

# **AARONIC PRIESTHOOD**

## **Resource Guide 2009**

---

**Supplemental Materials  
for Manual 1**

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

© 2008 by Intellectual Reserve, Inc.  
All rights reserved  
Printed in the United States of America

English approval: 1/08

# Aaronic Priesthood Resource Guide 2009—Manual 1

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

## Lesson 1: *The Priesthood*

### QUESTIONS

- How would I explain to a friend what the priesthood is?
- How can fulfilling my duties as a priesthood holder strengthen my testimony and my family?

### ADDITIONAL RESOURCES

- Thomas S. Monson, “[A Royal Priesthood](#),” *Ensign* and *Liahona*, Nov. 2007, 59–61.
- Thomas S. Monson, “[The Priesthood—a Sacred Gift](#),” *Ensign* and *Liahona*, May 2007, 57–60. Consider replacing the object lesson in the Aaronic Priesthood manual with the story of President Monson’s missionary handbook.
- Henry B. Eyring, “[God Helps the Faithful Priesthood Holder](#),” *Ensign* and *Liahona*, Nov. 2007, 55–58. This article teaches how the Lord will help priesthood holders fulfill their responsibilities.
- Doctrine and Covenants 20:38–60; 84:33–39; 107:20, 99–100.

### EXPERIENCES

- Duty to God: Quorum Activity 4 (priest).
- Commit to memory the purposes of the Aaronic Priesthood, as recorded in each Duty to God guidebook (p. 7).

## Lesson 2: *The Calling of a Deacon*

### QUESTIONS

- How will my attitude about an assignment from the bishop or quorum president affect how I fulfill it? (see D&C 107:99).
- (For teachers and priests.) What can I do to help the deacons in our ward or branch understand the importance of the Aaronic Priesthood and the significance of their callings as deacons?

### ADDITIONAL RESOURCES

- Dieter F. Uchtdorf, “[See the End from the Beginning](#),” *Ensign* and *Liahona*, May 2006, 42–45.

“I will speak today to you wonderful young men who are preparing to make a difference in the world—you who have entered the ranks of the Aaronic Priesthood. . . . The

priesthood you bear is a wonderful force for good. You live in a time of great challenges and opportunities. As spirit sons of heavenly parents, you are free to make the right choices. This requires hard work, self-discipline, and an optimistic outlook, which will bring joy and freedom into your life now and in the future” (p. 42).

- Doctrine and Covenants 20:57; 107:99.

### EXPERIENCES

- Invite the young men to share with a parent or priesthood leader the duties of their offices and how they can fulfill them.

## Lesson 3: *Administering the Sacrament*

### QUESTIONS

- What could quorum members do while preparing, blessing, or passing the sacrament to invite the Spirit? (Consider dress and appearance.)
- How should the sacred trust of performing priesthood ordinances affect my actions during the rest of the week?

### ADDITIONAL RESOURCES

- L. Tom Perry, “[As Now We Take the Sacrament](#),” *Ensign* and *Liahona*, May 2006, 39–42. Consider replacing the story in the Aaronic Priesthood manual with Elder Perry’s experience of the first time he passed the sacrament.

- Jeffrey R. Holland, “[Sanctify Yourselves](#),” *Ensign*, Nov. 2000, 38–40; *Liahona*, Jan. 2001, 46–49.

“Your faith and your priesthood will demand the very best of you and the best you can call down from heaven. You Aaronic Priesthood boys will not use your priesthood in exactly the same way an ordained elder uses the Melchizedek, but all priesthood bearers must be instruments in the hand of God, and to be so, you must, as Joshua said, ‘sanctify yourselves.’ You must be ready and worthy to act. That is why the Lord repeatedly says in the scriptures, ‘Be ye clean, that bear the vessels of the Lord’ [Isaiah 52:11]” (p. 39).

### EXPERIENCES

- Duty to God: Quorum Activity 7 (deacon); Quorum Activity 1 (priest).

### TEACHING TIP

*Aaronic Priesthood holders will better understand and apply doctrines when they study and experience them outside of class. After teaching the doctrine on Sunday, consider working on a corresponding goal or activity from the Duty to God guidebook during the weekday activity.*

- Make assignments so that each young man is given the opportunity to provide the sacrament to someone who is unable to attend church.

## Lesson 4: *Gathering Fast Offerings*

### QUESTIONS

- What can I do to properly represent Heavenly Father and the Savior as I gather fast offerings?
- Why is it important to have a good attitude about gathering fast offerings?

### ADDITIONAL RESOURCES

- Gordon B. Hinckley, “If Ye Are Prepared Ye Shall Not Fear,” *Ensign* and *Liahona*, Nov. 2005, 60–62.

“We have contributed substantial amounts of money to the Red Cross and other agencies. We have given millions from fast offerings and humanitarian funds. To every one of you I say thanks in behalf of your beneficiaries and thanks in behalf of the Church” (p. 60).

- Mosiah 4:16, 26; Doctrine and Covenants 52:40; 59:12.

### EXPERIENCES

- Ask the bishop to explain or demonstrate how the fast offerings are used to bless ward or branch members. This could be done as a weekday activity.

## Lesson 5: *Faith in Jesus Christ*

### QUESTIONS

- How do I know if someone has faith in Jesus Christ?
- Who in my family or from the scriptures has demonstrated faith in Christ?

### ADDITIONAL RESOURCES

- Quentin L. Cook, “Live by Faith and Not by Fear,” *Ensign* and *Liahona*, Nov. 2007, 70–73. Consider replacing the story in the lesson’s introduction with Elder Cook’s story of the springwater.
- Hebrews 11:1; James 1:5–6; Alma 32:21–43.

### EXPERIENCES

- Duty to God: Family Activity 3 (teacher); Spiritual Development goal 2 (priest).
- Assign quorum members to teach a family home evening lesson on faith.
- Use a compass or a map to follow a course to a designated location. Then talk to quorum members about having faith in the instrument. Why did you follow its instructions? How is it illustrative of faith in Jesus Christ?

## Lesson 6: *The Holy Ghost*

### QUESTIONS

- How can the Holy Ghost help me be morally clean and avoid temptations like pornography?

### ADDITIONAL RESOURCES

- Henry B. Eyring, “Gifts of the Spirit for Hard Times,” *Ensign*, June 2007, 18–24.

“You have felt the quiet confirmation in your heart and mind that something was true. And you knew that it was inspiration from God. . . . It may have come during a talk, lesson, or hymn in church. The Holy Ghost is the Spirit of Truth. You feel peace, hope, and joy when He speaks to your heart and mind that something is true. Almost always I have also felt a sensation of light. Any feeling I may have had of darkness is dispelled, and my desire to do right grows” (p. 18).

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

- *Preach My Gospel* (2004), 8, 90–91.

### EXPERIENCES

- Read section 6 of the Doctrine and Covenants on your own. Share with a parent or priesthood leader a time when you have felt the Holy Ghost inspire you or help you choose the right.

## Lesson 7: “A Mighty Change of Heart”

### QUESTIONS

- How will I act when I have experienced the mighty change of heart described in the scriptures? (see Alma 5:14).

### ADDITIONAL RESOURCES

- David A. Bednar, “Ye Must Be Born Again,” *Ensign* and *Liahona*, May 2007, 19–22. Consider replacing the demonstration in the lesson with Elder Bednar’s parable of the pickle.

- Joseph B. Wirthlin, “The Great Commandment,” *Ensign* and *Liahona*, Nov. 2007, 28–31.

“As our love for the Lord deepens, our minds and hearts become purified. We experience a ‘mighty change in . . . our hearts, that we have no more disposition to do evil, but to do good continually’ [Mosiah 5:2]” (p. 30).

- Consider using the story of Alma the Younger to replace the story in the lesson (see Mosiah 27; Alma 36).
- Mosiah 5:2; Alma 5:12–14, 26; Helaman 15:7.

### EXPERIENCES

- Consider singing “Come, All Ye Sons of God” (*Hymns*, no. 322) in a sacrament meeting. Encourage the young men to discuss the words of this song with their families and ponder how having a change of heart helps them assist the Savior in gathering latter-day Israel.

### TEACHING TIP

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

## Lesson 8: “Honour Thy Father”

### QUESTIONS

- Considering all that my father has done for me, what can I do to show love and support for him?
- How do my actions affect the honor of my family?

### ADDITIONAL RESOURCES

- “The Family: A Proclamation to the World,” *Ensign*, Nov. 1995, 102. Consider replacing President Hugh B. Brown’s statement in the lesson with the sixth and seventh paragraphs of the family proclamation.
- Replace the Matthew 7:17–20 scripture reference and object lesson with a study and discussion of 1 Nephi 2–4. How did Nephi honor his father? Contrast Nephi’s actions with the actions of Laman and Lemuel.
- *For the Strength of Youth* (pamphlet, 2001), 10–11.

### EXPERIENCES

- Duty to God: Family Activity 3, Spiritual Development goal 12 (deacon); Family Activity 4, Spiritual Development goals 10–11 (teacher); Family Activity 5, Spiritual Development goal 12 (priest).

## Lesson 9: Respect for Mothers and Their Divine Role

### QUESTIONS

- Considering all that my mother has done for me, how can I better show her respect and gratitude?
- How is my family blessed when I show respect to and honor my mother?

### ADDITIONAL RESOURCES

- Joseph B. Wirthlin, “Life’s Lessons Learned,” *Ensign* and *Liahona*, May 2007, 45–47. Elder Wirthlin’s story about following his mother’s counsel on the football field illustrates his respect for his mother.
- *For the Strength of Youth* (pamphlet, 2001), 10–11.
- Alma 56:47–48, 56.

### EXPERIENCES

- Duty to God: Family Activity 5 (deacon); Spiritual Development goal 9 (teacher).
- Offer to help your mother in several specific ways so she can have time to do some things she would enjoy.

## Lesson 10: Family Unity

### QUESTIONS

- What things can I do at home to be a more cooperative family member?
- In what ways can I magnify my Aaronic Priesthood at home?

### ADDITIONAL RESOURCES

- “The Family: A Proclamation to the World,” *Ensign*, Nov. 1995, 102. Consider discussing how living the principles in the eighth paragraph will bring family unity.
- H. Bruce Stucki, “Prayer, Faith, and Family: Stepping-Stones to Eternal Happiness,” *Ensign* and *Liahona*, May 2006, 96–98.
- 1 Nephi 1:1; 4 Nephi 1:15.

### EXPERIENCES

- Duty to God: Family Activity 3, Spiritual Development goal 2 (deacon); Family Activity 4 (teacher); Family Activities 4–5 (priest).

## Lesson 11: “As I Have Loved You, Love One Another”

### QUESTIONS

- How could my behavior contribute to a quorum member not wanting to come to church or other activities? What can my quorum and I do to help resolve such a situation?
- If I feel I have been hurt by others’ bad decisions, what could I do to help resolve the problem?

### ADDITIONAL RESOURCES

- Jeffrey R. Holland, “Tongue of Angels,” *Ensign* and *Liahona*, May 2007, 16–18. Replace the first story in the lesson with counsel and illustrations from Elder Holland’s talk.
- Joseph B. Wirthlin, “The Virtue of Kindness,” *Ensign* and *Liahona*, May 2005, 26–28. Consider using this article to supplement the discussion of the importance of kindness.

### EXPERIENCES

- Duty to God: Citizenship and Social Development goal 2 (deacon); Citizenship and Social Development goal 3 (teacher); Spiritual Development goals 3, 7 (priest).

## Lesson 12: Following the Living Prophet

### QUESTIONS

- What does the Lord promise when we follow the prophet? (see D&C 21:5–6).
- What are some specific examples of when I or my family has been blessed for following the prophet?

### ADDITIONAL RESOURCES

- Jeffrey R. Holland, “Prophets in the Land Again,” *Ensign* and *Liahona*, Nov. 2006, 104–7. Consider using this article to expand the discussion of the importance of living prophets.

### TEACHING TIP

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

- Consider studying together the prophet's most recent address to young men. Invite them to live the standards they learn.

#### EXPERIENCES

- Duty to God: Family Activity 2 (deacon, teacher, priest).
- *For the Strength of Youth* (pamphlet, 2001), 2–3. Invite the young men to identify who gave the counsel contained in *For the Strength of Youth* and note the six blessings that come from living this counsel. Consider having the young men record in their journals how they have been blessed by following the counsel of prophets.

### Lesson 13: *Every Member Is a Missionary*

#### QUESTIONS

- What am I doing right now to prepare to serve a mission?
- What are some things I can do to be a missionary now?

#### ADDITIONAL RESOURCES

- L. Tom Perry, “[Raising the Bar](#),” *Ensign* and *Liahona*, Nov. 2007, 46–49.
- Dieter F. Uchtdorf, “[Have We Not Reason to Rejoice?](#)” *Ensign* and *Liahona*, Nov. 2007, 18–21. Consider replacing the lesson's story about Mike and Donna with President Uchtdorf's conversion story.
- David A. Bednar, “[Becoming a Missionary](#),” *Ensign* and *Liahona*, Nov. 2005, 44–47. This article discusses how to be a missionary now (see first question above).

#### EXPERIENCES

- Duty to God: Spiritual Development goals 9–10 (deacon); Spiritual Development goals 8–9 (teacher); Family Activity 6, Quorum Activity 5, Spiritual Development goals 8–11 (priest).

### Lesson 14: *Serving Others*

#### QUESTIONS

- Who are some people our quorum could talk to who could identify opportunities to serve?
- How will my attitude about serving others affect how I serve and those whom I serve?

#### ADDITIONAL RESOURCES

- M. Russell Ballard, “[The Greater Priesthood: Giving a Lifetime of Service in the Kingdom](#),” *Ensign*, Sept. 1992, 71–73.  
“Priesthood offices are not status symbols but opportunities for service” (p. 71).
- Steven E. Snow, “[Service](#),” *Ensign* and *Liahona*, Nov. 2007, 102–4.
- Matthew 25:34–40; Luke 10:25–37; Mosiah 18:8–9.

#### EXPERIENCES

- Duty to God: Citizenship and Social Development goal 10 (deacon); Quorum Activity 7, Citizenship and Social Development goal 12 (teacher); Citizenship and Social Development goal 12 (priest); Service Project (deacon, teacher, priest).

### Lesson 15: *Unity and Brotherhood in the Priesthood*

#### QUESTIONS

- What should be happening when there is a brotherhood within my priesthood quorum?
- What are different ways that I can reach out to quorum members daily?

#### ADDITIONAL RESOURCES

- Henry B. Eyring, “[A Priesthood Quorum](#),” *Ensign* and *Liahona*, Nov. 2006, 43–45.

#### TEACHING TIP

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

“I have learned over the years that the strength in a quorum doesn't come from the number of priesthood holders in it. Nor does it come automatically from the age and maturity of the members. Rather, the strength of a quorum comes in large measure from how completely its members are united in righteousness. That unity in a strong quorum of the priesthood is not like anything I have experienced in an athletic team or club or any other organization in the world” (p. 43).

- Joseph B. Wirthlin, “[Band of Brothers](#),” *Ensign*, Feb. 2008, 28–33. Consider replacing the lesson's story about Tom and Bill with the stories and illustrations from Elder Wirthlin's article.

- John 17:21; Mosiah 18:21; Doctrine and Covenants 38:24–25, 27.

#### EXPERIENCES

- Duty to God: Spiritual Development goal 7 (priest).
- As a quorum, support a quorum member in a personal activity and visit with him afterward.

### Lesson 16: *Charity*

#### QUESTIONS

- How can a quorum president help quorum members develop charity?
- How does an Aaronic Priesthood holder manifest charity?

#### ADDITIONAL RESOURCES

- Gordon B. Hinckley, “[The Need for Greater Kindness](#),” *Ensign* and *Liahona*, May 2006, 58–61. Consider supplementing the stories found in the Aaronic Priesthood manual with stories and counsel from President Hinckley.
- Joseph B. Wirthlin, “[The Great Commandment](#),” *Ensign* and *Liahona*, Nov. 2007, 28–31.



- *True to the Faith* (2004), 27–29, 96–97.

#### EXPERIENCES

- Duty to God: Family Activity 7 (deacon); Family Activity 9 (teacher); Quorum Activity 7 (priest).
- *Preach My Gospel* (2004). Invite the young men to choose and complete an activity from the Ideas for Study and Application section of chapter 6, “Christlike Attributes” (p. 124). Have them share what they learned with the class.

### Lesson 17: *Personal Journals*

#### QUESTIONS

- In what ways does keeping a journal show love for my posterity?
- What would I want my posterity to know about me from my journal?

#### ADDITIONAL RESOURCES

- Henry B. Eyring, “O Remember, Remember,” *Ensign* and *Liahona*, Nov. 2007, 66–69.

- *Preach My Gospel* (2004) includes suggestions for a study journal:

“*Preach My Gospel* frequently asks that you use a study journal to help you understand, clarify, and remember what you are learning. Elder Richard G. Scott taught, ‘Knowledge carefully recorded is knowledge available in time of need. Spiritually sensitive information should be kept in a sacred place that communicates to the Lord how you treasure it. This practice enhances the likelihood of your receiving further light’ (‘Acquiring Spiritual Knowledge,’ *Ensign*, Nov. 1993, 86). Review your study journal to recall spiritual experiences, see new insights, and recognize your growth” (p. x).

#### EXPERIENCES

- Duty to God: My Personal Journal, page 27 (deacon, teacher, priest). Consider giving the young men time to do this in class.

### Lesson 18: *The Word of Wisdom*

#### QUESTIONS

- What blessings have come to me and my family from living the Word of Wisdom?
- How does living the Word of Wisdom help me receive promptings from the Spirit?

#### ADDITIONAL RESOURCES

- *True to the Faith* (2004), 186–88.
- 1 Corinthians 3:16–17; 6:19–20; Doctrine and Covenants 49:18.

#### EXPERIENCES

- *Preach My Gospel* (2004). Invite the young men to study how to teach the Word of Wisdom (p. 78). In a weekday activity consider role-playing this experience. Have the young men include in the role play their testimonies of the blessings that come from living the Word of Wisdom.

### Lesson 19: *Overcoming Temptation*

#### QUESTIONS

- How can I help members of my priesthood quorum avoid and resist temptations?
- How can I maintain my standards when those around me have different values?
- In what ways does Satan disguise temptations to trick and tempt me to break a commandment or lower my standards?

#### ADDITIONAL RESOURCES

- David A. Bednar, “Clean Hands and a Pure Heart,” *Ensign* and *Liahona*, Nov. 2007, 80–83.
- *True to the Faith* (2004), 174–76. Seven points are listed to help overcome temptation.
- Genesis 39:7–14; 3 Nephi 18:15–18.

#### EXPERIENCES

- Duty to God: Spiritual Development goal 12 (teacher).
- Invite the young men to discuss with their parents how to detect and avoid temptations.

#### TEACHING TIP

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

### Lesson 20: *Proper Use of Agency*

No additional suggestions

### Lesson 21: *Pure Thoughts: Clean Language*

#### QUESTIONS

- What are sources of bad thoughts that can lead to bad language or behavior?
- How can I control what I see and hear? What can I do to control my thoughts?

#### ADDITIONAL RESOURCES

- Gordon B. Hinckley, “I Am Clean,” *Ensign* and *Liahona*, May 2007, 60–62.
- Jeffrey R. Holland, “Tongue of Angels,” *Ensign* and *Liahona*, May 2007, 16–18.
- Charles W. Dahlquist, “Who’s on the Lord’s Side?” *Ensign* and *Liahona*, May 2007, 94–96.

**EXPERIENCES**

- Invite the young men to study the topics of pornography and profanity in *True to the Faith* (2004), 117–18, 128–29. Encourage the young men to prepare a lesson about one of these subjects and share it in a teaching setting.

**Lesson 22: Covenants Guide Our Actions****QUESTIONS**

- What covenants have I made? What do I promise God as a part of these covenants? How have I been blessed by keeping covenants?

**ADDITIONAL RESOURCES**

- David A. Bednar, “[That We May Always Have His Spirit to Be with Us](#),” *Ensign* and *Liahona*, May 2006, 28–31.

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

- Alma 60:34.

**EXPERIENCES**

- Duty to God: My Personal Journal, page 27 (deacon, teacher, priest). Consider giving the young men time in class to write about what they can do to “always remember Him,” and those times when they have felt “His Spirit” to be with them.

**Lesson 23: Pray for Guidance****QUESTIONS**

- What can I do to invite the promptings of the Holy Ghost?
- How can I tell the difference between my own thoughts and the promptings of the Holy Ghost?

**ADDITIONAL RESOURCES**

- Richard G. Scott, “[Using the Supernal Gift of Prayer](#),” *Ensign* and *Liahona*, May 2007, 8–11.
- Robert D. Hales, “[Personal Revelation: The Teachings and Examples of the Prophets](#),” *Ensign* and *Liahona*, Nov. 2007, 86–89.

**EXPERIENCES**

- Duty to God: Family Activity 3 (teacher).
- Read about prayer in *True to the Faith* (2004), 118–23. Record in your journal how these principles can help you have more meaningful communication with Heavenly Father.

**Lesson 24: Christ-Centered Repentance****QUESTIONS**

- How does the Atonement of Jesus Christ make it possible for me to repent?
- What are the blessings of repentance?

**ADDITIONAL RESOURCES**

- Russell M. Nelson, “[Repentance and Conversion](#),” *Ensign* and *Liahona*, May 2007, 102–5.
- *True to the Faith* (2004), 132. Consider emphasizing the section on confession.

**EXPERIENCES**

- Duty to God: Family Activity 3 (teacher, deacon). Prepare and teach about the topic of repentance.

**Lesson 25: Forgiveness****QUESTIONS**

- Why is it important to forgive others?
- What are the results of forgiving others?

**ADDITIONAL RESOURCES**

- Gordon B. Hinckley, “[Forgiveness](#),” *Ensign* and *Liahona*, Nov. 2005, 81–84. Consider replacing the stories from the section on learning how to forgive with the illustration from President Hinckley’s talk.
- Dieter F. Uchtdorf, “[Point of Safe Return](#),” *Ensign* and *Liahona*, May 2007, 99–101.

**EXPERIENCES**

- Duty to God: Family Activity 3 (teacher, deacon). Prepare and teach about the topic of forgiveness.
- Consider inviting quorum members to seek forgiveness from someone they’ve offended or to forgive someone who has offended them.

**Lesson 26: Do Good on the Sabbath****QUESTIONS**

- What can I do to keep the Sabbath day holy when the world has made it a day of recreation and entertainment?
- How can I know if an activity is appropriate for the Sabbath day? (see D&C 59:9–13).
- Why is it important to let my friends know how I choose to spend my Sabbath day?

**ADDITIONAL RESOURCES**

- Dallin H. Oaks, “[Gospel Teaching](#),” *Ensign*, Nov. 1999, 78–80. Consider the following caution as you teach this lesson: “Teachers who are commanded to teach ‘the principles of [the] gospel’ and ‘the doctrine of the kingdom’ (D&C 88:77) should generally forgo teaching specific rules or applications. For example, they would not teach any rules

**TEACHING TIP**

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



for determining what is a full tithing, and they would not provide a list of *dos* and *don'ts* for keeping the Sabbath day holy. Once a teacher has taught the doctrine and the associated principles from the scriptures and the living prophets, such specific applications or rules are generally the responsibility of individuals and families” (p. 79).

- *For the Strength of Youth* (pamphlet, 2001), 32–33.
- *True to the Faith* (2004), 145–47.

#### EXPERIENCES

- Duty to God: Spiritual Development goal 2 (teacher).
- Many times the young men are asked by their friends to participate in activities that are not appropriate for the Sabbath. Consider role-playing how to respond to such situations. Encourage the young men to share why this day is sacred to them.

### Lesson 27: Reverence

#### QUESTIONS

- What should I have reverence for?

#### ADDITIONAL RESOURCES

- Gordon B. Hinckley, “[Words of the Prophet: The Body Is Sacred](#),” *New Era*, Nov. 2006, 2–5. Consider replacing the text under “Reverence for Our Bodies” on page 97 of the Aaronic Priesthood manual with the following quote from President Hinckley:

“I marvel at the miracle of the human mind and body. Have you ever contemplated the wonders of yourself, the eyes with which you see, the ears with which you hear, the voice with which you speak? No camera ever built can compare with the human eye. No method of communication ever devised can compare with the voice and the ear. No pump ever built will run as long or as efficiently as the human heart. No computer or other creation of science can equal the human brain. What a remarkable thing you are. . . .

“You are a child of God, His crowning creation. After He had formed the earth, separated the darkness from the light, divided the waters, created the plant and animal kingdoms—after all this He created man and then woman.

“Respect your bodies. The Lord has described them as temples” (p. 2).

- Jay E. Jensen, “[The Nourishing Power of Hymns](#),” *Ensign* and *Liahona*, May 2007, 11–13. This article illustrates how hymns can invite reverence.

### Lesson 28: Respect for Womanhood

#### QUESTIONS

- Why should Aaronic Priesthood holders show respect for women, girls, and children?
- How can I show respect for womanhood?

#### ADDITIONAL RESOURCES

- James E. Faust, “[Message to My Grandsons](#),” *Ensign* and *Liahona*, May 2007, 54–56. This talk contains several paragraphs explaining the sacred duty young men have to respect womanhood.
- Dallin H. Oaks, “[Pornography](#),” *Ensign* and *Liahona*, May 2005, 87–90.

#### EXPERIENCES

- Duty to God: My Personal Journal, page 27 (deacon, teacher, priest). Invite the young men to record in their journals how they can “give proper respect to women, girls, and children” (purposes of the Aaronic Priesthood). Consider having them share their entries with quorum members.

### Lesson 29: The Eternal Family

#### QUESTIONS

- I feel strong when I am with my family, but when I am with my friends it is more difficult to live the Lord’s standards. How can the knowledge I have that I am a son of God give me strength to make correct choices?
- As a holder of the Aaronic Priesthood, what can I do to strengthen my family?

#### ADDITIONAL RESOURCES

- M. Russell Ballard, “[What Matters Most Is What Lasts Longest](#),” *Ensign* and *Liahona*, Nov. 2005, 41–44.
- Mary N. Cook, “[Strengthen Home and Family](#),” *Ensign* and *Liahona*, Nov. 2007, 11–13. This article contains ideas on how to strengthen the family (see second question above).
- *For the Strength of Youth* (pamphlet, 2001), 6.

#### EXPERIENCES

- Duty to God: Family Activity 3 (deacon), Family Activity 4 (teacher, priest).
- Read the family proclamation individually or as a quorum. Discuss how each point is relevant to strengthening the family today.

### Lesson 30: The Plan of Salvation

#### QUESTIONS

- Why is the plan of salvation sometimes called the plan of happiness?
- How can the knowledge of the plan of salvation help me understand difficult issues in life, such as death and illness or moral issues like chastity and abortion?

#### ADDITIONAL RESOURCES

- L. Tom Perry, “[The Plan of Salvation](#),” *Ensign* and *Liahona*, Nov. 2006, 69–72.

#### TEACHING TIP

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

- Richard G. Scott, “[Truth Restored](#),” *Ensign* and *Liahona*, Nov. 2005, 78–81.

#### EXPERIENCES

- Duty to God: Family Activity 3 (deacon), Family Activity 4 (teacher, priest). Prepare and teach about the topic of the plan of salvation to your family or with local missionaries.
- Have the young men design road signs that illustrate what helps them stay on the gospel path.

### Lesson 31: *Continue in Prayer and Fasting*

#### QUESTIONS

- What spiritual and physical blessings can I receive from proper fasting?

#### ADDITIONAL RESOURCES

- Douglas L. Callister, “[Knowing That We Know](#),” *Ensign* and *Liahona*, Nov. 2007, 100–101. Discuss one of the stories recounted by Elder Callister about how fasting can strengthen a person’s testimony.
- Carl B. Pratt, “[The Blessings of a Proper Fast](#),” *Ensign* and *Liahona*, Nov. 2004, 47–49.
- *True to the Faith* (2004), 66.

#### EXPERIENCES

- Duty to God: Family Activity 4 (teacher).
- Encourage each young man to focus his fast the next fast Sunday on a specific purpose. At the next quorum meeting, discuss how this helped the young men appreciate the meaning of the fast in their own lives.

### Lesson 32: *Tithing*

#### ADDITIONAL RESOURCES

- Gordon B. Hinckley, “[In the Arms of His Love](#),” *Ensign* and *Liahona*, Nov. 2006, 115–18. This article contains a story about the blessings of paying tithing (pp. 117–18).
- Yoshihiko Kikuchi, “[Will a Man Rob God?](#)” *Ensign* and *Liahona*, May 2007, 97–98.

#### EXPERIENCES

- Duty to God: Youth Activity 6 (teacher). As part of keeping a budget, make a goal to pay a full tithing.

### Lesson 33: *Scripture Study*

No additional suggestions

### Lesson 34: *Obedience*

#### QUESTIONS

- How does obedience to God’s commandments bring me freedom and safety?

- Isaiah prophesied that in the last days people would call evil good and good evil. What examples can you give of this in our day?

#### ADDITIONAL RESOURCES

- Richard G. Scott, “[The Atonement Can Secure Your Peace and Happiness](#),” *Ensign* and *Liahona*, Nov. 2006, 40–42. This article illustrates how obedience will bring safety (see first question above).
- Spencer J. Condie, “[Claim the Exceeding Great and Precious Promises](#),” *Ensign* and *Liahona*, Nov. 2007, 16–18.
- *For the Strength of Youth* (pamphlet, 2001), 14–19. Identify the Lord’s standards on dress and appearance, including tattoos and body piercings.
- *Preach My Gospel* (2004), 122. Consider using the scriptures and questions on obedience to guide a class discussion.

#### EXPERIENCES

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

#### TEACHING TIP

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

### Lesson 35: *The Sacrament*

#### QUESTIONS

- Why is it important that I be worthy and reverent when I administer the sacrament? What should I do if I do not feel worthy to administer the sacrament?
- When I am administering the sacrament, what in my conduct and appearance helps or distracts members of my ward or branch as they renew their covenants?

#### ADDITIONAL RESOURCES

- L. Tom Perry, “[As Now We Take the Sacrament](#),” *Ensign* and *Liahona*, May 2006, 39–42.

#### EXPERIENCES

- Duty to God: Quorum Activity 1 (priest).
- Provide the sacrament to a homebound member.

### Lesson 36: *Testimony*

#### QUESTIONS

- In what ways is a testimony something I live, not just something I believe?
- What similarities are there between keeping a testimony burning brightly and keeping a fire going strong?

#### ADDITIONAL RESOURCES

- Robert D. Hales, “[Personal Revelation: The Teachings and Examples of the Prophets](#),” *Ensign* and *Liahona*, Nov. 2007, 86–89. This entire article contains helpful comments and illustrations on how to receive a testimony through personal revelation.
- Douglas L. Callister, “[Knowing That We Know](#),” *Ensign* and *Liahona*, Nov. 2007, 100–101.

“When a testimony has been realized, there is a burning urge on the part of the possessor to bear that testimony to others. When Brigham Young left the waters of baptism, he said: ‘The spirit of the Lord was upon me, and I felt as though my bones would consume within me unless I spoke to the people. . . . The first discourse I ever delivered I occupied over an hour. I opened my mouth and the Lord filled it.’ As a fire will not burn, except the flame be revealed, a testimony cannot abide except it be expressed” (p. 101).

- Alma 5:46; 17:2–3.

#### EXPERIENCES

- Duty to God: Family Activity 2 (deacon, teacher, priest).
- Challenge the young men to read Joseph Smith—History 1:8–20, 25–26 and identify the steps Joseph Smith took to obtain his testimony. Ask them to share what they learn with a parent or priesthood leader.

### Lesson 37: *The Priesthood of Aaron*

#### QUESTIONS

- When I consider the types of men God has entrusted with His priesthood (see Abraham 1:2; Alma 48:11–18; Helaman 10:4–7), what do I learn about who I am and what I can become?

#### ADDITIONAL RESOURCES

- Henry B. Eyring, “[A Priesthood Quorum](#),” *Ensign* and *Liahona*, Nov. 2006, 43–45. Consider sharing the story of the young quorum president.
- Robert D. Hales, “[To the Aaronic Priesthood: Preparing for the Decade of Decision](#),” *Ensign* and *Liahona*, May 2007, 48–51.

“The Aaronic Priesthood is the preparatory priesthood, given for this preparatory time in your life. *How* you bear that priesthood now will *prepare* you to make the most important decisions in the future. These decisions include receiving the Melchizedek Priesthood, going to the temple, serving a mission, getting an education, selecting an occupation, and choosing a companion and being sealed for time and for all eternity in the holy temple” (p. 48).

#### EXPERIENCES

- Duty to God: Quorum Activity 4 (deacon, priest).

### Lesson 38: *Magnifying the Calling of an Aaronic Priesthood Holder*

#### QUESTIONS

- What can I do within my quorum and in daily life to magnify the duties of an Aaronic Priesthood holder?

#### ADDITIONAL RESOURCES

- Thomas S. Monson, “[A Royal Priesthood](#),” *Ensign* and *Liahona*, Nov. 2007, 59–61.

- Gordon B. Hinckley, “[Rise Up, O Men of God](#),” *Ensign* and *Liahona*, Nov. 2006, 59–61.

“There is not a man or boy in this vast congregation tonight who cannot improve his life. And that needs to happen. After all, we hold the priesthood of God. If we are boys who have received the Aaronic Priesthood, we are entitled to the ministering of angels to guide and direct, to bless and protect us. What a remarkable and wonderful thing that is” (p. 60).

- Doctrine and Covenants 13; 20:46–59; 84:33–44.

#### EXPERIENCES

- Duty to God: Quorum Activity 2 (deacon, teacher); Quorum Activity 1 (priest).

### Lesson 39: *Missionary Work through Example*

#### EXPERIENCES

- Duty to God: Spiritual Development goal 11 (deacon); Spiritual Development goals 8–9 (teacher); Quorum Activity 5, Spiritual Development goal 7 (priest).

### Lesson 40: *The House of the Lord*

#### QUESTIONS

- What could I say to another LDS youth who is not sure that a temple marriage is important?
- How can temple attendance strengthen me to withstand the temptations of my day?
- Why is it important for me to be temple worthy even though I may not have the opportunity to attend now?

#### ADDITIONAL RESOURCES

- James E. Faust, “[The Restoration of All Things](#),” *Ensign* and *Liahona*, May 2006, 61–62, 67–68.

“A unique feature of The Church of Jesus Christ of Latter-day Saints is its teaching concerning temples and the eternal significance of all that occurs within them. Our majestic and beautiful temples now dot much of the earth. In them the most sacred work is done. President Gordon B. Hinckley has stated of these temples, ‘There are only a few places on earth where man’s questions about life receive the answers of eternity.’ The solemn mysteries of where we came from, why we are here, and where we are going are answered more fully in the temples. We came from God’s presence and are here on earth to prepare to return to His presence” (p. 67).

- Enrique R. Falabella, “[Why Are We Members of the Only True Church?](#)” *Ensign* and *Liahona*, Nov. 2007, 14–15. Consider using the story of Elder Falabella and his family going to the temple for the first time.
- Isaiah 2:1–3; Doctrine and Covenants 109:1–38; 124:39–41.

#### TEACHING TIP

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

**EXPERIENCES**

- Consider having the bishop share the temple recommend interview questions with the young men.

**Lesson 41: *Sexual Purity*****QUESTIONS**

- What would I teach a friend of another faith about the Lord's stand on sexual purity? (see *For the Strength of Youth* [pamphlet, 2001], 26).
- What are the consequences of viewing pornography?

**ADDITIONAL RESOURCES**

- Gordon B. Hinckley, "Rise Up, O Men of God," *Ensign* and *Liahona*, Nov. 2006, 59–61. Share and discuss the letter written by a victim of pornography.
- L. Whitney Clayton, "Blessed Are All the Pure in Heart," *Ensign* and *Liahona*, Nov. 2007, 51–53.
- "The Family: A Proclamation to the World," *Ensign*, Nov. 1995, 102.
- *Let Virtue Garnish Thy Thoughts* (pamphlet, 2006).
- 1 Corinthians 6:19–20; Jacob 2:5–6; Alma 38:12; Doctrine and Covenants 42:43.

**Lesson 42: *Honesty*****QUESTIONS**

- Why is it important to decide now to always be honest?
- What are the benefits of being honest, even if it there might be an undesirable consequence?
- How can I be honest with Heavenly Father in all aspects of my life?
- In what situations am I tempted to be dishonest?

**ADDITIONAL RESOURCES**

- Richard C. Edgley, "Three Towels and a 25-Cent Newspaper," *Ensign* and *Liahona*, Nov. 2006, 72–74. This article answers questions about everyday honesty.
- *True to the Faith* (2004), 84; *For the Strength of Youth* (pamphlet, 2001), 31. You may want to conclude the lesson by reading the sections on honesty in *True to the Faith* and *For the Strength of Youth*.
- Isaiah 5:20; 2 Nephi 9:34; Moses 4:4.

**EXPERIENCES**

- Invite the young men to share an experience of when they had the courage to be honest. Why was it worth it?

**Lesson 43: *Tools for Searching the Scriptures***

No additional suggestions

**Lesson 44: *Becoming a Better Home Teacher*****QUESTIONS**

- What can my quorum do to help each other fully participate in home teaching?
- What should my attitude be when given the opportunity to home teach? How can I contribute in a positive way?

**ADDITIONAL RESOURCES**

- Thomas S. Monson, "Do Your Duty—That Is Best," *Ensign* and *Liahona*, Nov. 2005, 56–59.
- *True to the Faith* (2004), 125.

**EXPERIENCES**

- Duty to God: Spiritual Development goal 3 (teacher).

**Lesson 45: *The Sacred Power of Procreation*****QUESTIONS**

- What are the blessings of keeping the law of chastity? What are the consequences of breaking the law of chastity?
- How does Satan use entertainment and the media to promote immorality?
- What does it mean to "bridle all your passions"? (Alma 38:12).

**ADDITIONAL RESOURCES**

- James E. Faust, "Message to My Grandsons," *Ensign* and *Liahona*, May 2007, 54–56.

"All you young men who hold the priesthood have the duty to respect womanhood. As you date the lovely young women of the Church, you have a duty to protect their physical safety and virtue. The priesthood you hold gives you the greater responsibility to see that the high moral standards of the Church are always maintained. You know better than to approach the edge of sexual enticement. You will lose part of that which is sacred about yourself if you go beyond the edge

and abuse the great powers of procreation. How can any of us hope to play a great role in time or eternity if we have no power of self-control? To be married to a righteous woman who loves the Lord, loves you, and respects the priesthood is one of the greatest of blessings of life and eternity" (p. 55).

- Boyd K. Packer, "I Will Remember Your Sins No More," *Ensign* and *Liahona*, May 2006, 25–28.
- *True to the Faith* (2004), 29.

**EXPERIENCES**

- Duty to God: Quorum Activity 1 (priest).
- In *For the Strength of Youth* (pamphlet, 2001), identify and discuss how the following sections relate to staying morally clean: Dating, Language, Music and Dancing, Entertainment and the Media, Dress and Appearance.

**TEACHING TIP**

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



## Lesson 46: *Decision Making*

### QUESTIONS

- What sources can I rely upon to help me make right decisions?
- What should I do to prepare to make important decisions? (see Luke 14:28–30).

### ADDITIONAL RESOURCES

- Robert D. Hales, “[To the Aaronic Priesthood: Preparing for the Decade of Decision](#),” *Ensign* and *Liahona*, May 2007, 48–51. Elder Hales counsels young men to prepare now for later decisions.
- *For the Strength of Youth* (pamphlet, 2001).

“Be humble and willing to listen to the whisperings of the Spirit. Place the wisdom of the Lord above your own wisdom.

“When you do these things, the Lord will make much more out of your life than you can by yourself. He will increase your opportunities, expand your vision, and strengthen you. He will give you the help you need to meet your trials and challenges. You will find true joy as you come to know your Father in Heaven and His Son, Jesus Christ, and feel their love for you” (pp. 40, 42).

### EXPERIENCES

- Invite each young man to read *For the Strength of Youth* during the coming week. After reading each of the standards, have him ask the following question: “Are my decisions in line with this inspired counsel?” If not, ask, “What do I need to change to ensure that I am living the way the Lord wants me to?”

## Lesson 47: *Consecration and Sacrifice*

### QUESTIONS

- What are some things that may seem like a sacrifice now but will bring great blessings later?

### ADDITIONAL RESOURCES

- Bruce D. Porter, “[A Broken Heart and a Contrite Spirit](#),” *Ensign* and *Liahona*, Nov. 2007, 31–32. Consider using this talk to supplement the first section of the lesson.
- James E. Faust, “[Discipleship](#),” *Ensign* and *Liahona*, Nov. 2006, 20–23.

## Lesson 48: *The Power to Baptize*

### ADDITIONAL RESOURCES

- David A. Bednar, “[That We May Always Have His Spirit to Be with Us](#),” *Ensign* and *Liahona*, May 2006, 28–31.
- *True to the Faith* (2004), 21–26.

### EXPERIENCES

- Duty to God: Quorum Activity 6 (deacon, teacher); Spiritual Development goal 6 (priest).
- Invite the young men to share how they felt at the time of their baptisms.

## Lesson 49: *Using Time Wisely*

### QUESTIONS

- How can I use my time more wisely to develop the talents and abilities that Heavenly Father has given me?
- What does it mean to do many good things of my own free will? (see D&C 58:27–28). What blessings can I receive from choosing to fill my time doing good things?

### ADDITIONAL RESOURCES

- Henry B. Eyring, “[This Day](#),” *Ensign* and *Liahona*, May 2007, 89–91. Consider replacing the story of the Scoutmaster with President Eyring’s conversation with one of the Lord’s aged servants (p. 90).
- Dallin H. Oaks, “[Good, Better, Best](#),” *Ensign* and *Liahona*, Nov. 2007, 104–8.

### EXPERIENCES

- Duty to God: Education, Personal, and Career Development (deacon, teacher, priest). Invite the young men to complete one requirement in the development of talents, self-reliance, and leadership during the next four weeks.

### TEACHING TIP

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



THE CHURCH OF  
JESUS CHRIST  
OF LATTER-DAY SAINTS

