about the covenant path. (See “Home and Family,” *Teaching in the Savior’s Way* [2022], 30–31.)

Below are some ideas that may lead to further inspiration. You can find additional ideas for teaching Primary-age children in “Appendix B: For Primary—Preparing Children for a Lifetime on God’s Covenant Path.”

Baptism and Confirmation

Nephi taught that “the gate by which [we] should enter” the covenant path “is repentance and baptism by water” (2 Nephi 31:17). Your efforts to help your children prepare for baptism and confirmation can set their feet firmly on that path. These efforts

begin with teaching about faith in Jesus Christ and repentance. They also include teaching about how we renew our baptismal covenant by partaking of the sacrament each week.



Nephi taught that “the gate by which [we] should enter” the covenant path “is repentance and baptism by water” (2 Nephi 31:17).

Here are some resources that can help you:

2 Nephi 31; special issue of the *Friend* magazine about baptism; Topics and Questions, “Baptism,” Gospel Library.

- Whenever you have an experience that strengthens your faith in Heavenly Father and Jesus Christ, share it with your child. Help them understand that faith is something that can grow stronger and stronger throughout life. What are some things your child can do to develop stronger faith in Christ before they are baptized?
- When your child makes a wrong choice, speak joyfully about the gift of repentance. And when you make a wrong choice, share the joy that comes when you repent of your sins each day. Testify that because Jesus Christ suffered and died for our sins, we can repent daily, be forgiven, and receive the power to change. When your child seeks your forgiveness, forgive freely and joyfully.
- Tell your child about your baptism. Show pictures and share memories. Talk about how you felt, how keeping your baptismal covenant has helped you come to know Jesus Christ better, and how your covenants continue to bless your life. Encourage your child to ask questions.

- When there is a baptism in your family or your ward, take your child to see it. Talk together about what you and your child saw and felt. If possible, talk to the person being baptized and ask questions like these: “How did you make this decision? How did you prepare?”
- Whenever you notice your child doing something they promised to do, give sincere praise. Point out that keeping commitments helps us prepare to keep the covenants we make when we are baptized. What do we promise God when we are baptized? What does He promise us? (See Mosiah 18:8–10, 13.)
- Talk about how being confirmed and becoming a member of The Church of Jesus Christ of Latter-day Saints has blessed you. For example, how have you come closer to Heavenly Father and Jesus Christ as you have served others and as others have served you? Help your child think of ways to serve and strengthen others as a member of the Church. Also help them experience and recognize the joy that comes from service.
- When you and your child have a sacred experience together (such as at church, while reading the scriptures, or while serving someone), tell them about the spiritual feelings or impressions you have. Invite your child to share how they feel. Note the variety of ways the Spirit can speak to people, including ways He speaks to you personally. Help your child recognize and share with you moments when they may be experiencing the influence of the Holy Ghost.
- Watch together a few of the videos in the Gospel Library collection titled “Hear Him!” Talk together about the different ways the Lord’s servants hear His voice. Invite your child to draw a picture or make a video about how they hear the Savior’s voice.

- Make the sacrament a sacred and joyful event in your family. Share with your child how you focus on Jesus Christ during the sacrament. Help your child make a plan to show that the sacrament is sacred to them. For example, listening to the words of the sacrament prayers can remind us of our baptismal covenant.
- Many issues of the *Friend* magazine include articles, stories, and activities to help children prepare for baptism and confirmation. Let your child choose some to read and enjoy with you. (See also the collection “Preparing for Baptism” in the children’s section of the Gospel Library.)

Priesthood Power, Authority, and Keys

The priesthood is the authority and power of God by which He blesses His children. God’s priesthood is on the earth today in The Church of Jesus Christ of Latter-day Saints. “All Church members who keep their covenants—women, men, and children—are blessed with God’s priesthood power in their homes to strengthen themselves and their families” (*General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, 3.6, Gospel Library). This power will assist members in doing God’s work of salvation and exaltation in their personal lives and families (see *General Handbook*, 2.2).

When men and women serve in Church callings, they do so with priesthood authority, under the direction of those who hold priesthood keys. All of Heavenly Father’s children—His sons and His daughters—will be blessed as they come to better understand His priesthood.

We receive ordinances by the authority of the priesthood. “Worthy male Church members receive priesthood authority through priesthood conferal and ordination to priesthood offices” (*General Handbook*, 3.4). Those who hold priesthood offices can be authorized by someone who holds priesthood keys to perform priesthood ordinances.

To learn more about the priesthood, see Russell M. Nelson, “Spiritual Treasures,” *Ensign* or *Liahona*, Nov. 2019, 76–79; Russell M. Nelson, “The Price of Priesthood Power,” *Ensign* or *Liahona*, May 2016, 66–69; “Priesthood Principles,” chapter 3 in *General Handbook*.

- Make priesthood ordinances a consistent part of your family life. For example, help your child prepare spiritually for the sacrament each week. Encourage your child to seek priesthood blessings when they are sick or need comfort or direction. Make it a habit to point out ways the Lord is blessing your family through His power.
- As you read the scriptures together, watch for opportunities to discuss how God blesses people through His power. Share your own experiences when God has blessed you through His priesthood. For examples of blessings we receive from God through the priesthood, see *General Handbook*, 3.2, 3.5.
- Teach your child that after baptism, they can receive God’s power by keeping the baptismal covenant. Review together President Russell M. Nelson’s message “Spiritual Treasures” (*Ensign* or *Liahona*, Nov. 2019, 76–79). Tell your child how priesthood ordinances have brought God’s power into your life. For a list of some of the ways we are blessed by God’s power, see *General Handbook*, 3.5.
- Discuss the question “What is a servant of the Lord like?” Read together Doctrine and Covenants 121:36–42, and look for answers. Whenever you notice your child (or someone else) applying one of the principles or attributes in these verses, point it out.

- When you or your child uses keys to unlock a door or start a car, take a moment to compare those keys to the keys that priesthood leaders hold. (For a definition of priesthood keys, see *General Handbook*, 3.4.1). What do priesthood

keys “unlock” or “start” for us? See also Gary E. Stevenson, “Where Are the Keys and Authority of the Priesthood?,” *Ensign* or *Liahona*, May 2016, 29–32; “Where Are the Keys?” (video), Gospel Library.

Being Baptized and Confirmed for Ancestors

Temples are a part of Heavenly Father’s plan for His children. In the house of the Lord, we make sacred covenants with Heavenly Father as we participate in sacred ordinances, all of which point to Jesus Christ. Heavenly Father has provided a way for all His children to make covenants and participate in ordinances, including people who did not receive them in this life. At the beginning of the year your child turns 12, they are old enough to be baptized and confirmed in the temple for deceased ancestors (see also 1 Corinthians 15:29).

- Go to the house of the Lord as often as your circumstances allow. Talk to your child about why you are going and how the temple helps you feel closer to Heavenly Father and Jesus Christ.
- Review and discuss the temple recommend questions together. You can find them on pages 36–37

of *For the Strength of Youth: A Guide for Making Choices*. Talk to your child about what happens in a temple recommend interview. Share why having a temple recommend is important to you.

- Read together Malachi 4:6. Talk about how your hearts could turn to your ancestors. Learn more about your ancestors by exploring your family history together on FamilySearch.org. Look for ancestors who need to be baptized and confirmed. A ward temple and family history consultant can help you.
- Review together some of the resources in the collection titled “Temple” in the children’s section of the Gospel Library. (See also “Preparing Your Child for Temple Baptisms and Confirmations” on ChurchofJesusChrist.org.)

Receiving a Patriarchal Blessing

A patriarchal blessing can be a source of guidance, comfort, and inspiration. It contains personal counsel to us from Heavenly Father and helps us understand our eternal identity and purpose. Help your child prepare to receive a patriarchal blessing by teaching them the significance and sacred nature of patriarchal blessings.

To learn more, see Topics and Questions, “Patriarchal Blessings,” Gospel Library.

- Share with your child your experience receiving a patriarchal blessing. You could share things like

how you prepared to receive it, how it has helped you come closer to God, and how He continues to guide you through this blessing. You could also invite your child to talk to other family members who have received their patriarchal blessings.

- Review together Elder Randall K. Bennett’s message “Your Patriarchal Blessing—Inspired Direction from Heavenly Father” and Elder Kazuhiko Yamashita’s message “When to Receive Your Patriarchal Blessing” (*Liahona*, May 2023, 42–43, 88–90). Share with each other what you learn from these messages about why Heavenly

Father wants us to receive a patriarchal blessing. To learn about the process of receiving a patriarchal blessing, see *General Handbook*, 18.17.

- If you have ancestors who received patriarchal blessings, it might be inspiring to read some of them with your child. To request the blessings of ancestors who have died, log in to [ChurchofJesusChrist](https://www.churchofjesuschrist.org)

.org, click **Tools** at the top right corner of the screen, and select **Patriarchal Blessing**.

- After your child has received a patriarchal blessing, invite any family members who were present to record their feelings and share them with your child.

Receiving the Endowment

God wants to endow, or bless, all His children with “power from on high” (*Doctrine and Covenants* 95:8). We go to the temple to receive our own endowment only once, but the covenants we make with God and the spiritual power He gives us as part of the endowment can bless us every day of our lives.

- Display a picture of the temple in your home. Tell your child about the feelings you experience in the house of the Lord. Talk often about your love for the Lord and His house and the covenants you have made there. Look for opportunities to go to the temple with your child to perform baptisms and confirmations for their ancestors.
- Explore temples. [ChurchofJesusChrist.org](https://www.churchofjesuschrist.org) together. Read articles like “About the Temple Endowment” and “Prepare for the House of the Lord.” Let your child ask any questions they have about the temple. For guidance about what you can talk about outside the temple, see Elder David A. Bednar’s message “Prepared to Obtain Every Needful Thing” (*Ensign* or *Liahona*, May 2019, 101–4; see especially the section titled “Home-Centered and Church-Supported Learning and Temple Preparation”).

- As you and your child participate in or witness other ordinances (such as the sacrament or a blessing of healing), take a moment to discuss the symbolism involved in the ordinance. What do the symbols represent? How do they testify of Jesus Christ? This can help your child prepare to ponder the symbolic meaning of temple ordinances, which also testify of Jesus Christ.
- Help your child notice how they are keeping the baptismal covenant described in Mosiah 18:10, 13 (see also verses 8–9, which describe the fruits of that covenant). Also help your child notice how the Lord is blessing them. Build your child’s confidence in their ability to keep covenants.
- Talk openly and frequently about how your temple covenants guide your choices and help you grow closer to Jesus Christ. You could use *General Handbook*, 27.2, to review the covenants we make in the temple. If you have received the endowment, tell your children about how the temple garment helps you remember your covenants with Jesus Christ (see “Sacred Temple Clothing” [video], Gospel Library; Anette J. Dennis, “Put Ye On the Lord Jesus Christ,” *Liahona*, May 2024, 10–13).

Serving a Mission

Elder David A. Bednar taught: “The single most important thing you can do to prepare for a call to serve is to become a missionary long before you go on a mission. . . . The issue is not going on a mission; rather, the issue is becoming a missionary and serving throughout our entire life with all of our heart, might, mind, and strength. . . . You are preparing for a lifetime of missionary work” (“Becoming a Missionary,” *Ensign or Liahona*, Nov. 2005, 45–46). The experiences your child has becoming a missionary will bless them eternally, not just for the period of time they may serve a mission.

To learn more, see Russell M. Nelson, “Preaching the Gospel of Peace,” *Liahona*, May 2022, 6–7; Gary E. Stevenson, “Love, Share, Invite,” *Liahona*, May 2022, 84–87; “Adjusting to Missionary Life,” Gospel Library.

- Model how to share the gospel in natural ways. Always be alert to opportunities to share with others your feelings about Heavenly Father and the Savior and the blessings you receive from the Savior’s restored gospel and as a member of His Church. Invite others to join your family in Church- and family-related activities.
- Look for opportunities for your family to interact with missionaries. Invite them to teach your friends, or offer to let them teach people in your home. Ask the missionaries about the experiences they’re having and how missionary service is helping them draw closer to Jesus Christ. Also ask

what they did (or wish they had done) to prepare to be missionaries.

- If you served a mission, talk openly and often about your experiences. Or invite friends or family members who served missions to talk about theirs. You could also talk about ways you’ve shared the gospel with others throughout your life. Help your child think of ways they can share the gospel.
- Give your child opportunities to teach your family principles of the gospel. Your child could also practice sharing their beliefs with others. For example, you could discuss questions like “How would we introduce the Book of Mormon to someone who has never heard of it?” or “How would we describe the need for the Savior to someone who is not a Christian?” (See Ahmad S. Corbitt, “Do You Know Why I as a Christian Believe in Jesus Christ?,” *Liahona*, May 2023, 119–21.)
- Help your child become comfortable talking to people. What are some good ways to start a conversation? Encourage your child to learn how to listen to what others say, understand what is in their hearts, and share truths of the gospel that could bless their lives.
- Look for opportunities for your child to learn about other cultures and faiths. Help them recognize and respect the good and true principles in others’ beliefs.

Receiving the Sealing Ordinance

In the temple, a husband and wife can be married for eternity. This occurs in an ordinance called “the temple sealing.” Even though this ordinance may be many years away for your daughter or son, the

small, simple, consistent things you do together during those years can help them prepare for this wonderful blessing.

- Read together “The Family: A Proclamation to the World” (Gospel Library). What does this proclamation teach about happiness in family life and about successful marriages? With your child, choose one of the principles listed in the proclamation to study. You could look up scriptures related to that principle in the Guide to the Scriptures. You could also set goals to apply that principle more fully in your family. As you work on your goals, discuss together the effect that living that principle has on family life.
- With your child, read President Dieter F. Uchtdorf’s message “In Praise of Those Who Save” (*Ensign* or *Liahona*, May 2016, 77–80). When you get to the section titled “A Society of Disposables,” you might look for things in your home that are disposable and other things that are not. Talk about how you treat things differently when you want them to last a long time. What does this suggest about how we should treat marriage and family relationships? What else do we learn from President Uchtdorf’s message about how the Savior can help us build strong marriages and families?
- Be open with your child about the things you and your spouse are learning about having a Christ-centered eternal marriage and the ways you’re

trying to improve. If you and your spouse have been sealed in the temple, show your child by example how you strive to keep your covenants with the Lord. Tell your child how you strive to make Heavenly Father and the Savior the center of your relationship and how They are helping you (see also Ulisses Soares, “In Partnership with the Lord,” *Liahona*, Nov. 2022, 42–45).

- When family decisions need to be made, hold family councils and discussions. Make sure that all family members’ opinions are heard and valued. Use these discussions as an opportunity to model healthy communication and kindness in family relationships, even when not everyone sees things the same way. (See M. Russell Ballard, “Family Councils,” *Ensign* or *Liahona*, May 2016, 63–65.)
- When there is disagreement or conflict in the family, demonstrate patience and compassion. Help your child see how handling conflict in Christlike ways can help them prepare for a happy marriage. Read together Doctrine and Covenants 121:41–42, and talk about how the principles in these verses can be applied to marriage.

APPENDIX B

For Primary—Preparing Children for a Lifetime on God’s Covenant Path

In months that have five Sundays, Primary teachers are encouraged to replace the scheduled *Come, Follow Me* outline on the fifth Sunday with one or more of these learning activities.

Principles and Ordinances of the Gospel of Jesus Christ

The doctrine of Christ teaches us how to return to God.

When Jesus Christ appeared to the people in the Americas, He taught them His doctrine. He said that we can enter the kingdom of God if we have faith, repent, are baptized, receive the Holy Ghost, and endure to the end (see 3 Nephi 11:31–40; see also Doctrine and Covenants 20:29). The activities below can help you teach the children that these principles and ordinances will help us draw closer to the Savior throughout our lives.

To learn more about the doctrine of Christ, see 2 Nephi 31.

Possible Activities

- Give the children pictures that represent faith in Jesus Christ, repentance, baptism, and confirmation (see *Gospel Art Book*, nos. 1, 111, 103, and 105). Read or recite with the children the fourth article of faith, and ask them to hold up their pictures when that principle or ordinance is mentioned. Help the children understand how each of these principles and ordinances helps us become more like Heavenly Father and Jesus Christ.

- How can you help the children understand that faith, repentance, baptism, and confirmation are not one-time events but influence our spiritual growth throughout our lives? You could show them a picture of a seed and a large tree (or draw these things on the board). Help them think of things that help the seed grow into a large tree, such as water, soil, and sunlight. Help them see that these are like the things we do to grow closer to God throughout our lives—building our faith in Jesus Christ, repenting each day, living our baptismal covenant, partaking of the sacrament, and receiving the Holy Ghost.
- Share with the children the story about the firecracker from Elder Dale G. Renlund’s message “How Can Repenting Help Me Feel Happy?” (*Friend*, Dec. 2017, 12–13, or *Liahona*, Dec. 2017, 70–71; see also the video “Repentance: A Joyful Choice” [Gospel Library]). At various points during the story, invite the children to think about how Elder Renlund might have felt. Why do we feel joy when we repent? Share with the children the joy and love you have felt when you asked Heavenly Father to forgive you.

Baptism

Jesus Christ set an example for me when He was baptized.

Even though Jesus was without sin, He was baptized to set a perfect example of obedience to Heavenly Father (see 2 Nephi 31:6–10).

To learn more about baptism, see Doctrine and Covenants 20:37; Topics and Questions, “Baptism,” Gospel Library.

Possible Activities

- Show a picture of the Savior’s baptism and another person’s baptism (or see *Gospel Art Book*, no. 35 and either no. 103 or no. 104). Ask the children to share what is different and what is the same between the two pictures. Read together Matthew 3:13–17 or “Chapter 10: Jesus Is Baptized” in *New Testament Stories*, 26–29. Let the children point to things in the pictures that they hear in these stories. Tell the children about your love for the Savior and your desire to follow Him.
- Listen to or sing a song about baptism, such as “When Jesus Christ Was Baptized” (*Children’s Songbook*, 102). What do we learn about baptism from the song? Read 2 Nephi 31:9–10, and invite the children to listen for why Jesus Christ was baptized. Invite them to draw a picture of themselves on their baptism day.

I can choose to make a covenant with God and be baptized.

Preparing for baptism means much more than preparing for an event. It means preparing to make

a covenant and then keeping that covenant for a lifetime. Ponder how you can help the children understand the covenant they will make with Heavenly Father when they are baptized, which includes the promises He makes to them and the promises they make to Him.

Possible Activities

- Explain that a covenant is a promise between a person and Heavenly Father. As we strive to keep our promises to God, God promises to bless us. Write on the board *My Promises to God and God’s Promises to Me*. Read together Mosiah 18:10, 13 and Doctrine and Covenants 20:37, and help the children make a list of the promises they find under the appropriate headings (see also Dallin H. Oaks, “Your Baptism Covenant,” *Friend*, Feb. 2021, 2–3). Share how Heavenly Father has blessed you as you strive to keep your baptismal covenant.
- Show the children pictures of things Jesus Christ did during His ministry (for some examples, see *Gospel Art Book*, nos. 33–49). Let the children talk about what Jesus is doing in each picture. Read Mosiah 18:8–10, 13, and invite the children to listen for ways they can keep the covenant of baptism (see also “My Baptismal Covenant,” *Liahona*, Aug. 2023, 10–11). How can the baptismal covenant influence our actions every day? Invite the children to draw a picture of themselves helping someone the way Jesus would.

Confirmation

When I am baptized and confirmed, I become a member of The Church of Jesus Christ of Latter-day Saints.

Becoming a member of The Church of Jesus Christ of Latter-day Saints brings many blessings, including opportunities for the children to be active participants in God's work.

Possible Activities

- Invite someone who was recently baptized and confirmed to come to class and share what it was like to be confirmed. Ask this person to talk about what it means to him or her to become a member of The Church of Jesus Christ of Latter-day Saints. Help the children think of ways they can keep their baptismal covenant as members of the Church. Share how doing these things has helped you feel the joy of being a member of Christ's Church.
- Show a picture of the people at the Waters of Mormon (see *Gospel Art Book*, no. 76), and ask the children to describe what they see in the picture. Tell the story of Alma and his people being baptized there (see Mosiah 18:1–17; “Alma at the Waters of Mormon,” in *Book of Mormon Stories*). Review Mosiah 18:8–9 and invite the children to do actions to help them remember the things the people were willing to do as members of Christ’s Church. Share an experience when you have witnessed members of the Church serving in these ways.

When I am confirmed, I receive the gift of the Holy Ghost.

When we are baptized and confirmed, Heavenly Father promises that we “may always have his Spirit to be with [us]” (*Doctrine and Covenants* 20:77). This wonderful gift from God is called the gift of the Holy Ghost.

To learn more about the gift of the Holy Ghost, see Gary E. Stevenson, “Promptings of the Spirit,” *Liahona*, Nov. 2023, 42–45; Topics and Questions, “Gift of the Holy Ghost,” Gospel Library.

Possible Activities

- Read *Doctrine and Covenants* 33:15, and ask the children to listen for the special gift that Heavenly Father gives us when we are baptized and confirmed. To help them learn more about how the gift of the Holy Ghost will help them, review together John 14:26; Galatians 5:22–23; 2 Nephi 32:5; 3 Nephi 27:20. You could also review the article “A Special Gift” (*Liahona*, Aug. 2023, 18–19).
- Before class, ask the parents of one or more of the children to share how they have been blessed because they have the gift of the Holy Ghost. How does He help them? How do they hear His voice?
- Sing together a song about the Holy Ghost, such as “The Holy Ghost” (*Children’s Songbook*, 105). Help the children understand what the song teaches us about how the Holy Ghost can help us.

The Holy Ghost can speak to me in many ways.

Children who can recognize the voice of the Spirit will be prepared to receive personal revelation to guide them throughout their lives. Help them understand that there are many ways the Holy Ghost can speak to us.

Possible Activities

- Help the children think of different ways we could talk to a friend who lives far away, such as writing a letter, sending an email, or talking on the phone. Teach them that Heavenly Father can speak to us in different ways through the Holy Ghost. Use President Dallin H. Oaks’s message

“How Does Heavenly Father Speak to Us?” to help the children understand the different ways the Holy Ghost can speak to our minds and hearts (*Friend*, Mar. 2020, 2–3, or *Liahona*, Mar. 2020, F2–F3).

- Share an experience when the Holy Ghost communicated with you, either through your thoughts or through a feeling in your heart (see Doctrine and Covenants 6:22–23; 8:2–3; see also Henry B. Eyring, “Open Your Heart to the Holy Ghost,” *Friend*, Aug. 2019, 2–3, or *Liahona*, Aug.

2019, F2–F3). Testify to the children that the Holy Ghost can help them in similar ways.

- Help the children recognize times when they are feeling the Spirit—for example, when singing a song about the Savior or when doing something kind for others. Help them recognize the spiritual feelings that the Holy Ghost brings, especially His promptings to act. Why do you think the Holy Ghost gives us these feelings? Help the children think of things that we need to do to hear the Holy Ghost speak to us. Talk about what you do to hear the Spirit more clearly.

The Sacrament

When I take the sacrament, I remember the Savior’s sacrifice and make a covenant with Him.

When we partake of the sacrament, we make a covenant to always remember the Savior, take His name upon ourselves, and keep His commandments.

To learn more, see Matthew 26:26–30; 3 Nephi 18:1–12; Doctrine and Covenants 20:77, 79.

Possible Activities

- Invite the children to color “Jesus Introduced the Sacrament to the Nephites” in *Scripture Stories Coloring Book: Book of Mormon* (2019), 26. Ask them to point to what the people are thinking about in the picture. Read to the children portions of 3 Nephi 18:1–12 or “Jesus Shares the Sacrament,” in *Book of Mormon Stories*. What can we do to remember Jesus Christ during the sacrament?
- Ask the children to tell you some things they should always remember to do, such as tying their shoes or washing their hands before they eat. Why is it important to remember these things? Read Moroni 4:3 to the children, and

invite them to listen for what we promise to always remember when we take the sacrament. Why is it important to remember Jesus Christ? Help the children understand how the bread and water of the sacrament help us remember what Jesus has done for us (see Moroni 4:3; 5:2).

- Write on the board “*I promise to . . .*” Read the sacrament prayers to the children (see Doctrine and Covenants 20:77, 79). When they hear a promise we make to God, pause and help them complete the sentence on the board with the promise they heard.
- What does it mean to take upon ourselves the name of Jesus Christ? To help the children answer this question, share an example of something that we put our names on. Why do we put our names on these things? Why would Jesus Christ want to put His name upon us? Consider sharing this explanation from President Russell M. Nelson: “Taking the Savior’s name upon us includes declaring and witnessing to others—through our actions and our words—that Jesus is the Christ” (“The Correct Name of the Church,” *Ensign* or *Liahona*, Nov. 2018, 88).

Priesthood Power, Authority, and Keys

God blesses His children through priesthood power.

All of God’s children—female and male, young and old—receive God’s power as they keep the covenants they have made with Him. We make these covenants when we receive priesthood ordinances such as baptism (see *General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, 3.5, 3.6, Gospel Library). To learn more, see Russell M. Nelson, “Spiritual Treasures,” *Ensign* or *Liahona*, Nov. 2019, 76–79; “Priesthood Principles,” chapter 3 in *General Handbook*.

Possible Activities

- Help the children notice the blessings they receive because of the priesthood. To give them some ideas, you could show the video “Blessings of the Priesthood” (Gospel Library). Consider listing these blessings on the board. Why are these blessings important to us? Testify that these blessings come to us because of Jesus Christ and His priesthood power.
- Help the children find pictures that illustrate how God uses His power to bless us. For example, they could find a picture of the world He created for us, examples of healing the sick, and sacred ordinances He has provided for us (see *Gospel Art Book*, nos. 3, 46, 104, 105, 107, 120). Share why you are grateful for the priesthood and the blessings it brings. Help the children think of experiences when they were blessed by God’s priesthood power.
- One of the main ways we receive the blessings of God’s power in our lives is through priesthood ordinances (see *Doctrine and Covenants* 84:20). To help the children learn this truth, you could list the following scriptures on the board: 3 Nephi 11:21–26, 33 (baptism); Moroni 2 (confirmation); Moroni 4–5 (sacrament). The children could

each choose one of these passages and identify the ordinance it describes. Invite the children to share how they have been personally blessed by receiving priesthood ordinances.

- Help the children understand that they will receive power from God as they are baptized and keep their baptismal covenant. Ask the children how this power could help them.

God’s work is directed by priesthood keys and accomplished by priesthood authority.

Whenever a person is set apart for a calling or assigned to help in God’s work, she or he can exercise delegated priesthood authority. In addition, worthy male Church members can have the priesthood conferred on them and be ordained to a priesthood office. The use of all priesthood authority in the Church is directed by leaders who hold priesthood keys, such as the stake president, the bishop, and quorum presidents. Priesthood keys are the authority to direct the use of the priesthood in doing the work of the Lord.

Possible Activities

- Read with the children Mark 3:14–15, and show them a picture of the event described there (such as *Gospel Art Book*, no. 38). Ask the children if they have ever seen someone be set apart for a calling or ordained to a priesthood office (or tell them about experiences you have had). How is that similar to what the Savior did with His Apostles? Help the children list on the board callings or priesthood offices that can be given to members of the Church, such as a teacher or leader in an organization. Next to each calling or office, you could write what someone with that calling or office has the authority to do. Tell the children how being set apart by someone with the direction of priesthood keys has helped you serve.

- Invite the children to think of something that you need a key for, such as a car or a door. What happens if you don't have the key? Read together Doctrine and Covenants 65:2, and share your testimony about the importance of having

priesthood keys. You could also watch the video “Where Are the Keys?” (Gospel Library) and look for what Elder Gary E. Stevenson teaches about priesthood keys.

The Temple and the Plan of Happiness

The temple is the house of the Lord.

Temples are a part of Heavenly Father's plan for His children. In temples, we make sacred covenants with Him, are endowed with priesthood power, receive revelation, perform ordinances for our deceased ancestors, and are sealed to our families for eternity. All of this is possible because of Jesus Christ and His atoning sacrifice.

How can you help the children you teach recognize the sacredness of the Lord's house and prepare themselves to be worthy to participate in temple ordinances? Consider reviewing these resources: Russell M. Nelson, “The Temple and Your Spiritual Foundation,” *Liahona*, Nov. 2021, 93–96; “Why Latter-day Saints Build Temples,” temples.churchofjesuschrist.org.



Temples are a part of Heavenly Father's plan for His children.

Possible Activities

- Display one or more pictures of temples. Ask the children what makes the temple a special place. Point out that on each temple is this inscription: “Holiness to the Lord—The House of the Lord.” Ask the children what they think “Holiness to the

Lord” might mean. Why is the temple called the house of the Lord? What does this teach us about the temple? If any of the children have been to a temple, they could also share how they felt when they were there. If you have been to the temple, share how you have felt the Lord's presence there, and talk about why the temple is a sacred place to you.

- Read together Doctrine and Covenants 97:15–17. Ask the children to look for what the Lord expects of people who enter His holy house. Why do we need to be worthy to enter His house? As part of this conversation, talk to the children about temple recommends, including how to receive one. You could invite a member of the bishopric to share with them what a temple recommend interview is like and the questions that are asked in one.

In the temple, we make covenants with God.

President Russell M. Nelson taught, “Jesus Christ invites us to take the covenant path back home to our Heavenly Parents and be with those we love” (“Come, Follow Me,” *Ensign* or *Liahona*, May 2019, 91). Help the children understand that the covenant path includes baptism, confirmation, and the temple endowment and sealing.

Possible Activities

- Ask the children to help you review the covenants that we make with God when we are baptized and when we partake of the sacrament (see Mosiah

18:10, 13; Doctrine and Covenants 20:77, 79). Show a picture of the temple, and explain that Heavenly Father has more blessings He wants to give us in the temple.

- Draw a gate leading to a path. Ask the children why they think it is helpful to have a path to walk on. Read together 2 Nephi 31:17–20, where Nephi compares the covenant of baptism to a gate and invites us to continue on the path after baptism. There are more covenants to make after baptism, including covenants made in the temple. Explain that President Nelson has called this path the “covenant path.”

In the temple, we can be baptized and confirmed for ancestors who have died.

The gospel of Jesus Christ makes it possible for all of God’s children to return to live with Him, even if they die without knowing the gospel. In the temple, we can be baptized and confirmed on their behalf.

Possible Activities

- Talk about a time when someone did something for you that you could not do for yourself. Invite the children to share similar experiences. Explain that when we go to the temple, we can receive sacred ordinances such as baptism for others who

have died. How are we being like Jesus when we are doing work for the dead? What has He done for us that we couldn’t do for ourselves?

- Invite one or more youth who have been baptized for their ancestors to share their experience. Ask them what it was like in the temple. Encourage them to share how they felt doing this work for their ancestors.
- Draw a tree on the board, including the roots and branches. Ask the children to think of how a family is like a tree. Label the roots *Ancestors*, label the branches *Descendants*, and label the trunk of the tree *You*. Read together this sentence from Doctrine and Covenants 128:18: “For we without them [our ancestors] cannot be made perfect; neither can they without us be made perfect.” Ask questions like the following: “Why do we need our ancestors? Why do our ancestors need us? How have our parents, grandparents, and other ancestors helped us?” Invite the children to search the rest of Doctrine and Covenants 128:18 for a phrase that describes how we can help our ancestors.
- Consider working with the parents of each child to find the name of an ancestor who needs ordinances in the temple (see FamilySearch.org).



APPENDIX C

For Primary—Instructions for Singing Time and the Children’s Sacrament Meeting Presentation

Sacred music is a powerful tool to help children learn about Heavenly Father’s plan of happiness and the foundational truths of the gospel of Jesus Christ. As children sing about gospel principles, the Holy Ghost will testify of their truthfulness. The words and music will stay in the children’s minds and hearts throughout their lives.

Seek the help of the Spirit as you prepare to teach the gospel through music. Share your testimony of the truths you sing about. Help the children see how the music relates to what they are learning and experiencing at home and in Primary classes.

Guidelines for the Sacrament Meeting Presentation

With the direction of the bishop, the children’s sacrament meeting presentation is normally held during the fourth quarter of the year. As the Primary presidency and music leader, work with the counselor in the bishopric who oversees Primary to plan the presentation.

The presentation should allow the children to present what they and their families have learned from the Old Testament at home and in Primary,

including the Primary songs they have sung during the year. As you plan the presentation, think of ways it can help the congregation focus on the Savior and His teachings.

Units with small numbers of children may consider ways in which family members can participate with their children. A member of the bishopric may conclude the meeting with brief remarks.

As you prepare the presentation, remember the following guidelines:

- Practices should not take unnecessary time away from Primary classes or families.
- Visuals, costumes, and media presentations are not appropriate for sacrament meeting.

See *General Handbook: Serving in The Church of Jesus Christ of Latter-day Saints*, 12.2.1.2, Gospel Library.



Instructions for Singing Time

5 minutes (Primary presidency): Opening prayer, scripture or article of faith, and one talk

20 minutes (music leader): Singing time

The Primary presidency and music leader select songs for each month to reinforce principles the children are learning in their classes and at home. A list of songs that reinforce these principles is included in this guide.

As you teach songs to the children, invite them to share what they have already learned about the

stories and doctrinal principles that the songs teach. Invite the children to share their thoughts and feelings about the truths found in the songs.

The *Children's Songbook* is the basic resource for music in Primary. Hymns from the hymnbook and songs from the *Friend* are also appropriate. You can also use songs from *Hymns—For Home and Church*. The use of any other music in Primary must be approved by the bishopric (see *General Handbook*, 12.3.4).

Music for Singing Time

January

- “My Heavenly Father Loves Me,” *Children’s Songbook*, 228–29
- “I Will Follow God’s Plan,” *Children’s Songbook*, 164–65

February

- “Follow the Prophet,” *Children’s Songbook*, 110–11
- “A Child’s Prayer,” *Children’s Songbook*, 12–13

March

- “Kindness Begins with Me,” *Children’s Songbook*, 145
- “I Need Thee Every Hour,” *Hymns*, no. 98

April

- “Gethsemane,” Gospel Library
- “Keep the Commandments,” *Children’s Songbook*, 146

May

- “Holy Places,” Gospel Library

- “As I Search the Holy Scriptures,” *Hymns*, no. 277

June

- “I Will Be Valiant,” *Children’s Songbook*, 162
- “Love One Another,” *Children’s Songbook*, 136

July

- “Search, Ponder, and Pray,” *Children’s Songbook*, 109
- “I Pray in Faith,” *Children’s Songbook*, 14

August

- “Dare to Do Right,” *Children’s Songbook*, 158
- “I Feel My Savior’s Love,” *Children’s Songbook*, 74–75

September

- “Teach Me to Walk in the Light,” *Children’s Songbook*, 177

- “Love Is Spoken Here,” *Children’s Songbook*, 190–91

October

- “Seek the Lord Early,” *Children’s Songbook*, 108
- “I Lived in Heaven,” *Children’s Songbook*, 4

November

- “Families Can Be Together Forever,” *Children’s Songbook*, 188
- “Choose the Right,” *Hymns*, no. 239

December

- “We’ll Bring the World His Truth,” *Children’s Songbook*, 172–73
- “The Hearts of the Children,” *Children’s Songbook*, 92–93

Using Music to Teach Doctrine

Singing time is intended to help the children learn the truths of the gospel. The following ideas can inspire you as you plan ways to teach the gospel principles found in hymns and Primary songs.

Read related scriptures. For many of the songs in the *Children’s Songbook* and the hymnbook, references to related scriptures are listed. Help the children read some of these passages, and talk about how the scriptures are related to the song. You could

also list a few scripture references on the board and invite the children to match each reference to a song or a verse from a song.

Fill in the blank. Write a verse of the song on the board with several key words missing. Then ask the children to sing the song, listening for the words that fill in the blanks. As they fill in each blank, discuss what gospel principles you learn from the missing words.



Testify. Bear brief testimony to the children of gospel truths found in the Primary song. Help the children understand that singing is one way they can bear testimony and feel the Spirit.

Stand as a witness. Invite children to take turns standing and sharing what they learn from the song they are singing or how they feel about the truths taught in the song. Ask them how they feel as they sing the song, and help them identify the influence of the Holy Ghost.

Use pictures. Ask the children to help you find or create pictures that go with important words or phrases in the song. Invite them to share how the pictures relate to the song and what the song teaches. For example, if you are teaching the song “When He Comes Again” (*Children’s Songbook*, 82–83), you could place pictures throughout the room that depict important words from the song (such as *angels*, *snow*, and *star*). Ask the children to gather the pictures and hold them up in the correct order as you sing the song together.

Share an object lesson. You could use an object to inspire discussion about a song. For example, when singing the song “My Heavenly Father Loves Me” (*Children’s Songbook*, 228–29), you could show the children a picture of things like a bird, rain, or flowers. This could lead to a discussion about how we can find signs of Heavenly Father’s love all around us.

Invite sharing of personal experiences. Help the children connect the principles taught in the song with experiences they have had with these principles. For example, before singing “I Love to See the Temple” (*Children’s Songbook*, 95), you could ask the children to raise their hands if they have seen a temple. Invite them, as they sing, to think about how they feel when they see a temple.

Ask questions. There are many questions you can ask as you sing songs. For example, you can ask the children what they learn from each verse in the song. You can also ask them to think of questions that the song answers. This can lead to a discussion about the truths taught in the song.

Use simple hand actions. Invite the children to think of simple hand actions to help them remember the words and messages of a song. For example, when you sing “Search, Ponder, and Pray” (*Children’s Songbook*, 109), you could invite the children to point to their eyes as they sing about searching the scriptures, point to their heads as they sing about pondering, and fold their arms as they sing about praying.

APPENDIX D

For Aaronic Priesthood Quorums and Young Women Classes—Meeting Agenda

Meeting date:

Conducting (member of the class or quorum presidency):

Opening

Hymn (optional):

Prayer:

Repeat the Young Women Theme or the Aaronic Priesthood Quorum Theme.

Counsel together

Led by the person conducting the meeting, the class or quorum spends 5 to 10 minutes counseling together about their responsibilities in God’s work of salvation and exaltation. This is an opportunity for the class or quorum presidency to follow up on items discussed in presidency meetings or ward youth council meetings.

The person conducting could also use one or more of these questions:

Living the gospel

- What recent experiences have strengthened our testimonies of Jesus Christ and His gospel?
- What are we doing to draw closer to the Savior? How are we trying to be more like Him?
- How have we felt the Lord’s guidance in our lives?

Caring for people in need

- Who have we felt guided to help or serve? What assignments have we received to help someone in need?

- What challenges are the members of our class or quorum facing? How can we support each other in the things we are going through?
- Has someone recently moved into our ward or joined the Church? How can we help them feel welcome?

Inviting all to receive the gospel

- What can we do to help others feel God’s love?
- What activities are coming up that we can invite our friends to attend?
- What plans to share the gospel have been discussed in ward youth council meetings? How can our class or quorum get involved?

Uniting families for eternity

- What are some ways we can better connect with family members, including grandparents and cousins?
- What are we doing to find names of our ancestors who need temple ordinances? What can we do to help others find the names of their ancestors?
- How can we participate more in temple work—individually and as a class or quorum?

Learn together

An adult leader or a member of the quorum or class leads instruction about this week's *Come, Follow Me* reading. They use the study ideas in *Come, Follow Me—For Home and Church*. The study idea with this



icon is aligned with seminary and is especially relevant to youth. However, any of the study ideas may be used. This portion of the meeting usually takes about 35 to 40 minutes.

Closing

The person conducting the meeting:

- Bears testimony of the principles taught.

- Discusses how the class or quorum will act on what they learned—as a group or individually.

Prayer:

