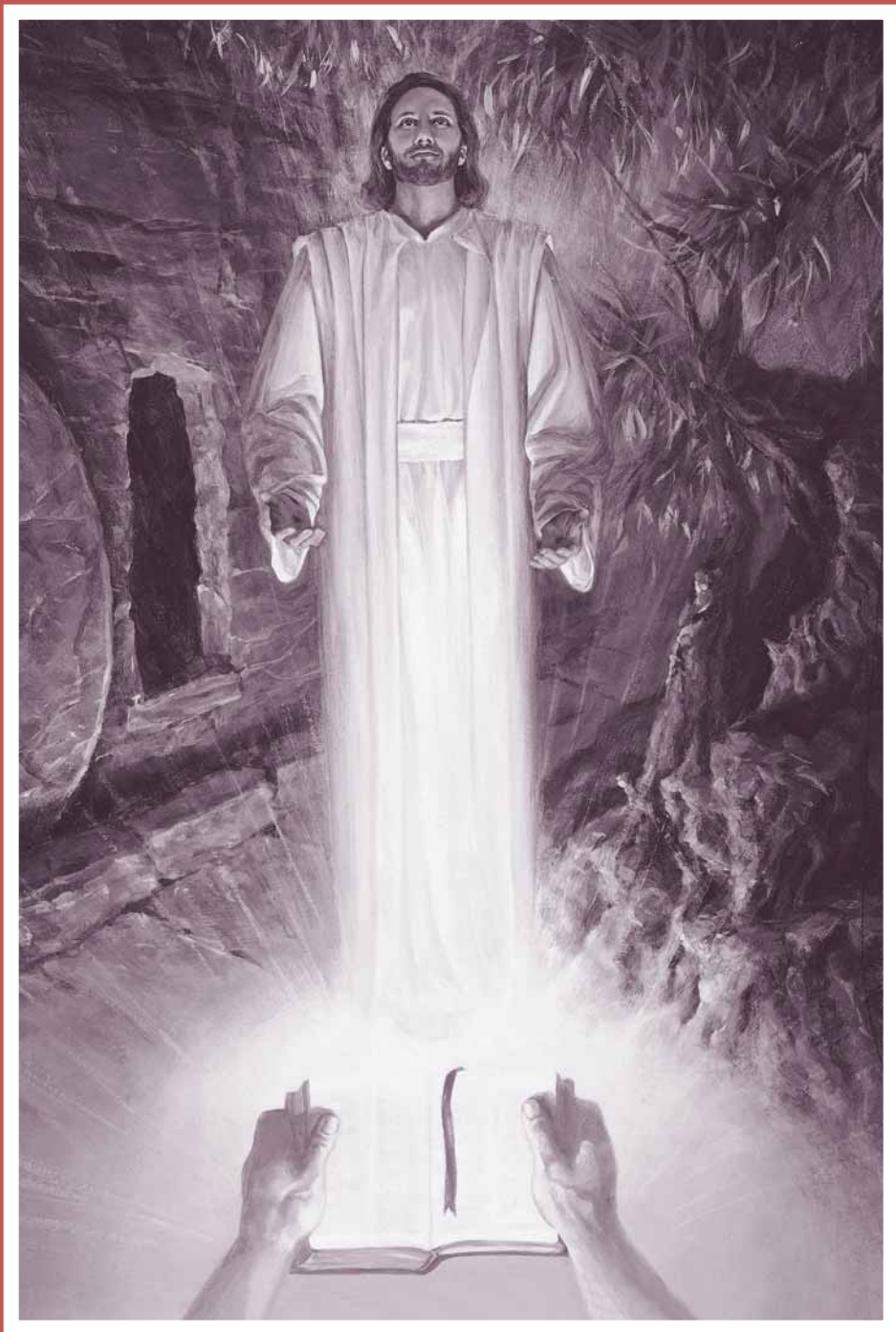


New Testament Video Guide



New Testament Video Guide

Prepared by the
Church Educational System

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Introduction

The New Testament video materials consist of two videocassettes and this guide. They have been prepared by the Church Educational System for use in the New Testament seminary course.

The two videocassettes contain presentations designed to help you teach the New Testament. This guide provides suggestions for using the presentations effectively.

QUESTIONS YOU MAY ASK

WHAT IS THE RELATIONSHIP BETWEEN THIS GUIDE AND THE TEACHER RESOURCE MANUAL?

Because video presentations are updated more frequently than printed materials, the video guide is packaged separately from the teacher resource manual.

The teaching suggestions in the video guide may be used instead of or in addition to those in the teacher resource manual. Carefully read both the video guide and the teacher resource manual to be sure you cover the entire scripture block.

The teacher resource manual includes reminders when a video presentation is available for a given scripture block.

As you prepare, you may discover additional ways to use the videos. Feel free to incorporate your own teaching ideas, but maintain the continuity and flow of the principles being taught.

HOW DO I PREPARE TO USE THESE MATERIALS?

It is important that you seek the Spirit of the Lord through prayer, scripture study, and pondering.

Successful teaching of the scriptures begins as you become familiar with the scripture block and with the printed and video resources available. Then, under the direction of the Spirit, select and organize appropriate instructional activities that will meet the needs of your students.

The video presentations have materials and methods that require advance preparation. Read through all the suggestions in the video guide and make the necessary preparations before showing the video. Preview the video presentation more than once if possible.

The video guide suggests things to do before, during, and after the video.

Remember that each video presentation serves as only a part of the instructional activities for teaching a scripture block. Give careful attention to how and when to use the video in the overall lesson for the day.

The video's effectiveness ultimately depends on how you use it. A video presentation may not make sense to the students or its power may be diminished if you do not use it as designed.

PURPOSE

To persuade students to come unto Christ and to be willing to follow Him.

BEFORE THE VIDEO

SCRIPTURE INSIGHT Begin the lesson by reading Matthew 11:28–30 with the students. In this scripture Jesus invites us to come unto Him. Explain that this lesson will focus on the reasons we should come unto Christ.

Jesus is a God who has great power. Read John 1:1–3, 14 together. Ask, “What reasons does this scripture give that suggest why we should come unto the Savior?” Help the students understand that Jesus was a God before He was born, and He created the heavens and the earth under the direction of our Heavenly Father. You may wish to write this point on the board.

OBJECT LESSON You might use the following object lesson to help the students understand the work, power, and majesty of Jesus Christ:

Put some wet sand in a shallow container. Have several students each press a finger into the sand. Ask them to count the particles of sand that stick to their finger. Have them guess how many particles are in the box. Ask the class to imagine trying to count the particles of sand along the western coast from Alaska to the tip of South America and back up the eastern side to Greenland.

“And were it possible that man could number the particles of the earth, yea, millions of earths like this, it would not be a beginning to the number of [His] creations” (Moses 7:30). The vastness of the Lord’s creations are a measure of the extent of His power. Help the students understand that the Savior is willing to use all of His power to help those who come unto Him.

USING THE VIDEO

“Come unto Me” 11:36

“LOOK FOR” ACTIVITY Invite students to watch the video and to be ready to discuss some additional reasons to come unto Christ.

SHOW THE VIDEO The video consists of interviews of seminary students, followed by historical scenes from the life of the Savior. The testimonies and the scenes illustrate some of the following reasons to come unto Christ:

- He loves us.
- He understands us.

- He has power to lift our spiritual, physical, and emotional burdens.
- He is willing to forgive.
- He is our Savior.

AFTER THE VIDEO

DISCUSSION Ask, “What are some reasons shown in the video for coming unto Jesus Christ?” Try to help the students discover the points mentioned above. You may want to list them on the board. Feel free to include any other reasons students suggest. Discuss how those in each example received “rest.” Many of your students have had inspirational experiences in seeking the Lord and His rest. As you testify of your personal experiences, have the students think of times the Savior has helped them or their families. Ask them to share their experiences with the class.

Invite the students to again read Matthew 11:28–30. Ask someone in the class to explain what a yoke is. The following quote from President Howard W. Hunter may be helpful.

QUOTATION “In biblical times the yoke was a device of great assistance to those who tilled the field. It allowed the strength of a second animal to be linked and coupled with the effort of a single animal, sharing and reducing the heavy labor of the plow or wagon. A burden that was overwhelming or perhaps impossible for one to bear could be equitably and comfortably borne by two bound together with a common yoke. . . .

“Why face life’s burdens alone, Christ asks, or why face them with temporal support that will quickly falter? To the heavy laden it is Christ’s yoke, it is the power and peace of standing side by side with a God that will provide the support, balance, and strength to meet our challenges and endure our tasks here in the hardpan field of mortality” (in Conference Report, Oct. 1990, 20; or *Ensign*, Nov. 1990, 18).

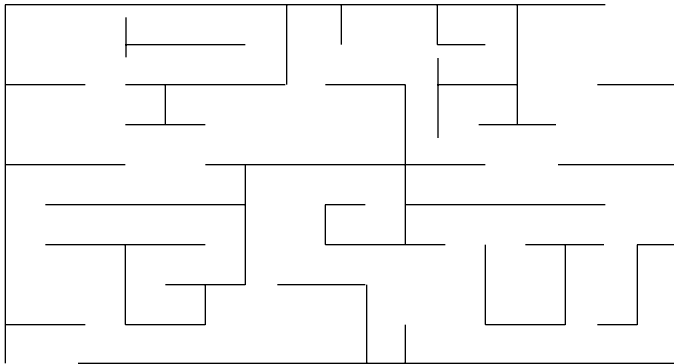
CONCLUSION Point out to the students that in Matthew 11:28–30 the Savior also counseled us to learn of Him. Testify that this year is a wonderful opportunity for them to learn of Him through their study of the New Testament. During their study they will witness many people who came to the Savior and received His rest or who rejected His invitation. Explain to the students that they will have that same opportunity. Discuss ways they can accept His invitation and come unto Him.

PURPOSE

To show that time and effort given to a study of the New Testament can help in answering life's questions and solving personal problems.

BEFORE THE VIDEO

STUDENT ACTIVITY Make sure students understand the idea of a maze (a network of intricate passageways and blind alleys). Draw a maze on the board like the following:



Blindfold a student, and have another student accompany the first student to the board. Have the student without the blindfold complete the maze with the help of the blindfolded student. Each time the student without the blindfold must make a choice as to which way to go, the blindfolded student selects one of the options: right, left, or straight ahead. This exercise should prove frustrating for both students. Ask the class why it would be easier for them to make correct choices than for the blindfolded student. (They can see the entire maze.)

TEACHER INSIGHT Help the students see that life is often like a maze, presenting us with difficult decisions and confusing problems. We often have trouble seeing what to do. Problems and questions in our lives are often more easily worked through when we can see the purpose of our life and where we are going.

USING THE VIDEO*The Maze 10:07*

“LOOK FOR” ACTIVITY As students watch the video, suggest they look for the decisions the three teams make while working their way through the maze and what effect it has on their success.

SHOW THE VIDEO The video features a contest of students going through a large outdoor maze. The team that spends the least amount of time going through the maze is the winner. In the maze they make decisions on whether to take the time and effort to go up on elevated platforms where team members can see more clearly

how to proceed. In the end, the team taking the time and effort to use the platforms gets to the end the fastest.

AFTER THE VIDEO

DISCUSSION Ask students to consider what the most important decisions were in making it through the maze. Why did some of the young people make the decision not to go up on the platform? Refer back to the discussion held prior to viewing the video. Ask, “If life is like a maze, what would the platforms be?” (Scriptures, Church leaders, parents, prayer.) “What attitudes were shown that would keep us from studying the scriptures?” Explore the reality of those attitudes toward studying scriptures and the words of Church leaders. Discuss how the scriptures and the Brethren are like the platforms (they give an overall perspective of life and how to proceed along the correct path).

SCRIPTURE MARKING Read 2 Timothy 3:16 with your students. Have them mark the four purposes of scripture: “for doctrine, for reproof, for correction, [and] for instruction in righteousness.”

SCRIPTURE ACTIVITY Give students the following case studies. Have them write down how they would handle the situation. Next have the students read the scriptures listed and decide what they teach about handling the situation.

Case study 1 The bishop has just assigned you and your father to home teach the Carson family. Since they moved in next door their unwanted junk has found its way into your yard; and the Carson boy has done nothing but make life miserable for you in biology.

Scripture: Matthew 5:38–48

Case study 2 Val and Rob have had their summer fishing trip planned for months. At 10:00 P.M. they check their gear and review their plans. Val realizes that he hasn't purchased his fishing license. They plan to leave at 5:30 the next morning. The sporting goods store doesn't open until 7:30. The only other place that sells fishing licenses is Tim's Bar, and it's open until midnight.

Scripture: 1 Thessalonians 5:21–22

SCRIPTURE ACTIVITY Have the students write their own case study for either Acts 5:1–10 or Revelation 3:15–16. Allow them to share their efforts with the class.

CONCLUSION You may wish to share a personal story of how the New Testament has helped you solve a problem or has given you an answer to a question. Encourage students to make their study of the New Testament a daily habit.

Note: The article by Carole Garfield Seegmiller, “Our Family's Tape-Recorded New Testament” (*Ensign*, Jan. 1991, 26–27) may provide additional help in teaching the value of the New Testament.

PURPOSE

To explain the religious and political conditions during New Testament times.

BEFORE THE VIDEO

OVERVIEW This lesson explores the following New Testament issues:

- Why many of the Jews rejected Jesus as the Messiah.
- Why the Jews and the Samaritans were bitter opponents.
- Who the Pharisees, Sadducees, and scribes were.
- The difference between the law of Moses and the oral law (traditions of the elders).
- A simple background of the Roman setting in New Testament times.

As you prepare, you may wish to familiarize yourself with the following entries from the Bible Dictionary: law of Moses, lawyer, Messiah, Pharisees, Roman empire, Sadducees, Samaritans, and scribe.

DISCUSSION Begin your lesson by asking, “How was it possible that with all of the miracles Jesus performed, most of the Jews rejected Him as the Messiah?”

Read the following true story. “I’ll never forget what happened the day I returned from my mission. When I left for my mission to Norway my younger brother was in ninth grade. When I arrived at the airport I walked right past him. What I expected him to look like was so completely different from what he looked like that I didn’t recognize him at all.”

Help your students understand that many of the Jews did not recognize who Jesus was because they expected a different kind of Messiah.

USING THE VIDEO

New Testament Setting 12:45

“LOOK FOR” ACTIVITY Ask the students to watch segment 1 and be ready to explain what kind of Messiah many of the Jews were expecting.

SHOW SEGMENT 1 Segment 1 (7:15) is a “television news magazine” set in Rome at the beginning of New Testament times. It explores the Jews’ beliefs about the Messiah and includes a commercial concerning the Jews and Samaritans.

DISCUSSION After viewing segment 1, review some of the misunderstandings the Jews had concerning the coming Messiah:

- They thought He would be a powerful military leader.
- They thought His first coming would be in glory.

- They thought He would free them from their earthly enemies.

Help the students understand that those who were spiritually in tune accepted Christ when He came.

SCRIPTURE ACTIVITY You may want to read the following scriptures with your students to illustrate the Jews’ rejection of Jesus as the Messiah. Men like Peter and Simeon are examples of those who were spiritually in tune and accepted Him.

Matthew 16:13–17 Most people did not view Jesus as the Messiah. Peter, through the spirit of revelation, knew who Jesus was.

Luke 2:25–34 Simeon, by the power of the Holy Ghost, recognized that the baby Jesus was the Messiah. Simeon prophesied about Him.

John 1:10–12 Most people did not receive Jesus as the Messiah.

Help the students understand that as they read the New Testament this year they will see instances of humble people who accepted Jesus as the Messiah and instances of people who rejected Him.

DISCUSSION Discuss the book commercial from segment 1. Ask the students to recall examples of the animosity between the Samaritans and the Jews. Review the questions raised in the commercial. If needed, help the students with the answers.

- Why did the Jews and the Samaritans hate each other even though they were related? (The Samaritans were part Israelite and part Gentile, descendants of foreign colonists placed there by kings of Assyria and Babylonia. The Jews viewed them as “tainted” because of this.)
- Why did believing Jews avoid traveling through Samaria even if it made their journey longer and more dangerous? (They felt so much animosity that they believed even touching Samaritan soil would defile them.)
- Why did the Samaritans and the Jews accuse each other of having a corrupt religion? (During the time of Ezra and Nehemiah, the Jews would not permit the Samaritans to work on the temple. The Samaritans started their own temple on Mount Gerizim. The Jews felt the Samaritan religion was mixed with pagan beliefs. The feelings between the two groups of people were deep and had been passed down for generations.)

SCRIPTURE ACTIVITY Ask the students to read the following scripture passages and apply their new insights to the Samaritans:

Luke 10:29–37 The parable of the Good Samaritan.

John 4:3–9, 27 Jesus talked to a Samaritan woman at the well. His disciples were surprised that He talked with her.

Acts 1:8 Jesus told His disciples that they would preach the gospel in Judea, Samaria, and to “the uttermost part of the earth.”

“LOOK FOR” ACTIVITY Write the words *Pharisees*, *Sadducees*, and *scribes* on the board. Help the students understand that just as there are different beliefs among Christians (Catholics, Methodists, Baptists), there were (and still are) different beliefs among the Jews. Ask the students to watch segment 2 and be ready to answer the following questions:

- What were some of the religious differences between the Pharisees and Sadducees?
- What was a scribe?
- What was the difference between the law of Moses and the oral law (traditions of the elders)?

SHOW SEGMENT 2 Segment 2 (5:30) explains the differences between the Pharisees, the Sadducees, and the scribes. It also shows the difference between the written law and the oral law. A short explanation of the progress of travel throughout the Roman empire is also included.

AFTER THE VIDEO

DISCUSSION Discuss the answers to the questions listed above. For additional information, you may want

to have the students look up the words *Pharisees*, *Sadducees*, and *scribe* in the Bible Dictionary.

SCRIPTURE ACTIVITY You may wish to ask the students to read the following scripture passages and be ready to say how their new insights increase their understanding of the passages.

Mark 7:1–13 The Pharisees and scribes challenged Jesus because neither He nor His disciples followed the “tradition of the elders.” Jesus told them that through their tradition they made the word of God of no effect.

Luke 11:37–54 Jesus reprimanded the Pharisees and scribes for their works. They wanted to trap Him.

Acts 23:7–8 The Sadducees said that there is no resurrection, but the Pharisees believed in a resurrection.

MAP ACTIVITY Have the students open their Bibles to map 8 and find the names of any modern-day countries (such as Italy and Egypt). Point out the size of the Roman empire. Have them locate Jerusalem. Ask, “What difference did it make that the New Testament took place in the Roman world?” (The Jews were subject to Roman laws; travel was possible and safe, which made missionary work easier; Rome was lenient concerning religion, which allowed the spread of the gospel.)

CONCLUSION Remind students to use the information they learned as they encounter the following in their reading of the New Testament: the Jews’ rejection of Jesus as the Messiah; Samaria and the Samaritans; Pharisees, Sadducees, and scribes; the law of Moses and the tradition of the elders; and the Roman setting.

4 *New Testament*

NEW TESTAMENT CUSTOMS

PURPOSE

To explain the culture and customs of New Testament times.

Note: Because of the number of brief segments in this lesson, you may want to teach it in two different class periods. Or you could show each segment as you teach the scripture block to which it applies.

BEFORE THE VIDEO

Explain to the students that the video will give them the opportunity to learn about the culture and customs of New Testament times.

USING THE VIDEO

New Testament Customs 14:32

HOW TO PROCEED Do the following activities *before each* video segment:

- Read with students the scripture reference that precedes the segment and ask the question provided.

- Read to the class the multiple choice answers, and allow students one or two minutes to look for the correct answer by (1) reading the verse in context, (2) looking up cross-references, or (3) checking the Bible Dictionary and Topical Guide.
- Have students choose the multiple-choice answer they think is correct.
- Have students watch for the correct answer.

Do the following activities *after each* video segment:

- Identify the correct answer (given in italics).
- Discuss additional aspects of the custom presented in the video segment. Clarify any points students may have missed. Feel free to develop the topic further. Set up the next segment with the class.

Note: You might want to award points to students who get the right answers. You could have them work alone or in teams.

Matthew 3:12 What kind of a fan was John the Baptist referring to? (a) A fork used to throw wheat. (b) A hand fan used to cool the face. (c) A billows used to start a fire.

SHOW SEGMENT 1 (1:04) After showing the segment, give the answer to the question and discuss it, as explained above.

Matthew 23:5 What does it mean to “make broad their phylacteries, and enlarge the borders of their garments”? (a) To gain weight so they could be seen more easily. (b) To appear more righteous than others. (c) To increase their social standing in the community.

SHOW SEGMENT 2 (1:16)

Matthew 25:1–4 Why would a guest bring an extra vessel (container) of oil to a wedding? (a) The lamps had only five minutes worth of oil. (b) Sometimes guests had to wait a long time for the groom. (c) The guests gave half of their oil to the bride and groom as a gift.

SHOW SEGMENT 3 (1:00)

Matthew 26:36–38 What does the word *Gethsemane* mean? (a) Oil press. (b) Quiet place. (c) High place.

SHOW SEGMENT 4 (:54)

Mark 15:25 What time of day is the third hour? (a) About 3:00 A.M. (b) About 3:00 P.M. (c) About 9:00 A.M.

SHOW SEGMENT 5 (1:20)

Luke 4:18, 28–29 Why did the Jews try to kill Jesus when He said He was the one anointed to preach the gospel? (a) The Jews thought they could teach the gospel just as well as Jesus. (b) It meant that Jesus was the Messiah. (c) A carpenter’s son could not be anointed to preach.

SHOW SEGMENT 6 (:49)

Luke 10:4 What was a purse and a scrip? (a) A bag to hold money and a bag to hold food. (b) A bag to hold money and a set of scripture scrolls. (c) Supplies and written missionary lessons.

SHOW SEGMENT 7 (:39)

Luke 10:13 Why did the Jews wear sackcloth while they repented or mourned? (a) They didn’t want to ruin good clothes. (b) It was a symbol of their deep sorrow. (c) It was symbolic of putting their sins in a bag and removing them.

SHOW SEGMENT 8 (:42)

Luke 17:12–14 After a leper was healed, why did the leper have to see a priest? (a) Lepers had to repent for not being at church for so long. (b) A leper’s clothing had to be burned by the priest. (c) The priest had to perform the ritual that would allow a leper back into the community.

SHOW SEGMENT 9 (1:05)

John 9:22 Why were the parents of the blind man so concerned about being put out of the synagogue? (a) They wanted to be with their son in his time of need. (b) They did not want to be punished for something their son did. (c) They did not want to lose their membership in the synagogue.

SHOW SEGMENT 10 (:49)

John 10:1 What is a sheepfold? (a) An auction yard where sheep were sold. (b) A place where sheep were kept at night. (c) An inn used by shepherds.

SHOW SEGMENT 11 (:50)

John 10:14–15 How did a shepherd separate his sheep from the other sheep in the fold? (a) The shepherd identified the colored rope he tied around each neck. (b) Each shepherd had a good sheep dog. (c) The shepherd would call his sheep and they would come.

SHOW SEGMENT 12 (:38)

John 13:23–25 During the Last Supper, why was John leaning on Jesus’ bosom (chest)? (a) It was symbolic of talking to the heart. (b) It was part of the feast of the Passover, symbolizing Abraham’s bosom. (c) John was eating next to the Savior at the feast.

SHOW SEGMENT 13 (1:04)

Acts 13:5 Why would the Jews allow a stranger like Paul to teach in the local synagogues? (a) Paul looked Jewish. (b) The Jews thought Paul was a rabbi because he dressed like one. (c) The congregation was allowed to participate in the services.

SHOW SEGMENT 14 (:45)

Galatians 3:24 What was a schoolmaster? (a) A teacher. (b) A personal tutor who helped to raise a boy. (c) A supervisor of several teachers.

SHOW SEGMENT 15 (:43)

1 Peter 1:13 What does it mean to “gird up your loins”? (a) Tuck in the loose ends of your clothing so you can work more easily. (b) Tighten your belt. (c) Wear a leather covering around your hips.

SHOW SEGMENT 16 (:54)

PURPOSE

To show the importance of faith in the healing of both body and spirit.

BEFORE THE VIDEO

SCRIPTURE INSIGHT Have students read Matthew 9 and list the physical illnesses that Jesus cured. Ask a student to explain the meaning of the word *whole* as it is used in verse 12. (It means "well.") Have the students cross-reference verse 12 with verse 22 to reinforce the idea that wholeness means health or healing. List some spiritual disorders that the Lord, as a "physician," can cure. (Thinking evil, v. 4; sin, v. 13; ridicule and unbelief, v. 24.)

Ask the following questions:

- Why do you suppose Matthew included his own calling as an Apostle in a scripture section devoted to healings?
- What was Matthew's occupation?
- How was his rising from the tax tables similar to that of the man who arose from his bed of affliction?

SCRIPTURE INSIGHT Read Luke 17:11–19 with the students. Have them mark the phrase "they were cleansed," noting the removal of the disease from the ten lepers, in verse 14. Also have them mark the phrase "thy faith hath made thee whole" in verse 19. To the leper who had expressed faith by returning and giving thanks came a spiritual healing as well. Jesus had cleansed the ten lepers, but only the Samaritan who gave thanks was pronounced physically healed and spiritually whole.

QUOTATION Share the following quote by President Harold B. Lee: "The greatest miracles I see today are not necessarily the healing of sick bodies, but the greatest miracles I see are the healing of sick souls, those who are sick in soul and spirit and are downhearted and distraught" (in Conference Report, Apr. 1973, 178; or *Ensign*, July 1973, 123).

USING THE VIDEO *"Thy Faith Hath Made Thee Whole" 16:42*

"LOOK FOR" ACTIVITY Encourage the students to watch for the ways the Lyman family needs to be healed, both physically and spiritually.

SHOW SEGMENT 1 Segment 1 (7:56) introduces the Lyman family and some challenges they face. Peggy, the mother, is in the hospital suffering from a life-threatening disease. Paul, her husband, is overwhelmed, coping with a seriously ill wife and two teenagers. Brent and Alicia, the teenagers, are caught in the middle of the family crisis.

ACTIVITY With the help of the class, list on the board the problems of each family member. (Peggy, the mother: poor health; Paul, the father: doubt and unbelief; Brent: feelings of inadequacy; Alicia: feeling unloved and guilty.)

TEACHER INSIGHT Physical disorders are easily seen. Spiritual disorders are not always so noticeable. Yet we all have spiritual disorders and need to come to the Savior to be healed. Use the following scriptures to help make this point: Isaiah 53:5; Matthew 13:15; 2 Nephi 25:13; 3 Nephi 9:13.

DISCUSSION Consider with the class what expression of faith would need to take place in the life of each member of the Lyman family for them to be healed.

Ask the following questions:

- If the mother lives, what effect might her physical healing have on the other family members?
- If she died, would the effect be different?
- What would determine the difference?

Note: Often students are concerned when blessings are given and people die. Help them understand that some people are not healed of physical illness because they lack faith. Others are not healed because the Lord may have another purpose to accomplish or the individual's mission on earth has been fulfilled. Sometimes death and other trials come simply as a part of mortal life (see Spencer W. Kimball, *Tragedy or Destiny?* [1977], 5–6). In many cases, accepting death is a matter of faith, because we do not know the reason.

"LOOK FOR" ACTIVITY Suggest that students watch for the development of faith by members of the Lyman family.

SHOW SEGMENT 2 Segment 2 (8:46) explores how the Lyman family's faith is tested by their circumstances.

AFTER THE VIDEO

DISCUSSION Discuss the development of faith by the family members. What seems to make a difference to each member of the family?

SCRIPTURE INSIGHT Review the story in Mark 5 of the healing of Jairus's daughter. Have the students look for and mark expressions of faith on the part of the father (see vv. 22–24).

CONCLUSION Share the following quote, regarding Mark 5:23, by Elder Howard W. Hunter: "These are not only the words of faith of a father torn with grief but are also a reminder to us that whatever Jesus lays his hands upon lives. If Jesus lays his hands upon a marriage, it lives. If he is allowed to lay his hands on a family, it lives" (in Conference Report, Oct. 1979, 93; or *Ensign*, Nov. 1979, 65).

Discuss ways in which the students might express faith and allow the Lord to make them whole.

PURPOSE

To help students understand and apply parables in their lives.

BEFORE THE VIDEO

OBJECT LESSON Have the students compare an object (like a pencil) with a principle of the gospel (like repentance). Ask, “What term do we use when Jesus tells a story and compares it to a gospel truth?” (see Mark 4:34). Explain that there were times when the Lord only taught in parables.

USING THE VIDEO*Parables 13:25*

SHOW SEGMENT 1 Show students segment 1 (:27) without giving any background. The students will probably not see creatures that are camouflaged in their surroundings.

DISCUSSION Have the students identify what they saw (branches and ocean floor).

SHOW SEGMENT 2 Segment 2 (:36) is a repeat of segment 1, but this time the creatures move, making them visible.

DISCUSSION Discuss why it was difficult to see the creatures in segment 1 and easy to see them in segment 2. (They were hidden in their surroundings.) Like the camouflaged creatures, one reason the Savior taught in parables was to conceal the meaning.

SCRIPTURE INSIGHT Help the students understand Matthew 13:13 and the concept “they seeing see not; and hearing they hear not.” Those who are spiritually in tune and who understand gospel principles will understand. Those who are unwilling to accept Christ’s teachings hear only a story.

“LOOK FOR” ACTIVITY Have the students look for three steps that will help them understand parables.

SHOW SEGMENT 3 The word *parable* is Greek in origin and means “setting side by side,” or a comparison. Segment 3 (12:22) illustrates three steps students can use to help them make the comparison.

AFTER THE VIDEO

DISCUSSION Identify and discuss the three steps for understanding parables. During the discussion you may wish to use the other six parables in Matthew 13 to practice as a class. Allow students to take the lead in the discussion as their skills improve.

OUTLINE The following outline shows the three steps that can help students understand parables:

1. Outline the parable
 - a. Objects or persons
 - b. Actions
 - c. Results of actions
2. Find the clues
 - a. “Like unto” statements
 - b. Cross-references
 - c. Background information
 - 1) What situation or question generated the parable? (see Luke 15).
 - 2) Who was the parable told to? What were the people like? (see Luke 10:25–37).
3. Make the comparison
 - a. Write down the comparisons found from the clues.
 - b. Ask questions about the relationship between people, objects, actions, and results.

CONCLUSION Help students apply parables by asking questions like the following:

- What doctrine should I understand from this parable?
- Which of the people in the parable am I most like?
- What is the parable telling me to do to better myself?

7 *Matthew 21*

JUSTICE AND MERCY

Note: Seek the help of the Spirit as you teach about the last week of the Savior’s life from Matthew 21–28. Remember the Lord’s promise: “The Spirit shall be given unto you by the prayer of faith” (D&C 42:14). You may also find the following suggestions helpful:

1. Students should know and understand the *doctrinal principles* associated with the Atonement. (Doctrinal help is provided with this lesson.)
2. Students should have a good understanding of the *events* that occurred as part of the Savior’s atoning sacrifice. (Refer to the teacher resource manual and student study guide.)
3. Students should come to *feel* a deep sense of awe, gratitude, love, and commitment for the Savior and the Father. (See lesson 9 in the video guide, “To This End Was I Born.”)

The following are suggestions on how to use these resources in either a daily or a weekly setting:

DAILY: Day 1, teach the *doctrine* using the scriptures, this video guide lesson, and video presentation 7, “Justice and Mercy.” Days 2–4, teach the *events* using the scriptures, the teacher resource manual, and video presentation 8, “The Sacrament.” Day 5, teach for *feelings*, using the scriptures, video guide lesson 9, and video presentation 9, “To This End Was I Born.”

WEEKLY: Week 1, teach the *doctrine* using the scriptures, this video guide lesson, and video presentation 7, “Justice and Mercy”; also introduce the *events*. Between weeks the students should focus on the *events*. Week 2, teach for *feelings*, using the scriptures, video guide lesson 9, and video presentation 9, “To This End Was I Born.” Use video presentation 8, “The Sacrament,” when you decide to teach about the sacrament.

PURPOSE

To help students better understand the principles of the Atonement and its part in the plan of salvation.

BEFORE THE VIDEO

ACTIVITY Ask, “How important were the events of the week of the atoning sacrifice (triumphal entry through Resurrection) to the writers of the Gospels?” Write *The Last Week* on the board. Have your students count the number of pages the Gospels devote to the last week of the Savior’s life.

Matthew 21–28 (18 pages)

Mark 11–16 (11 pages)

Luke 19–24 (13 pages)

John 12–21 (17 pages)

Total: 59 pages

Ask, “What percent of the Gospels and of the New Testament does this represent?” Write these percentages on the board:

Gospels: 33 percent

New Testament: 15 percent

Explain that Jesus lived thirty-three years (a little more than 1700 weeks). Ask students why they think the writers of the Gospels would devote one third of their writings to just one week. Tell them that during the next week they will be studying the events of the Savior’s last week—including how the Atonement fits into the overall plan of salvation.

DOCTRINAL OUTLINE AND DISCUSSION Using the scriptures cited, make the following points with your students:

1. *God’s work and glory is “to bring to pass the immortality and eternal life of man”* (Moses 1:39). Eternal life is God’s life (see D&C 19:10–12; see also John 17:3). It means to live with God and to be like Him.
2. *In order to become like God, we had to leave His presence and prove ourselves worthy of returning to Him* (see Abraham 3:24–25).
3. *The Fall of Adam and Eve was an important and necessary part of the plan of salvation* (see Romans 5:12; 1 Corinthians 15:22).
4. *Though the Fall was necessary for us, it also put us at risk in terms of our salvation* (see Romans 3:23; Ephesians 5:5; Moses 6:57).
5. *The Father chose His Only Begotten Son before the foundation of the world to be our Savior and Redeemer* (see John 3:16; 1 Peter 1:18–20).
6. *Because of the Atonement we can return to live with God and be like Him* (Matthew 5:48; Romans 8:17).

USING THE VIDEO

Justice and Mercy 6:28

SHOW SEGMENT 1 Segment 1 (3:45) contains a brief explanation of the justice of God.

DISCUSSION After viewing segment 1, ask students what they learned about the justice of God. List on the board the following characteristics of the Savior:

UNIQUE NATURE OF JESUS

<i>Son of Mary (Mortal)</i>	<i>Son of Elohim (Divine)</i>
1. Subject to death	1. Power over death
2. Able to suffer pain	2. Able to endure infinite pain
3. Subject to temptation	3. Lived perfectly

Ask students how the divine characteristics of the Savior make Him different from the rest of mankind.

SHOW SEGMENT 2 As students view segment 2 (2:43), suggest they look for ways those unique characteristics helped the Savior satisfy both the justice and mercy of God.

AFTER THE VIDEO

DISCUSSION Read Alma 42:15 with your students and ask them how the plan of mercy is brought about. (The Savior, through the Atonement, satisfied the demands of justice.) Read Alma 42:25 and discuss why mercy cannot rob justice. What does the Savior expect us to do to qualify for His mercy? (Have faith in Him and His Atonement, and repent of our sins.)

PURPOSE

To help students understand the relationship between remembering the Savior's sacrifice and keeping His commandments.

BEFORE THE VIDEO

DISCUSSION Have students list several significant things that took place at the Last Supper (such as the institution of the sacrament, the washing of the Apostles' feet, and the prophecy of Peter's denial). Explain that this lesson will focus on several significant things that took place at the Last Supper.

Ask the following questions:

- Why were Jesus and His Apostles in Jerusalem? (To celebrate the feast of the Passover.)
- What is the significance of the feast of the Passover? (see Bible Dictionary, "feasts," 672; see also *Old Testament: Genesis–2 Samuel* [Religion 301 student manual], 117–18).

SCRIPTURE ACTIVITY Have students read Luke 22:1–20 and find answers to the following questions:

- What was the attitude of the priests and scribes toward Jesus at the time of the Passover? (They wanted to kill Him.)
- What was the general attitude of the people toward Jesus? (They did not have murder in their hearts for Jesus.)
- What purpose does the Savior give for the sacrament? (It was to be done as a remembrance of Him.)
- Why do you think it is important to remember the Savior's sacrifice? (Allow student response.)

USING THE VIDEO

The Sacrament 12:13

"LOOK FOR" ACTIVITY Tell your students that the video will help them understand why it is important to remember the Savior's sacrifice.

SHOW SEGMENT 1 In Segment 1 (7:21) John's parents want their children to get a higher education. They agree as a family to save all their extra money in a jar. When John goes away to school he finds school very difficult and considers quitting. The jar becomes a reminder to him of the sacrifices his family made for him.

DISCUSSION Help students see the connection between remembering sacrifices and fulfilling commitments. Help them also see that those who truly remember the sacrifices of Jesus are more willing to keep their baptismal covenants. Just as a simple jar was a reminder to John of his family's sacrifice, so the bread and the water are reminders to us of the Savior's

sacrifice. The following questions may help your students understand the parallels between the video and the sacrament:

- What kept John in school when he wanted to quit? (The students may say the jar kept him in school. Remind them that it was remembering his family's sacrifice that kept him in school. The jar was only a reminder of their sacrifices.)
- Is there a connection between remembering someone's sacrifice and keeping a commitment? (The more we remember the sacrifice of another, the more willing we are to keep our commitments to that person.)
- How does the video help us understand the importance of remembering the Savior's sacrifice? (If we remember what the Savior sacrificed for us, we will be more willing to keep the commitments we have made with Him.)
- What commitments have we made with the Savior? (see D&C 20:77, 79).
- What is the parallel between the jar and the sacrament? (Both are visual reminders of sacrifice.)
- How well do you remember the Savior's sacrifice when you partake of the sacrament?
- What things can distract us from remembering the Savior during the sacrament?

"LOOK FOR" ACTIVITY Ask students to look for things the youths in segment 2 do that help them remember the Savior during the sacrament.

SHOW SEGMENT 2 Segment 2 (1:48) contains testimonies of youths who talk about things they do during the sacrament that help them keep their focus on the Savior.

DISCUSSION Discuss things we can do to remember the Savior during the sacrament. Help students understand that it takes effort to remember the Savior and His sacrifices. If we learn to always remember the Savior, our commitment to keep His commandments will be greatly increased.

OPTIONAL ACTIVITY Segment 3 is optional and can be used as a preparation for a class testimony meeting or to sum up the lesson.

SEGMENT 3 Segment 3 (3:04) is a montage of scenes from the life of Jesus, the Last Supper, and a modern-day sacrament meeting.

AFTER THE VIDEO

Encourage your students to always remember the Savior and His sacrifice for them.

Note: Refer to the note at the beginning of lesson 7 for additional help in teaching this lesson.

PURPOSE

To help students feel awe, gratitude, and love for the Savior and for what He has done for us.

BEFORE THE VIDEO

SCRIPTURE ACTIVITY To prepare your students for the video and the discussion that follows, briefly discuss the following scriptures and the concepts they teach:

John 14:31 Jesus loved the Father so much that He was willing to do whatever the Father asked of Him, even giving His life.

John 10:18 No man had the power to take the life of Christ; He willingly gave His life for us.

John 10:17 The Father loved His Son because of His willingness to lay down His life.

John 15:12–13 Jesus loved us so much that He gave His life for us.

John 3:16 Heavenly Father loved us so much that He gave His Only Begotten Son so we could be saved.

John 13:34–35; 14:21 We show the Father and Son we love Them by keeping Their commandments and loving one another.

USING THE VIDEO

“To This End Was I Born” 27:00

“LOOK FOR” ACTIVITY Ask the students to watch for some of the contrasts depicted in the video (such as Jesus’ response and that of His accusers, or Pilate the governor and Jesus the King.) Make sure you have sufficient time to show the video and do the follow-up activities.

SHOW THE VIDEO The video presentation is designed to help your students feel a sense of awe, gratitude, and love for the Savior and His sacrifices.

AFTER THE VIDEO

ACTIVITY The following are only suggestions. Let the Spirit guide you as you decide how to help your students feel love, gratitude, and awe for the Savior.

1. Read or sing “I Stand All Amazed” (Hymns, no. 193) or the third verse of “How Great Thou Art” (Hymns, no. 86).
2. Give your students some time to ponder and reflect on their feelings about the Savior.
3. Tell students of your feelings about the Savior.
4. Invite your students to bear their testimonies of the Savior.
5. Have students write their feelings about the Savior.
6. Read Omni 1:26 together and ask your students what they can do to come unto the Savior.

10 *John 21*

“FEED MY SHEEP”

PURPOSE

To help students put the Lord first in their lives.

BEFORE THE VIDEO

SCRIPTURE ACTIVITY Have students read John 21:1–15, and ask them the following questions:

- Why did Peter and the other disciples go fishing? (see v. 3).
- How many times did Jesus visit the disciples after His Resurrection? (see v. 14).
- What do you think was the purpose of Jesus’ visit to His disciples on this occasion?

- How do you think Peter felt when Jesus asked him, “Lovest thou me more than these?” (see v. 15).

USING THE VIDEO

“Feed My Sheep” 13:04

“LOOK FOR” ACTIVITY Suggest that as the students watch segment 1 they think about what their decision would be if they were in Davy’s place and why.

SHOW SEGMENT 1 Segment 1 (3:58) is a story about a young man who wrestles with a decision whether to accept an invitation to participate in a national track meet. His commitment would require him to participate on Sunday and conflict with his church attendance and assignments as well as keeping the Sabbath day holy.

DISCUSSION Discuss how Davy’s conflict is an example of “Lovest thou me more than these?” (John 21:15) and why. Write the following on the board, along with any other choices the students might have:

<u>“Lovest Thou Me . . .</u>	<u>. . . More Than These?”</u> (possible responses)
Go home teaching	“I’m too busy with sports and homework.”
Fulfill Church callings	“I’m in school debate.”
Do baptisms for the dead	“I have to practice at that time.”
Do service projects	“I have to work.”
Serve a mission	“I’ll lose my scholarship.”
Read the scriptures	“I have too much homework.”

Ask students if the activities in the “More Than These” column are negative or bad. When might they become a problem?

SCRIPTURE ACTIVITY Read John 21:16–17 with your students and ask why they think Jesus asked Peter the question “Lovest thou me?” three times. How did Peter feel? (see v. 17). How did he answer Jesus each time? Discuss how our love for Jesus influences our choices?

“LOOK FOR” ACTIVITY Have students look for ways the situations in segments 2–5 illustrate Jesus’ instructions to feed His lambs.

SHOW SEGMENTS 2–5 Segments 2–5 (9:06), each based on a true incident, illustrate how young people can apply the Savior’s request to feed His lambs and sheep.

Note: You may wish to show and discuss each segment individually.

AFTER THE VIDEO

DISCUSSION Tell students that when Jesus said “Feed my lambs,” He wanted us to nurture and nourish Heavenly Father’s children. Discuss how each segment illustrates the expression “Feed my lambs.” Discuss other ways we can feed His sheep. The following questions might be helpful:

Segment 2 (1:19) Is it necessary to have an assignment before we should show care and concern for others? What are some ways Val might have helped Jason Cravetz?

Segment 3 (2:19) Why did Michelle give Angie Clawson a copy of the Book of Mormon as a birthday gift? What are some ways we can share the gospel with our friends?

Segment 4 (3:56) What are the risks when we try to correct the behavior of other people? Why did Ryan accept Dan’s observations?

Segment 5 (1:32) Why does it seem difficult to be kind to individuals like Vernon? How might Vernon have felt?

SUMMARY If we love the Lord we should feed His sheep.

11 Acts 10

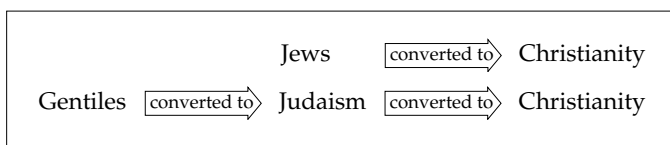
LONG-PROMISED DAY

PURPOSE

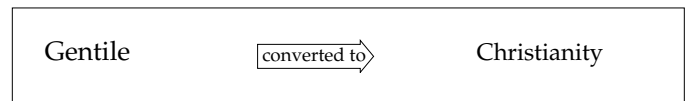
To help students understand that the Lord reveals changes in the Church through His prophet.

BEFORE THE VIDEO

HISTORICAL BACKGROUND Until the events in Acts 10 the New Testament Church had two types of converts: Jewish and Gentile. The Gentile converts converted first to Judaism and then to the Church. There were probably no Gentile members of the Church who had not been converted to Judaism first. The following diagram might be helpful:



Cornelius was the first non-Jewish person in the New Testament to be baptized into the Church without being converted to Judaism first (see Bible Dictionary, “Cornelius,” 650). His conversion could be diagrammed as follows:



SCRIPTURE INSIGHT In the days of Jesus, the Apostles were told not to teach the gospel to the Gentiles (see Matthew 10:5–6). After the death of Christ, however, Peter was told in a revelation that it was time to preach the gospel to all people. As you teach Acts 10:1–11:18, help students understand that Peter received the revelation for change in the Church because he was the President of the Church in his day. Also help students understand that

the Lord reveals changes in His Church today through His prophet. Elder Harold B. Lee, as an Apostle, said:

“When there is to be anything different from that which the Lord has told us already, he will give it to his prophet. . . . I have said, ‘Do you suppose that while the Lord has his prophet on the earth he is going to take some round-about means of revealing things to his children? That is what he has a prophet for, and when he has something to give to this Church, he will give it to the President’” (“The Place of the Living Prophet, Seer, and Revelator,” in *Charge to Religious Educators*, 2nd ed. [1982], 109).

DISCUSSION Discuss the impact this revelation to Peter had on the Church in that day. Include the following:

- The Apostles and missionaries could now go “into all the world, and preach the gospel to every creature” (Mark 16:15).
- Church membership, which was almost exclusively Jewish, would include people who were Gentiles.
- It would give rise to an ongoing controversy over how the law of Moses applied to Church members who had been Gentiles. Some of Paul’s letters address this controversy.
- To help students see the growth of the New Testament Church as reflected by Paul’s journeys, you may wish to refer to Bible map 13.

USING THE VIDEO

Long-Promised Day 8:52

Note: Before showing the video, make sure students understand the following points:

- The video portrays a time when the Church was not yet officially organized in Ghana and Nigeria. Consequently, there were no missionaries and no members of the Church there. However, some individuals had been able to obtain a few Church tracts and copies of the Book of Mormon.
- While many blacks were members of the Church, the prophet taught that blacks could not then hold the priesthood. Just as the Lord’s revelation to Peter lifted the restriction on taking the gospel directly to the Gentiles, the Lord’s revelation to a latter-day prophet lifted the restriction on giving the priesthood to blacks. After the revelation, all worthy male members of the Church could be ordained.

SHOW THE VIDEO The video tells the story of the revelation President Spencer W. Kimball received that extended the blessings of the priesthood to all worthy male members of the Church (see Official Declaration 2).

AFTER THE VIDEO

DISCUSSION Discuss parallels between the revelation to Peter and the revelation to President Kimball. (Both were given through the head of the Church, both opened new doors for spreading the gospel, and so forth.) You may want to read Official Declaration 2 and discuss changes that have occurred in the Church because of the revelation to President Kimball.

CONCLUSION Emphasize that the Lord leads His Church through prophets. If the Lord has changes or other important instructions for His Church, that information will come through His prophet. Ask students where they can find the words of the Lord’s living prophet, and discuss what the prophet is saying to us today.

12 Acts 21–28

PAUL: A CHOSEN VESSEL

PURPOSE

To help students understand how the Lord prepared Paul to bear witness of Him throughout the world.

BEFORE THE VIDEO

SCRIPTURE SEARCH Have students read Acts 9:6 and find out what the Lord told Saul to do. What did the Lord tell Ananias His purpose was in calling Saul to the ministry? (see Acts 9:15–16).

As a class or in groups, search Acts 18; 21–22; 26 for the following information about Saul: his occupation (Acts 18:3), his ability with languages (Acts 21:37–40), his birthplace (Acts 21:39), his teacher (Acts 22:3), his citizenship (Acts 22:25–29), and his religious training (Acts 26:4–5). Ask students how they think these things helped Saul as a servant of the Lord.

USING THE VIDEO

Paul: A Chosen Vessel 11:34

“LOOK FOR” ACTIVITY When the Lord appeared to Saul on the road to Damascus, He knew Saul would suffer greatly for the ministry. But the Lord also knew Saul would accomplish a great work for Him. Have students look for the significance of each of the elements of Saul’s preparation as he fulfilled his calling as an Apostle of the Lord Jesus Christ.

SHOW THE VIDEO This presentation uses time-lapse photography to simulate the sculpting of Paul’s bust. This serves as a metaphor of how the Lord shaped Paul for the ministry. Paul’s religious training, for example, enabled him to bear witness to the Jews. His birthplace and language training prepared him to witness to the Gentiles. Paul’s defense before King Agrippa shows how he was obedient to his calling.

AFTER THE VIDEO

SCRIPTURE INSIGHT Read Acts 26:19–29 and discuss Paul’s desire for us all (that we would all be persuaded to believe in Christ and be willing to bear witness of Him).

CONCLUSION Invite students to share experiences of people they know who have been persuaded to believe in Christ or who have had opportunities to testify of the gospel of Jesus Christ.

13 Romans

THE DOCTRINE OF GRACE

PURPOSE

To help students understand that, through the grace of Jesus Christ, divine help is available for each of us to gain eternal life.

Note: This lesson focuses on the doctrine of grace. Because of the sacred nature of this doctrine, care and sensitivity should be used while teaching this lesson. This lesson should be followed immediately by lesson 14, “Faith and Works,” to help students understand the relationship between faith, grace, and works.

BEFORE THE VIDEO

DISCUSSION Have your students turn to “grace” in their Bible Dictionary (p. 697) and help them understand the following:

- Grace is a divine means of help, or an enabling power.
- We need grace because of the Fall of Adam and man’s shortcomings.
- The Lord extends grace to us when He:
 - Raises us to immortality.
 - Gives us strength and assistance to do good works.
 - Helps us gain exaltation.
- To receive grace in our lives we need to make our own best effort and live the first principles and ordinances of the gospel.

STUDENT ACTIVITY Tell students that the Lord extends grace to us in three ways: He raises us to immortality, He gives us strength and help to do good works, and He helps us gain exaltation. Have students read Acts 4:33; 15:11; 20:32; Romans 2:4; 5:15; and 2 Corinthians 12:9 and tell what kind of grace is being described in each of these verses.

Acts 4:33	Strength and assistance
Acts 15:11	Exaltation
Acts 20:32	Strength and help / exaltation

Romans 2:4	Strength and help
Romans 5:15	Immortality
2 Corinthians 12:9	Strength and help

USING THE VIDEO

The Doctrine of Grace 14:04

SHOW SEGMENT 1 Segment 1 (5:51) is a parable showing how the Lord’s grace helps us gain eternal life.

DISCUSSION After viewing segment 1, do the following:

- Discuss how the father giving his daughter the bicycle is like the Savior paying the price for our exaltation.
- Discuss how the father giving his daughter money is like the Savior giving us the gift of faith.
- Discuss how the girl’s efforts to earn money and pay for the bicycle is like what the Savior requires us to do to gain eternal life.
- Discuss why we are not able to gain exaltation on our own power.

Tell students that since we can only be perfected in Christ, we must rely on His saving grace (see Moroni 10:32–33). Romans 12:3 suggests that our good works are the result of God giving us strength beyond our own abilities.

“LOOK FOR” ACTIVITY As students watch segment 2, suggest they look for ways the Savior gives strength and assistance to us in times of trial.

SHOW SEGMENT 2 Segment 2 (6:03) portrays how the Lord helps a successful gymnast cope with an accident that left her paralyzed.

DISCUSSION Ask students what Diane’s trials were and discuss how the Lord’s grace lightened her burden. Discuss other types of trials that people face. Help students know that if they turn to the Savior, His grace can help them in their trials (see also 2 Corinthians 12:7–9).

“LOOK FOR” ACTIVITY As students watch segment 3, have them look for ways the Savior can give us daily strength and assistance.

SHOW SEGMENT 3 Segment 3 (2:10) includes two short illustrations of how the Lord provides daily assistance to help us live the gospel.

AFTER THE VIDEO

DISCUSSION Students should understand that the Lord's mercy and love can help us begin and complete things that we could not do if left to our own abilities. Discuss the strength and assistance given to the

individuals in the video. Invite students to share righteous desires they were able to accomplish because of the Lord's help. Discuss how students can seek the grace of Christ (see also Romans 15:15; 1 Corinthians 15:10).

SCRIPTURE INSIGHT Discuss the principle of grace as shown in 2 Nephi 31:19; 3 Nephi 12:3; Ether 12:27; D&C 20:30–31; 50:40; 93:20.

14 Romans

FAITH AND WORKS

PURPOSE

To help students understand the relationship between faith, grace, and works in their progression toward eternal life.

BEFORE THE VIDEO

ACTIVITY Have students read Moses 1:39 and discover God's work. Tell them that in the world there are many false ideas on how a person gains salvation. Have students determine if immortality comes through faith, works, grace, or a combination of the three. Have them determine if eternal life comes through faith, works, grace, or a combination.

Note: You may wish to define the following terms:

- **Faith:** Trust—confidence in and reliance on Jesus Christ and His Atonement.
- **Works:** Actions—keeping the commandments, keeping our covenants, performing ordinances, and developing God-like traits.
- **Grace:** Help—divine help given through the love and mercy of Jesus Christ.

USING THE VIDEO

Faith and Works 8:32

"LOOK FOR" ACTIVITY Tell students that this lesson will help them understand how faith, grace, and works enable us to gain salvation. As they watch the video, have them look for the differing opinions the skiers have on how to survive.

SHOW THE VIDEO The video is an analogy about how we are saved. Three men are trying to reach the North Pole when a severe storm hits and delays their expedition and threatens their survival. They argue about what they should do to be saved.

AFTER THE VIDEO

DISCUSSION Ask students what the skiers were concerned about after the storm. What did each skier

think should be done to survive? What was the pilot's role? (to provide the support that would keep them alive). Tell your students that, like skier one, some individuals believe that we are saved only by our own works. Others, like skier two, believe that we are saved only through the grace of God and do not have to do anything of ourselves. Still others, like skier three, know that we are saved through the grace of God after putting forth our own best effort. Help your students identify the falsity of the idea that we can save ourselves through our works, or that we do not have to do anything to be saved.

UNDERSTANDING PAUL Tell students that, like the first skier, some of Paul's audience had lost sight of God's power to save them. They became so involved in following the law of Moses that they did not recognize that salvation was in and through the Savior. So Paul spent most of his time preaching grace instead of works. Tell students that we can get a false understanding of how we are saved if we base our belief on just a few verses of scripture. To illustrate this point, read 1 Corinthians 15:21–22 and ask students whether they think the free gift of God described in these verses is immortality or eternal life. Use some or all of these additional examples:

Selective scriptures on works Ask students how they would say they were saved if they based their whole belief for salvation on Deuteronomy 10:12–13 (or Matthew 5:48, or Philippians 2:12).

Selective scriptures on faith and grace Ask students how they would say they were saved if they based their whole belief for salvation on Galatians 2:16 and Ephesians 2:8–9.

Looking at Paul as a whole Tell students that *justified* means to be found innocent of sin. Have students read Romans 3:24 and ask, "How are we justified?" (by grace). Have them read verse 28, and ask them the same question. We are saved by grace and faith. Have them read Romans 2:13 to find out who will be justified (see also 2 Nephi 25:23).

SUMMARY We are saved by the grace of Jesus Christ through His atoning sacrifice. Immortality (resurrection) is a free gift we all receive because of His grace. Eternal life is also a gift of grace, but it is conditional upon each individual's own best efforts. Those who make their best efforts to follow Christ are promised His help, strength, and assistance to do works they could not otherwise do

(see 2 Corinthians 9:8). Through His grace we receive a measure of faith (see Romans 12:3), and through faith (confidence and reliance upon Christ) we please God (see Hebrews 11:6). Our faith is perfected by our works (see James 2:22). Therefore, we gain eternal life through Christ by living His commandments and being perfected in Him (Moroni 10:32).

15 1 Corinthians 3–6

THE BODY IS A TEMPLE

PURPOSE

To encourage students to keep themselves clean and worthy of the Lord's Spirit.

BEFORE THE VIDEO

Tell students that Corinth was a large trade capital and a city of great immorality. Paul had great success turning the Corinthians from their wickedness and converting them to Jesus Christ.

USING THE VIDEO

The Body Is a Temple 7:18

"LOOK FOR" ACTIVITY Read 1 Corinthians 3:16 and ask students to be ready to explain how segment 1 of the video relates to this verse and to the Corinthian Saints.

SHOW THE VIDEO Segment 1 (1:57) portrays a large room in a run-down house with broken chairs, broken windows, and debris littering the floor. The room begins to change and become beautiful as the broken things disappear, the walls begin to look new, and beautiful light fixtures appear.

Note: Because of the sanctity of temples, the images in the video are not intended to represent the inside of a temple. As you teach the lesson, make sure the students understand that the Corinthians are compared to a home, not to a temple.

DISCUSSION Ask students how segment 1 relates to 1 Corinthians 3:16 and to the Corinthian Saints. Help them compare the interior of the house to the Corinthians who joined the Church. (Prior to their conversion many of the Corinthians had led sinful lives. Through their faith in the Atonement of Jesus Christ they had become clean, renewed, and worthy of the Holy Ghost.)

SCRIPTURE INSIGHT Tell students that after Paul left Corinth he learned that many of the Corinthian Saints were returning to their former ways. Help students understand that 1 Corinthians was written to chastise the Corinthian Saints and to encourage them not to return to their wickedness. Divide your students into three groups and assign each group a chapter from 1 Corinthians 3–5. Have each group identify key words

that tell what sins the Corinthian Saints were committing again. You may want to have each group list on the board some of the key words they found.

SCRIPTURE INSIGHT Read 1 Corinthians 6:9–20 with your students and ask them if they can sense Paul's frustration as he learns that the Corinthians were becoming filthy again. Help the students understand that members of the Church today have the same challenge as the Corinthian Saints—to keep our lives worthy of the Spirit of God while living in a sinful world.

"LOOK FOR" ACTIVITY Ask your students to be ready to discuss some of the challenges we face today in keeping our lives clean and worthy of the Spirit.

SHOW THE VIDEO Segment 2 (5:21) compares the lives of two young women who, through choice, make their homes either uninviting or inviting for the Spirit of God.

AFTER THE VIDEO

DISCUSSION You may want to discuss:

- How the students felt as they saw the beautiful room become filthy.
- How the light symbolized the Holy Ghost. Help them understand that obedience brings greater light; disobedience and uncleanness result in darkness and loss of the Spirit.
- Why the Holy Ghost would not want to dwell with spiritually unclean individuals. (Compare this to why we would not want to live in a filthy, run-down house.)
- The choices made by each girl.
- The choices that defile or protect us today.
- Things we can do to keep our lives progressing in a positive direction.
- What Paul meant when he said: "Know ye not that . . . ye are not your own? For ye are bought with a price" (1 Corinthians 6:19–20).

PURPOSE

To help students understand the difference between godly and worldly sorrow and that it is godly sorrow for sin that leads to true repentance.

BEFORE THE VIDEO

DISCUSSION Have students read 2 Corinthians 7:1. Then have them read 2 Corinthians 6:16–18 to find the promises Paul refers to. (God will dwell with us. He will walk with us. He will be our God and we will be His people. He will receive us if we are clean. He will be our Father and we will be His sons and daughters.) Who will receive these promises? (People who have made covenants with God and who are living righteously.) What does Paul counsel the Corinthian Saints to do to remain worthy of these promises? (Cleanse themselves from all filthiness of the flesh and spirit.) Discuss how we cleanse our flesh and spirit of filthiness through repentance.

SCRIPTURE ACTIVITY Read 2 Corinthians 7:8–10 with your students and help them understand the following:

- Paul called the Corinthian Saints to repentance in his first epistle to them.
- The Corinthian Saints felt godly sorrow and repented of their sins.
- Godly sorrow for sin leads to repentance, while worldly sorrow leads to spiritual death.

Paul emphasized the importance of godly sorrow in the repentance process. Explain that the purpose of this lesson is to show the difference between godly sorrow and worldly sorrow and how godly sorrow leads to true repentance.

USING THE VIDEO

Godly Sorrow Leads to Repentance 9:25

“LOOK FOR” ACTIVITY As the students watch the video, have them try to determine the meaning of godly sorrow and the difference between godly and worldly sorrow.

SHOW THE VIDEO This presentation portrays a young woman learning the difference between worldly and godly sorrow. In an interview for a temple recommend for her marriage she confesses some past sins to her bishop. She is upset and feels worldly sorrow when her bishop tells her she cannot have a temple recommend until she repents. Through the repentance process the young woman begins to feel godly sorrow and the sweet joy that follows true repentance.

AFTER THE VIDEO

DISCUSSION Kim thought she had repented because she stopped doing the things she knew were wrong.

Ask students why the bishop would not give Kim a recommend. (She had not experienced godly sorrow. She felt sorrow for the social consequences of her sin, but not sorrow for the sin itself and how it had affected her relationship with God.)

QUOTATION President Ezra Taft Benson said:

“It is not uncommon to find men and women in the world who feel remorse for the things they do wrong. Sometimes this is because their actions cause them or loved ones great sorrow and misery. Sometimes their sorrow is caused because they are caught and punished for their actions. Such worldly feelings do not constitute ‘godly sorrow’ (2 Corinthians 7:10).

“Godly sorrow is a gift of the Spirit. It is a deep realization that our actions have offended our Father and our God. It is the sharp and keen awareness that our behavior caused the Savior, He who knew no sin, even the greatest of all, to endure agony and suffering. Our sins caused Him to bleed at every pore. This very real mental and spiritual anguish is what the scriptures refer to as having ‘a broken heart and a contrite spirit’ (D&C 20:37). Such a spirit is the absolute prerequisite for true repentance” (*Teachings of Ezra Taft Benson* [1988], 72).

DISCUSSION Ask the following questions:

- Why must we feel godly sorrow if we are truly repentant? (Godly sorrow is an understanding of how the sin has offended Heavenly Father and caused the Savior great anguish.)
- How did Kim’s lack of godly sorrow keep her from true repentance? (It kept her from having a “broken heart” for offending God. She thought that the repentance process was complete when she stopped her wrong behavior.)
- Why is it not enough to just stop doing the things we are doing wrong? (True repentance includes a change of heart.)
- What was different when Kim developed a “broken heart” and felt godly sorrow? (She began to feel the peace, joy, and relief that accompanies true repentance.)

Read 2 Corinthians 7:10 and ask students what they think Paul meant when he said “the sorrow of the world worketh death.” (Worldly sorrow leads us to spiritual death because it keeps us from true repentance.) What did Paul mean when he said “godly sorrow worketh repentance to salvation”? (Godly sorrow leads to a cleansing of body and spirit and makes us worthy of the promises in 2 Corinthians 6:16–18.) What does godly sorrow mean in our relationship with the Lord? (If we have godly sorrow, we will repent of past sins and strive to avoid doing things that offend God.)

PURPOSE

To help students understand how the law of the harvest applies to life.

BEFORE THE VIDEO

DISCUSSION Write *Planting* and *Harvesting* on the board and have students explain these two basic steps of gardening. You may want to show your students some seeds that are familiar to them and have them explain the process of planting and the expected harvest.

USING THE VIDEO

The Law of the Harvest 3:24

“LOOK FOR” ACTIVITY Have your students identify what is unique about the garden in the video.

SHOW THE VIDEO A family plants a garden that produces vegetables and fruits different than those planted.

AFTER THE VIDEO

DISCUSSION Ask students what happened in the garden that could not happen in real life and why it would be impossible. Read Galatians 6:7 and discuss the law of the harvest and how it applies to life. Have students read Galatians 6:8 and tell what they think it means to sow to the flesh and to the spirit. What harvest comes to the people who sow to each of these?

SHARING EXPERIENCES Invite students to share blessings they have harvested by sowing to the spirit. These personal harvests might include experiences from scripture reading, service, fasting, or patience.

SCRIPTURE INSIGHT In life we sometimes observe situations that appear to be exceptions to the law of the harvest. Have students read Galatians 6:9 and 3 Nephi 27:11. Discuss how the phrases “in due season” and “for a season” show that these are not truly exceptions but that the harvest is simply delayed. Give your students the following case studies and have them discuss how the law applies in each situation.

CASE STUDIES

1. Clark pays a full tithe and never seems to get ahead financially. Tom has the same salary as Clark but does not pay tithing and has significantly more material possessions.
2. Ron is honest, studies diligently, and has a B average in high school. Jake cheats in his classes and has an A average. Because of his grades, Jake receives a scholarship to a university.

QUOTATION The harvest may not come until after this life. Elder Spencer W. Kimball, as an Apostle, said, “The wicked may prosper for a time, the rebellious may seem to profit by their transgressions, but the time is coming when, at the bar of justice, all men will be judged, ‘every man according to their works.’ (Rev. 20:13.) No one will ‘get by’ with anything. On that day no one will escape the penalty of his deeds, no one will fail to receive the blessings he has earned. . . . There will be total justice” (*The Miracle of Forgiveness* [1969], 305).

PURPOSE

To show students how the armor of God can help them withstand the temptations and wickedness of our time.

BEFORE THE VIDEO

DISCUSSION Ask students what the most destructive military weapons known to man are. How many casualties are they capable of causing? What are some of the most destructive weapons used against our spirituality? (drugs, immorality, gambling, pride, hate, anger, self-pity, discouragement, depression). How many casualties are these weapons capable of causing? (even more than military weapons).

SCRIPTURE INSIGHT Read Ephesians 6:10–18 and help your students answer the following questions:

- What kind of war is Paul talking about in Ephesians 6:12? (a spiritual war).

- What protection does the Lord offer to help us “withstand in the evil day”? (“The whole armour of God.” You may wish to list each piece of the armor, with the corresponding gospel principle, on the board.)

<u>Armor</u>	<u>Principle</u>
Girdle or apron	Truth
Breastplate	Righteousness
Shoes and leggings	Gospel of peace
Shield	Faith
Helmet	Salvation
Sword	Spirit (or word of God)

USING THE VIDEO*“The Whole Armour of God” 14:43*

“LOOK FOR” ACTIVITY Have students look for answers to the following questions as they watch the video: (1) What evidence do we have in our lives that we are in a war with Satan? (2) What can we do to “put on the armor of God”? (3) What kind of protection is given to those who put on the whole armor?

SHOW THE VIDEO The video compares young soldiers engaged in battle and young people clothing themselves in “the whole armour of God.” These scenes are based on excerpts from a conference talk by President Gordon B. Hinckley and on Ephesians 6:10–18. The video illustrates how the youth of today can successfully withstand “the wiles of the devil” (Ephesians 6:11).

AFTER THE VIDEO

DISCUSSION List student responses to the three “look for” questions above. (Answers to question 2 might include prayer, scripture study, and service. Answers to

question 3 might include the power to resist temptation, make correct choices, and overcome anger and pride.)

Explain that the adversary is real and has power. Ask students what “fiery darts” are being fired at them. Invite students to share experiences they have had of being protected by the armor of God.

QUOTATION President Gordon B. Hinckley said:

“We cannot be unclean and expect the help of the Almighty. . . .

“You cannot afford to partake of things that will weaken your minds and your bodies. These include cocaine, ‘crack,’ alcohol, tobacco. You cannot be involved in immoral activity. You cannot do these things and be valiant as warriors in the cause of the Lord. . . .

“. . . We are engaged in a great eternal struggle that concerns the very souls of the sons and daughters of God. We are not losing. We are winning. We will continue to win if we will be faithful and true. We *can* do it. We *must* do it. We *will* do it” (in Conference Report, Oct. 1986, 57; or *Ensign*, Nov. 1986, 44).

19 2 Thessalonians 1:1–2:3**THE SECOND COMING****PURPOSE**

To encourage students to listen to the Lord’s authorized servants to understand the doctrine of the Second Coming.

BEFORE THE VIDEO

SCRIPTURE ACTIVITY Many of the Thessalonian Saints misunderstood Paul’s teachings in his first letter to them concerning the Second Coming of Jesus Christ. Read 1 Thessalonians 4:13–17 and ask students how these verses might have been misunderstood. Explain that many of the Thessalonian Saints quit working and became idle because they thought the Second Coming was going to take place very soon. Because of this misunderstanding Paul sent a second letter to the Thessalonians. Read 2 Thessalonians 1 with your students and have them find what Paul wrote to correct misunderstandings about the Second Coming. Have them also find what he wrote to comfort those Saints who were being persecuted because of their belief in Jesus Christ.

SCRIPTURE INSIGHT Read 2 Thessalonians 2:1–3 with your students and help them understand the following points Paul made about the Second Coming:

- “Be not soon shaken in mind, or be troubled” (v. 2): Do not be concerned about the false things you hear. Tell students that the Joseph Smith Translation reads,

“. . . or be troubled *by letter, except ye receive it from us*” (italics added). Paul encouraged the Saints to listen only to those who had authority.

- “Let no man deceive you” (v. 3): There are those who teach false doctrines about the Second Coming.
- “Except there come a falling away first” (v. 3): There would be an Apostasy from the true Church before the Second Coming.

USING THE VIDEO*The Second Coming 4:51*

ACTIVITY Explain to your students that they will hear three modern-day case studies regarding the Second Coming of Jesus Christ. Ask them to be ready to explain how they would handle each situation.

CASE STUDY 1 A boy in your seminary class has expressed concern with the things he has heard about the Second Coming and the end of the world. He wants to know if there is enough time left for him to plan on a mission and a college education. He is worried that he will not have the opportunity to marry and have children. Ask students to briefly explain what they would say to this boy.

SHOW SEGMENT 1 Segment 1 (1:22) is an excerpt from a talk given by Elder Boyd K. Packer (in Conference Report, Apr. 1989, 72; or *Ensign*, May 1989, 59).

DISCUSSION Help students understand that there is time to prepare for a long life, and that feelings of fear

do not come from God. Be careful that students do not misinterpret Elder Packer's remarks and think that they do not need to prepare for the Second Coming now.

CASE STUDY 2 A friend tells you she attended a fireside where the speaker told about a dream he had concerning the Second Coming. In the dream he was told to teach the Saints things they must do in order to be ready for the Lord when He comes again. Your friend does not know if she should do what this man said or not. Ask students to briefly explain what they might say to this girl.

SHOW SEGMENT 2 Segment 2 (1:54) is an excerpt from a talk given by Elder Boyd K. Packer (in Conference Report, Sep.–Oct. 1989, 17; or *Ensign*, Nov. 1989, 14–15).

DISCUSSION Help students understand the following principles:

1. Unless individuals are set apart to a presiding office in the Church, they will not receive revelations concerning what others should do.
2. The process of sustaining Church leaders helps us know who has been called and given authority to serve and teach.

3. Unusual spiritual experiences should be kept to oneself and not regarded as a call to direct others.

CASE STUDY 3 Your sister comes home concerned about what she heard her Sunday School teacher say. Her teacher said that the signs of the Second Coming were almost all fulfilled and that great catastrophes were coming. The teacher also said that if Church members do not get their food storage now it will be too late. What would you say to your frightened sister?

SHOW SEGMENT 3 Segment 3 (1:35) is an excerpt from a talk given by Elder Neal A. Maxwell (in Conference Report, Apr. 1988, 6–8; or *Ensign*, May 1988, 7–9).

DISCUSSION Help students understand the following points:

1. Not all of the signs of the Second Coming have been fulfilled.
2. Church members should watch for signs of the Second Coming but should not become preoccupied with them.
3. We should quietly and righteously go about our lives.

20 Hebrews 11

"THE JUST SHALL LIVE BY FAITH"

PURPOSE

To help students broaden their understanding of the principle of faith in Jesus Christ.

BEFORE THE VIDEO

SCRIPTURE INSIGHT Tell students that many of the Hebrew Saints were struggling with their faith and understanding of Jesus Christ. Many of them continued to follow the ordinances of the law of Moses after the Crucifixion of the Savior. Paul's purpose in writing to the Hebrews was to convince them that the law of Moses had been replaced by the gospel of Jesus Christ, and he wanted to increase their faith and confidence in Jesus Christ (see also "Epistle to the Hebrews," in Bible Dictionary, "Pauline Epistles," 746–47).

SCRIPTURE ACTIVITY Have students find and discuss the counsel Paul gave the Hebrew Saints in Hebrews 10:35–38. (Do not cast away your confidence, do God's will, have patience while waiting to receive His promised blessings, and live by faith.) Paul gives numerous examples of Old Testament heroes who lived by faith. Have your students read Hebrews 11 and list each person referred to and how that person demonstrated faith in Jesus Christ.

DISCUSSION Select several people from Hebrews 11 and ask students to explain how they demonstrated

faith in Jesus Christ. Ask how it was possible for them to have such great faith. Tell students that the Joseph Smith Translation of the Bible changes the word *substance* in Hebrews 11:1 to *assurance*. Discuss how we gain an assurance and confidence in Jesus Christ.

USING THE VIDEO

"The Just Shall Live by Faith" 12:32

Tell students that the video is about a young man who wants to know how he can gain an assurance and confidence in Jesus Christ.

SHOW THE VIDEO Sean, a new convert to the Church, is promised in his confirmation blessing that his family will join the Church at some future time if he keeps the commandments. Sean's family becomes resentful when he turns down a job that requires him to work on Sunday—a job that would help his family financially. As Sean's faith wavers, he seeks to learn how he can strengthen his faith.

AFTER THE VIDEO

DISCUSSION Discuss the following questions:

- What promise was given to Sean when he was confirmed a member of the Church? (His family would join the Church if he kept the commandments.)

- What was Sean’s biggest concern about the promise? (The more he kept the commandments, the further his family seemed to move away from the Church.)
- What did Sean do that showed he had faith and trust in the promises of the Lord? (He did not accept the job.)
- How did Sean gain a greater assurance or confidence in Jesus Christ? (By coming to know Christ’s true nature and teachings and to trust in Him through study, pondering, and prayer.)

- Are the Lord’s promises always fulfilled quickly? (There were several people in Hebrews 11 who waited many years for the Lord’s promises to be fulfilled.)
- Will it make a difference to Sean how long it takes for the promise to be fulfilled? (Not if his faith in Jesus Christ remains strong.)

Share your own experience and invite students to share their experiences of how praying, pondering, and scripture reading build their faith and help them come to know and trust the Savior.

21 Revelation

HELPS FOR UNDERSTANDING THE BOOK OF REVELATION

PURPOSE

To help students understand the structure, symbols, and main theme of the book of Revelation.

BEFORE THE VIDEO

SCRIPTURE INSIGHT Explain that Nephi was shown a vision of the end of the world but was forbidden to write the things he saw. Have students read 1 Nephi 14:18–28 and tell why Nephi was forbidden to write those things. Who was commanded to write the events concerning the end of the world? Tell students that some of the things Nephi was forbidden to write are contained in the book of Revelation.

USING THE VIDEO Helps for Understanding the Book of Revelation 8:36

SHOW SEGMENT 1 Segment 1 (3:11) portrays archaeologists discovering an ancient room that has images from the book of Revelation depicted on the walls. This segment prepares the students to learn about the structure of the book of Revelation.

SCRIPTURE ACTIVITY Segment 1 ends with the following three questions about the structure of the book of Revelation. You may want to write the questions and references on the board.

- Who is the only person able to open the seals? (see Revelation 5:1–8).
- What does the book contain? (see D&C 77:6).
- What do each of the seals represent? (see D&C 77:7).

You may want to have students search Revelation 6–8 and mark in their scriptures where each of the seals was opened. Tell students that most of John’s vision is about the events of the seventh seal. Sometimes, however, other events are depicted in the chapters about the seventh seal, such as the war in heaven. Also tell your students

that not all of the events in Revelation are given in chronological order.

SHOW SEGMENT 2 Segment 2 (2:00) reviews some information about the structure of the book of Revelation and adds information about symbols.

SCRIPTURE ACTIVITY Tell students that there are several sources of help for interpreting the symbols in the book of Revelation. Show your students how to use some of the helps listed in the chart below.

Some people struggle because they are unable to interpret every symbol in the book of Revelation. The Prophet Joseph Smith said: “I make this broad declaration, that whenever God gives a vision of an image, or beast, or figure of any kind, He always holds Himself responsible to give a revelation or interpretation of the meaning thereof, otherwise we are not responsible or accountable for our belief in it. Don’t be afraid of being damned for not knowing the meaning of a vision or figure, if God has not given a revelation or interpretation of the subject” (*Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith [1976], 291).

SHOW SEGMENT 3 Segment 3 (3:25) identifies the main theme in the book of Revelation.

DISCUSSION Ask students what they think is the main theme of the book of Revelation. (God will triumph over the devil; see also Bible Dictionary, “Revelation of John,” 762–63.)

SCRIPTURE ACTIVITY Ask your students for examples, from history or the world today, in which evil seems to win over good. Have them scan the chapter headings of the book of Revelation for examples of the conflict between good and evil and discuss what they learn about this conflict. Encourage students to remember the overriding theme—God will triumph over the devil—as they study the book of Revelation.

AFTER THE VIDEO

DISCUSSION Discuss what it means to know that God will triumph over Satan? Ask students what kinds of

promises they can look forward to if they are righteous. (see Revelation 21:3–6). Discuss things we must do to make sure we are on the Lord’s side.

Sources of Help

The book of Revelation

Modern revelation

Bible study aids: footnotes, cross-references, Topical Guide, Joseph Smith Translation, and Bible Dictionary

Examples

The interpretation of the dragon in Revelation 12:3 is found in Revelation 12:9.

The interpretation of the sea of glass in Revelation 4:6 is found in D&C 77:1.

The interpretation of the woman in Revelation 12:1–2 is found in a JST entry in the appendix of the LDS edition of the Bible (she is identified as the Church of God).