

---

# METHODS FOR TEACHING SCRIPTURE MASTERY

## Audiovisual Aids

Audiovisual aids may be used in the scripture mastery learning process. After using appropriate music or a visual aid, let the students find the applicable scripture and discuss it. Do not use any visual or audio material that is suggestive, vulgar, or inappropriate for a seminary classroom.

Show headlines, movie and local advertisements, and pictures to the class, or give groups their own newspapers. Allow students five minutes to find as many articles, cartoons, stories, or advertisements as possible that pertain to any of the scriptures to be reviewed (see “Copyrights,” *CES Policy Manual* [2004], 5-4).

## Bulletin Boards

Bulletin boards or posters are a visual way of continually emphasizing scripture mastery passages. Here are some examples:

- Display a bulletin board centered on the theme of scripture mastery at the beginning of the year with a new passage emphasized each week.
- Produce a mystery board with a new clue added daily for the scripture of the week. Each day have the students write down their guesses and turn them in.

## Scripture Chaining

Scripture chaining is linking a series of scriptures together that have a common theme or idea. Pick four or five scriptures

that relate to the mastery scripture.

Complete the chain by linking the last scripture with the first. Scriptures could come from the footnotes or from the Topical Guide.

You could circle the scripture mastery verse in the Topical Guide to serve as a reminder of the beginning of the chain.

## Problem Solving

One way to help students appreciate the scriptures is to help them understand how scriptures can be applied in their lives. When students ask questions in class or come to you with a problem, help them find the answer in the scriptures. If possible, use scripture mastery passages. Be alert for problems or situations you could use as examples in class.

Have a class question box. Prior to the day the questions are answered, give the questions to class members and assign them to find the answers from the scriptures. Write a few mastery references on the board, and have students choose the reference that answers the question and tell why.

## Student Talks

Assign each student a specific scripture mastery passage and adequate time in class or at home to prepare a talk using footnotes, the Topical Guide, and personal experiences.

---

Each talk should have an introduction, the scripture quoted, and a story or example. It should conclude with a testimony of the gospel principle addressed.

### **Chalkboard Thoughts**

In a corner of the chalkboard, write "Scriptures Have the Answer." Each day of class, write a question and list a scripture mastery reference that contains the answer. *Example:* "What could I be doing to prepare for my mission?" (See Alma 37:35.)

Watch for these kinds of references as you study and teach the scriptures. As the year progresses you may wish to have students supply the questions and answers.

### **Scripture of the Week**

Pick a scripture and emphasize it several different ways during the week:

- Read the scripture as a class each day of the week.
- Have a student read the scripture in devotional.
- Display the scripture on a bulletin board.
- Have students write the scripture each day.
- Have students memorize a portion of the scripture each day.

### **Role Playing**

Role playing is a technique where students play a role in front of the class to demonstrate a principle, scripture, or story.

Divide the class into groups. Give each group a mastery scripture and allow them five minutes to plan their demonstration. Have each group act out the scripture in front of the class and the other students guess the matching mastery passage.

### **Stump the Teacher**

In this activity your students try to stump you as a teacher. Pass out several scripture mastery cards to various students. Have a student give you five consecutive words from his or her scripture or read the historical, doctrinal, missionary, or personal application. Then you give the reference. If you do so correctly, you get a point. If you do not get the reference correct, the class gets a point. You could keep a running total for the year.

### **Book Chase**

Students need to learn the location of the books in the standard works before they can be successful in mastering the scriptures. One way to do this is to treat the different books as you would mastery verses and see how quickly your students can locate the books.

### **Scripture Charades**

Divide students into groups and assign each group a different mastery scripture. Have each group think of a real-life situation that pertains to the scripture they have been assigned. After an appropriate amount of preparation time, each group goes to the front of the class and performs their charade.

---

## Memorization

### *Choral Recitation*

Read a scripture over and over orally in class, having the students read with you. Encourage students to close their books when they feel they can repeat part of the scripture without looking. Let individual members quote the scripture to the class when they feel they have it memorized.

### *Tests*

Use tests to stimulate students to memorize scriptures. Use their test scores as part of their grades or as extra credit. Here are several examples of tests that can be used:

- Have students write out the scripture from memory on a blank piece of paper.
- Have students recite the scripture orally to you or to another class member.
- Give students a copy of the verse with words missing, and have them fill in the blanks.
- Mix up the words in the verse, and have students arrange the words in the correct order.
- Give students the first letter of each word and have them complete the scripture.
- Give an oral class exam. As you call on different students, they must give the next word or phrase, whichever you specify.

### *Line upon Line*

Break a scripture passage into phrases. Have the class repeat the first phrase until it is learned. Add the second phrase and

practice it until both phrases are memorized. Then add the third phrase, and so on.

While your students are learning later phrases, speed up the recitation of the earlier parts, providing variation and greater retention.

### *Word Erase*

On the chalkboard, write out the scripture to be memorized. Have the class repeat it several times. Erase two or three words at a time while the class continues to repeat the scripture after each erasing session. Continue the process until all the words are erased from the board and the class has the verse memorized.

*Example:* "Adam fell that men might be; and men are, that they might have joy" (2 Nephi 2:25).

Adam      that      might      ; and  
are, that they      have      ."

### *First Letter*

Write on the board the scripture to be memorized. Have the class repeat it several times. Erase all but the first letter of each word, and have the students repeat the scripture until they have mastered it. Then erase all the letters from the board, and have the students repeat the verse.

*Example:* "A      f      t      m      m  
b      ; a      m      a      , t      t      m  
h      j      ."

## Learning Aids

Learning aids or individual worksheets can be an effective way of mastering the scriptures. Following are various methods

---

that you can use to create your own learning aids for students.

Learning aids should be used to help the students develop skills they need to better understand the scriptures. Include these skills in your normal lesson presentation, and encourage students to apply these skills to their personal study of the scriptures.

### ***Name Substitution***

Students can be encouraged to substitute their own names for the names of individuals in a particular scripture. This technique helps students personalize the scripture so they can see how it applies to them.

### ***Verse and Word Understanding***

Ask students to abridge or summarize the scripture mastery verse, being careful not to change the meaning. Or, encourage students to look for words or phrases that, if left out, could change the meaning. Discuss which words would be most essential if the verse were limited to (eight) words or less.

### ***Chapter Headings***

Ask questions about the headings to help the students gain insight into the mastery verses being studied.

### ***Identifying Key Words***

Have students circle or underline what they believe to be the most important words in a scripture mastery passage. Sometimes it helps to suggest a certain number of key words that they should find.

### ***Personal or Life Application***

Ask students specific questions on how they can apply the mastery scriptures to their own lives. Be sure to ask questions that will help your students identify their own feelings about its teachings.

Help the class identify what they feel is most important in the scripture, and ask each student to prepare a list of things he or she can do to better live the principles taught.

### ***Writing Questions***

As they read the verse, have students write questions about concepts they do not understand.

### ***Crossword Puzzle***

Construct a crossword puzzle using the annotation for each mastery scripture, or use specified key words of your choosing. The clues could be the scripture references or written situations. If you have second-, third-, and fourth-year students, you may want to include scriptures used in previous years. This could also be used as a take-home review.

### ***True or False Exercise***

Ask students a question or give a statement that is either true or false. Have students prove the statement true or false by turning to the appropriate scripture mastery passage. *Example:* The Holy Ghost has a body of flesh and bones. (False; see D&C 130:22–23.)