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Lessons to Teach Your Students

Effective Scripture Study Skills

Introduction

The purpose of these packaged lessons is to teach and review with Seminary students, some of the basic skills of effective scripture study and teaching. As part of these lessons, they will learn how to better:

- Teach and learn by the Spirit.
- Understand the context and content of the scriptures.
- Identify, understand, and apply gospel doctrines and principles.
- Mark and annotate their scriptures more effectively.
- Explain, share, and testify of gospel doctrines and principles.

It is intended that these lessons are used as an alternative way to teach scripture blocks you already have coming up in your pacing. They will work best with chapters that naturally have many principles in them. Although these lessons could be used with many chapters from any of the Standard Works, we will look at these lessons with the second half of the New Testament as example blocks of scripture. These lessons do not need to be taught consecutively. It is perhaps best if they are scattered over weeks or months.

As you look through these lessons, you will see two common patterns. You will see your students doing in class what you hope they will do at home in their own personal scripture study. You will also see in the lessons, them having a chance to explain, share, and testify to the class of what they learned. So in the end, it is the hope that these lessons help you students become better disciples of the Lord Jesus Christ by incorporating skills of effective personal scripture study, and greater abilities to share the gospel with others.

The lessons will also teach the great need to develop these skills, and how useful they will be for the rest of their lives.

INTRODUCTION LESSON

Purpose: To help your seminary students desire to better prepare now to serve a mission by learning how to study the scriptures more effectively, and how to share with others.

Write on the board, “October 6, 2012” and ask, “What special event happened on that day?” (It was when Thomas S. Monson announced that all 18 year old young men after high school, could apply to serve a mission, and all 19 year old young women could also apply.) Ask your class to share the thoughts and feelings they had when they learned that young men no longer had to wait until 19 and young women no longer had to wait until 21. Also explain that on the same day, there was a separate news conference explaining that the time missionaries would spend in the MTC would be reduced. Ask:

- What ramifications does this have to seminary and the years before a mission?
- How can we better prepare before the time when one would enter the mission field?
- What are some skills that would help prepare a person for a mission?

Help your class understand that the announcement means that they need to be **better** prepared, **sooner** in order to be ready to fulfill a mission.

Explain that in the coming weeks they will be involved in a series of lessons that will train them on skills to better help them serve a mission. Those skills are:

More effective:

- Ways to share a scripture with others
- Personal Scripture Study
- Scripture marking skills

Go over each of those skills and ask why each would be important as a missionary or in life.

LESSON 1: How to Give A Great Scriptural Thought (FEAST)

Purpose: To help your seminary students be able to more effectively share a scriptural thought.

It is intended that this lesson be used as a way of teaching a scripture block you were already planning on teaching. It is best to use this lesson to teach a block of scripture were there a many powerful principles naturally found. Before you teach you will want to print the graphic and the bookmarks for your students.

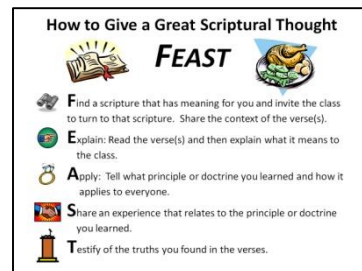
Show your class a picture or drawing of a sword. Explain that in Ephesians 6, Paul challenges us to put on the whole armor of God, and then compares different pieces of equipment to aspects of spirituality. Ask:

- What does Paul relate the Sword to?” (Have them look in Ephesians 6:17 for the answer)
- Why is the answer both “the Spirit” and “the word of God”? (By you effectively wielding the Word of God, you will help others feel the Spirit.)
- Can anyone pick up a sword for the first time and use it effectively to fight? (No, you need to learn the skills and practice those skills.)
- How does using the scriptures effectively take practice and skill too?

Explain that today they will learn some skills that will help them as missionaries and for the rest of their lives. Ask, “Why would it be helpful for a missionary to be able to share a powerful scriptural thought?”

Explain that missionaries are often encouraged to share scriptural thoughts with everyone they meet (members, non-members, people on the bus, the person just about to slam the door in their face) because when people hear a thought from the word of God, they will be more likely to be touched by the Spirit, and desire to learn more. Also in church meetings, it is very common to be asked to share a scriptural thought.

Show the following graphic to the right that is found in the attachment to this lesson. Explain that FEAST is an acronym that can help them remember how to share an effective scriptural thought. It is also similar to how missionaries are trained to share scriptural thoughts.



Explain that you are going to go through the steps of giving a scriptural thought (FEAST) and then you will demonstrate it, and then they will need to get ready to also share a scriptural thought to the class, like you did.

Give each student the bookmark / handout for FEAST that is attached in this lesson. Go through the steps of FEAST and give any further explanation if needed. Then ask for them to look for all of the steps to a great scriptural thought as you share a scripture with them from the lesson block. Afterwards ask if they saw anything you missed as you share your scriptural thought.



Divide your class into 3-4 groups and give each of them verses from the divided up scripture block that they should read. They will need to individually identify a verse they like, and prepare to share a scriptural thought as you have trained them.

If you were using Romans 8 as your scripture block, then perhaps give verses 1-12 to one group, 13-24 to another, and 25-39 to the last group. Have each individual student read their verses separately and look for some verse(s) that stands out to them, and then prepare to give a scriptural thought individually as you have demonstrated. Give them 7 minutes to read the block of verses and prepare. While they are preparing, go around and make sure each person understands and give any assistance as needed. Before the time is up, ask if anyone needs more time or help; give more time as needed.

Once they are ready, randomly pick a person from the first group to come to the front of the class and share their scriptural thought. If there is a verse you especially wanted to be covered, you

can ask if anyone picked that verse and to volunteer to share it. Let ask many people as possible to share their scriptural thought.

At the end of class, explain that this is how you want scriptural thoughts to be given each day in class. Challenge them to be searching for good verses to share for scriptural thoughts each day as they are doing their personal scripture study. I tell my class that nothing warms my heart more than to hear a student start their scriptural thought by saying, “I found this verse while I was studying my scriptures yesterday...” Testify and promise them of the power they will be able to have as an instrument in the Lord’s hands, as they learn to share the scriptures effectively.

LESSON 2: More Effective Personal Scripture Study Skills

Purpose: This lesson will help your class develop and practice good scripture study skills and share from the scriptures with others.

With your class, refer back to the image of the sword you used at the beginning of lesson one. Explain that this lesson will also help train your students in some skills to help them more effectively study the scriptures. Also explain that the first part will train them so that later in the lesson, they will break into groups and demonstrate these skills of effective scripture study.

Show the following graphic (found in this lesson) and cover up the explanations with another paper. Explain that when we study the scriptures, it can help us by thinking of it as looking for four colors: The Black, White, Red, and Green.



THE BLACK

Ask, “What might ‘looking for the Black’ represent or say we should do when studying our scriptures?” (You should try to get the literal surface meaning of the text. Be able to summarize *what* you read or put it into your own words.) Ask a student, “Do you speak ‘Highschoolise’? When they are not sure what you mean, explain that Highschoolise is the common language that is spoken in high school –minus the swear words. Ask:

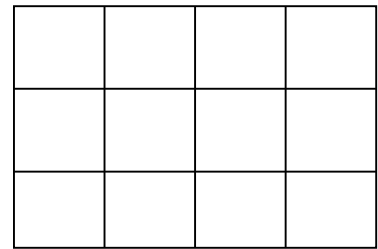
- How can summarizing the verse or putting it in your own words help with understanding a verse?
- Take the paper down a bit from the graphic and show what is written next the “Black”

Go to Romans 12:1 (or a powerful verse you chose from a lesson block) and have them put the verse into their own words.

THE WHITE

Point out the “White” on the graphic and ask, “What might ‘looking for the White’ represent or say we should do when studying our scriptures?”

Draw the 3 by 4 squares on the board and ask the class to shout out their answer as soon as you ask the following question. “How many squares are there?” At first they may quickly say 12; but after more time to look, they will come up with the number 20. Ask:



- What does this have to do with scripture study?
- What will often happen after taking time to analyze verses more carefully? (You will find more insights in the verses.)

Share the following statement by Elder D. Todd Christofferson and ask them to listen for things they should do as they study the scriptures:

“For conversion, you should care more about the amount of time you spend in the scriptures than about the amount you read in that time. I see you sometimes reading a few verses, stopping to ponder them, carefully reading the verses again, and as you think about what they mean, praying for understanding, asking questions in your mind, waiting for spiritual impressions, and writing down the impressions and insights that come so you can remember and learn more. Studying in this way, you may not read a lot of chapters or verses in a half hour, but you will be giving place in your heart for the word of God, and He will be speaking to you.” –*When Thou Are Converted*, Elder D. Todd Christofferson, April 2004 General Conference.

Show what is next to the “White” on the graphic.

Have your class look for the “White” with Romans 12:1 (or the same alternative verse you chose earlier). Have them share what they found as they analyzed the verse.

THE RED

Ask, “There is red and black on a scripture page, but is there ever red?” (It is what they mark in their scriptures).

Show what is next to the “Red” on the original graphic. Have your class mark Romans 12:1 in their scriptures. Ask them to underline the most important words in the verse. Ask them to make the verse stand out, but also mark the key words in the verse. Ask some to share how they marked Romans 12:1.

THE GREEN

Ask your class what the “Green” might represent with scripture study. If needed, explain that it is what you are supposed to **GO** and do because of what was taught –like a green traffic light. Explain that with verses they really like, they should try to figure out what is the big lesson principle, or moral of the story. Then they should write that lesson in their margin. Invite your class to look at Romans 12:1 again (or the alternative verse) and try to formulate it into a few words and then write that principle in their margin. Ask class member to share what they wrote.

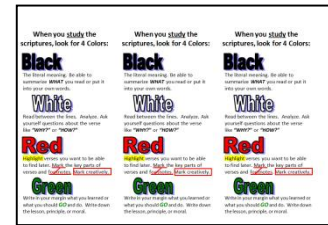
GROUP WORK

Before the group work, quickly review the basics of the Black, White, Red and Green again as found on the graphic.

Now break your class into groups of four and assign each group 1-2 verses from the lesson block that have powerful principles in them. Explain that later in the class, each person in their group will need to do one of the following:

- **The Black:** This group member needs to read the verse(s) and put it in their own words.
- **The White:** This group member needs share what the verse made them think and questions in their analyzing.
- **The Red:** This group member to tell and show on board how they marked the verse(s).
- **The Green:** This group member needs to share what they though the big lesson was from the verse and what they wrote in their scriptures.

Give them five minutes to read their verses and decide what each person will do and say in the group and who will be responsible for each color. During this time pass out the bookmarks (attached to this lesson) to each student. Also walk around to make sure each person understands their role and what they should do. If you were doing this for Romans 12, you might assign out the following verses: 2, 3, 9, 10, 11, 12, 14-15, 17-18, 19, 20, 21.



Once they are prepared, have one group of four come to the front and have them share the Black, White, Red, and Green they got from their assigned verses. You may repeat this depending on the size of your class.

To end, show the graphic of the sword again. Challenge them to become skilled in spiritual warfare by learning how to use the scripture effectively. Invite them to take the bookmark home as a reminder and to try to study their scriptures that way tonight. Testify how studying and knowing the scriptures has helped you.

LESSON 3: Fishing For Principles & Doctrines



Purpose: This lesson will help your class be able to identify, understand, and apply gospel doctrines and principles. It will also give them practice sharing those with others.

Come to class with as much fishing equipment as you can get hold of. If you are so inclined, you may wish to dress as a fisherman for class. Briefly show the different pieces of equipment and explain what they are for.

Ask your class, “What does fishing have to do with seminary?” Give time for different responses.

Have your class listen for what fishing has to do with seminary as you share the following statement that Elder David A. Bednar that he shared with parents and instructors (There is a graphic for this attached in the lesson):



**Elder David A. Bednar taught:** 

“Giving a man a fish feeds him for one meal. Teaching a man to fish feeds him for a lifetime. As parents and gospel instructors, you and I are not in the business of distributing fish; rather, our work is to help our children learn “to fish” and to become spiritually steadfast. This vital objective is best accomplished as we encourage our children to act in accordance with correct principles—as we help them to learn by doing... Such learning requires spiritual, mental, and physical exertion and not just passive reception.

-Watching with All Perseverance, April 2010 General Conference.

“Giving a man a fish feeds him for one meal. Teaching a man to fish feeds him for a lifetime. As parents and gospel instructors, you and I are not in the business of distributing fish; rather, our work is to help our children learn “to fish” and to become spiritually steadfast. This vital objective is best accomplished as we encourage our children to act in accordance with correct principles—as we help them to learn by doing... Such learning requires spiritual, mental, and physical exertion and not just passive reception. - *Watching with All Perseverance*, April 2010 General Conference.

Ask:

- What would be the equivalent of me handing you fish I caught, in class? (The teacher just talking about all the wonderful things they found).
- If I am teaching you to fish, what should I doing? (Letting you find the great things in the scriptures and you share with the rest of the class)

Explain that today they will be fishing in the scriptures. In doing that, they are going learn the important scripture skill of being able to identify, understand, and apply gospel doctrines and principles.

Show the graphic (attached to the lesson) that shows the three main characteristics of a principle and the form they often come in as shown on the right side of the document. Also share what a doctrine is. Have this written on the board or has a handout to each student.

Share the following statements with your class and ask them to:

1. Decide if it is a doctrine or principle.
2. Share what Scripture Mastery from the New Testament it might be from.

If you are doing this on another curriculum year, create your own statements from the Scripture Mastery scriptures.

- We should be good examples so that people will come to know God better.
- We need to decide who we will be serving, in order to serve effectively.
- If we are serving people in need, then we are also serving the Lord.
- Resurrected beings have bodies of flesh and bones.
- Baptism is essential to enter the Kingdom of God.

Now break your class into pairs. Explain that each will be given some verse and the two of them need to come up with a principle or doctrine that comes from that verse. In the end, both students will come to the front and one student will read the verse and the other student will write next to the verses the principle or doctrine they came up with. Suggest that they might want to create their principle using one of the example structures on the right of the graphic. Also explain that there isn't one set principle or doctrine in each verse, but perhaps many principles from one verse.

Principles:

- Have an action
- Use personal pronouns
- Have a result

Examples of Principles:

- "If I ... then..."
- "We should... so that..."
- "When we ... then..."
- "We need to... because..."
- "I need to... so that..."

Doctrines: say what we should believe

If you were going to teach this lesson with Philippians, you might choose the following to write on the far left of the board with enough room for them to write the principle or doctrine next to it:

- | | | |
|---------|--------|--------|
| • 1:12 | • 2:12 | • 4:7 |
| • 1:19 | • 2:15 | • 4:8 |
| • 1:21 | • 3:8 | • 4:11 |
| • 2:3 | • 4:4 | • 4:13 |
| • 2:7-8 | • 4:6 | |

After each group shares, if it was a principle, ask what the action was, and the implied result. Be careful not to be too particular with their doctrines or principles because this could discourage the students from sharing in the future. Help them understand that there is not only one right answer for each verse.

In conclusion, challenge your students to try to figure out the doctrines and principles as they are studying the scriptures on their own. Also challenge them to write those principles or doctrines in the margins of their scriptures when they find a particularly powerful one.

LESSON 4: Effective Scripture Marking

Purpose: This lesson will help your class learn some principles of effective scripture marking and give them practice using those skills.

To prepare for this lesson, get a manila folder, open it up and then draw a treasure map. Make sure there is a big red **X** that marks where the treasure is. Then distress the map by crumpling up the map multiple times and tear some edges. Manila folders are quite durable so it should withstand the abuse, and this will make your map look more authentic and worn. Then roll up the map and tie it off.



Also to prepare for this lesson, you will want to make overheads for your overhead projector (found in most meeting house libraries still) or use a projector that hooks to your laptop computer. This will allow you to project the scripture images on the whiteboard or chalkboard, and you demonstrate marking by marking the image on the board, or marking on the overhead projector transparencies. This will also allow the students to come to the front and show how they marked their scriptures so others can see it.

At the beginning of class, show the rolled up treasure map and ask the students what they think it is. As you slowly unroll it, they will guess it is a map, and finally when they see the X, they will guess it is a treasure map. Ask:

- On a treasure map, how do you know where the treasure is? (They will say something like, “X marks the spot”).
- Why would someone want to make a treasure map in the first place? (So they can find where the treasure is later.)
- Then hold up your scriptures and ask, “With your scriptures, when you find some treasure, how will you know where the treasure later?”
- Why would you want to mark things in your scriptures? (Refer back to the treasure map if needed.)

Explain to your class that today, they are going to learn some skills of how to mark their scriptures effectively. Make sure they understand that there is not one correct way to mark their scriptures, but there are some basic principles that will help them mark more effectively.

Also explain that at the end of class, there will be an exam where they will demonstrate they understand the four principles of effective scripture marking.

TAGGING


Show the handout “The 4 Aspects of Quality Scripture Marking”. Explain that the first principle of effective scripture marking is Tagging a verse which is marking a verse so that it will stand out and so you can find it later.

Project a page of scripture (2nd Timothy 3 for instance) and show different ways they could tag verses to make them stand out such as boxing, bracing, starring, highlighting, shading. While you do that, bring out some points such as:

- Avoid coloring directly on the text because you might want to mark particular parts of the verse later. If you do shade on the text, do it in a light color so you can mark particulars later.
- A light colored crayon or pencil (like yellow) can also highlight a verse, while still being able to mark there later.
- Consider marking Scripture Mastery verses, or other special sets of verses a particular color so they are more noticeable.
- Remember you won't tag many verses. Only the ones you really like and want to be able to find later.

The 4 Aspects of Quality Scripture Marking

- **Tagging:**
[Helping the verse(s) stand out so you can find it later.]
- **Marking Insights:**
Marking only the keywords in the verses.
- **Footnote Tags:**
Marking the correct letter and the significant footnote below.
- **Annotations:**
Write down keywords, notes, feelings, and principles in the margins.



1515
2 TIMOTHY 3:1-17

CHAPTER 3

Paul describes apostasy and perilous times of the last days.—The scriptures testify from its scriptures.

1 Thus know also, that in the last days perilous times shall come.

2 For men shall be lovers of their own selves, covetous, boasters, proud, blasphemers, disobedient to parents, unthankful, unholy,

3 Without natural affection, trucebreakers, false accusers, incontinent, fierce, despisers of those that are good,

4 Traitors, heady, highminded, lovers of pleasures more than lovers of God;

5 Having a form of godliness, but denying the power thereof: from such turn away.

6 And of these shall some creep into houses, and lead captive silly women laden with sins, led away with divers lusts,

7 Ever learning, and never able to come to the knowledge of the truth.

8 Now as James and Jambres withstood Moses, so do these also resist the truth: men of corrupt minds, reprobate concerning the faith.

9 But they shall proceed no further:

ther: for their folly shall be manifest unto all men, as theirs also was.

10 But thou hast fully known my doctrine, manner of life, purpose, faith, longsuffering, charity, patience.

11 Persecutions, afflictions, which came unto me at Antioch, at Iconium, at Lystra; what persecutions I endured; but out of them all the Lord delivered me.

12 Forasmuch as thou shalt have followed me, and all that will live godly in Christ, Jesus shall suffer persecution.

13 But evil men and seducers shall wax worse and worse, deceiving, and being deceived.

14 But continue thou in the things which thou hast learned and hast been assured of, knowing of whom thou hast learned them:

15 And that from a child thou hast known the holy scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus.

16 All scriptures are profitable for doctrine, for reproof, for correction, for instruction in righteousness:

17 That the man of God may be perfect, thoroughly furnished unto all good works.

<p>3 1a Morm. 1:17 (13-17); b 2a (26-33); 7a Last Days; b 2 Tim. 4:13; 2a to Covetousness; b to Pride; c to Contentment; Disobedience; Family; Children; Duties of; d to Ingratitude; 3a Rom. 1:26 (26-29); b to Sexual Immorality; c to Honesty; d as slanderers; e as without self-control; 4a to Rebellion; b as rash, reckless; c as puffed up, conceited; d to Pleasure; 5a Rom. 2:20; 2 Ne. 28:5; Jb-H 1:18; b to Apostasy, of the</p>	<p>Early Christian Church; 6a to Woman; b to Love; 7a to Learning; b to Ignorance; Knowledge; c to Truth; 8a to Opposition; 9a Ps. 14:1; D&C 10:21 (20-23); 112:23 (23-24); 9a D&C 35:7; 45:49; 63:15; 10a as followed closely, conformed to; 11a Acts 15:26; 12a to Godliness; b Ps. 34:19; to Suffering; c to Cruelty; Persecution; 13a as diviners, imposters, cheats.</p>
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MARKING INSIGHTS

“You haven’t read
them until you’ve
red them.”

- Like you did with Tagging, mark a page like 2nd Timothy 3 demonstrating how they might mark. Bring out the point that by marking a few words, you can best express what is most important to you in the verse. Also bring out points like:

- Marking helps us remember better.
- Helps us stay engaged and interested in the reading.
- There are many verses you will want to mark things in but few that you will want to tag.
- There are many different ways to mark parts of a verse: They can underline, circle, connect words, and more.

[illegible]

FOOTNOTE TAGS

Ask your class:

- How can footnotes be helpful when studying the scriptures?
- Are all footnotes of equal value?
- What types of footnotes have you found especially helpful?
- When you have discover a very helpful footnote, what can you do so the next time you read the verse you will know to look at the footnote with the verse?

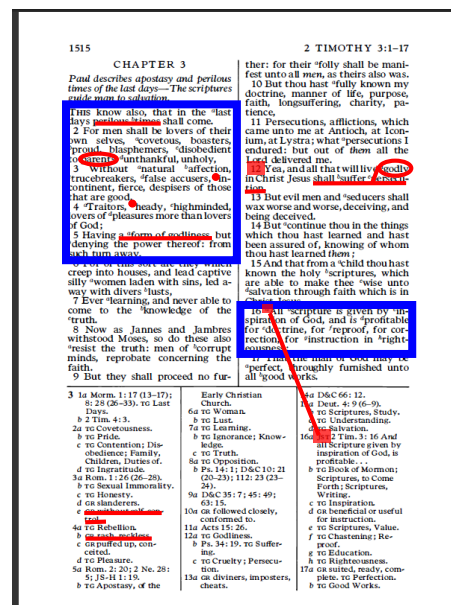
Demonstrate to the class ways they can mark the footnotes.

While you demonstrate, bring up points like:

- Mark the superscript letter in the verse and something in the footnote itself.
- Sometimes you may want to draw a line from the superscript to the footnote, but be careful not to do this too often as it can make your page look messy.
- You will not want to mark all footnotes. Just the ones you found particularly helpful.

Invite your class to go to 2nd Timothy 3:16 and mark the

most important footnotes the found in the verse. Invite a student to show how they marked some footnotes.



ANNOTATIONS

Ask your students to raise their hands if they have ever taken notes when listening to a speaker at a youth conference. Then ask them how often they have look at those notes later. Explain that often, we don't look back at notes we have taken but if we take notes in the scriptures, it can keep the main ideas so we can have them there for later.

Help your class understand that writing notes in your scriptures will help them remember insights, topics, and principles. Those short notes can be written in the side margin or the top and bottom of the pages. Explain that they do not need to write a lot in their margins; sometimes writing just a couple of words can bring the whole lesson across. Red ballpoint pens are also useful when writing notes in their scriptures because the ink won't erase, and it will be there for years to come.

Invite your class to go to 2 Timothy 3 and write down topics, key words or insights of what they learned there. Have class members share what they wrote.

SCRIPTURE MARKING QUIZ

Pass out the quiz papers and review the 4 aspects of quality scripture marking. As the instructions on the bottom say, explain that they need to read the page of scripture on the right, and then mark the page using the 4 aspects of quality scripture marking. Explain that they will get two points for doing each of those four things, two times each on the page. Thus making 8 points possible. As they take the quiz, walk around and help those who may not be sure what to do. After they have had sufficient time, have them pass their papers to another student and go over it.

At the end of the lesson challenge them to apply some of the things they learned to they can improve their scripture marking and studying.

The 4 Aspects of Quality Scripture Marking

- **Tagging:**
[Helping the verse(s) stand out so you can find it later.]
- **Marking Insights:**
Marking only the keywords in the verses.
- **Footnote Tags:**
Marking the keyword letter and the significant footnote below.
- **Annotations:**
Write down keywords, notes, feelings, and principles in the margins.

For the quiz, mark and annotate the page of scripture on the right. Perform two examples of each of the four aspects of quality scripture marking. Eight points possible.

2 TIMOTHY 2:17-26

17 Let us be first 'partners of the sufferings' of Christ, that we may also be 'partners of his glory'.

18 Forasmuch as Christ has suffered for us, leaving us an example, that we should follow his steps.

19 Who suffered for us, that he might save us from all unrighteousness, and purify unto himself a peculiar people, zealous of good works.

20 Thou therefore, who have followed these things, thou shalt also follow him, who suffered for us, that thou mayest also obtain the glory of Christ.

21 Forasmuch as thou art a partaker of his sufferings, thou shalt also be a partaker of his glory.

22 Forasmuch as thou art a partaker of his sufferings, thou shalt also be a partaker of his glory.

23 Forasmuch as thou art a partaker of his sufferings, thou shalt also be a partaker of his glory.

24 Forasmuch as thou art a partaker of his sufferings, thou shalt also be a partaker of his glory.

25 Forasmuch as thou art a partaker of his sufferings, thou shalt also be a partaker of his glory.

26 Forasmuch as thou art a partaker of his sufferings, thou shalt also be a partaker of his glory.


LESSON 5: Digging for Principles

Purpose: This lesson will continue to help your class strengthen the skill of identifying and understand principles from the scriptures.

To prepare for this lesson you need to be ready to show a particular video. In the video, Elder Howard W.

Hunter tells a boyhood story of watching a big bird teach a little bird how to obtain food (Time, 2:41). It is from the address “The Teacher” he gave in General Conference in April 1972. You can find this on the church website under General Conferences. There is

also an enhanced version of this talk with illustrations of the events and the two birds. On the S&I website, search “Hunter birds” and you will soon find it. It is also a video on YouTube. Make sure you preview the clip before class. The text of the talk is on a slide attached in the lesson.



Digging for Worms

“It was on a summer day early in the morning. I was standing near the window. The curtains obstructed me from two little creatures out in the garden. One was a large bird, and the other a little bird obviously just out of the nest. I saw the larger bird hop out onto the lawn, then thump his feet and cock his head. He drew a big fat worm out of the lawn and came hopping back. The little bird opened its bill wide, but the big bird swallowed the worm.

“Then I saw the big bird fly up into a tree. He pecked at the bark for a little while and came back with a big bug in his mouth. The little bird opened his beak wide, but the big bird swallowed the bug. There was squawking in protest.

“The big bird flew away, and I didn’t see it again, but I watched the little bird. After a while, the little bird hopped out onto the lawn, thumped its feet, cocked its head, and pulled a big worm out of the lawn.

“God bless the good people who teach our children and our youth.”
-Elder Howard W. Hunter

To start the lesson, ask the class to look for what the video is trying to teach. Once they have seen the video, consider asking question like:

- Was this just a story of a mean mama bird?
- Why didn’t she feed the baby bird?
- What purpose did she have behind her actions?
- What does this have to do with seminary?
- How are the scriptures represented in the story? (The lawn and tree where the food can be found)
- What might the worms and bugs represent? (The Principles and lessons found in the scriptures).
- What does this teach that I need to do as a teacher?

Explain to the class that today they will be finding big juicy worms and bugs in the scriptures, and sharing what they find with the rest of the class. But explain that unlike other times, they will

need to write out the lesson they found in 5 words or less. Have your class go to the book of James, chapter 3. Give them 4 minutes to individually read the chapter, and be ready to share a principle they found in one of the verses, in 5 words or less. Remind the class that principles don't just say what we should do, but also have a result. As they are studying the chapter, walk around to see how they are doing. Ask if there is anyone having trouble and offer your assistance.

When they are done, randomly pick a student to share the verse and principle they found in 5 words or less. Have them write the 5 words lesson on the board when they present. Invite students to write the 5 word lessons in their scriptures too. Once you have seen the main ideas in that chapter, give them time to do the same thing with chapter 4, and then 5.

Challenge your class to be digging out the great principles in their own personal scripture study. Also challenge them to try writing short statements of principle (perhaps in 5 words) in their scriptures as they study personally.

LESSON 6: Carrot Scripture Study

Purpose: This lesson will also strengthen the students in searching the scripture to identify principles and doctrines.

Before class, have a nice looking carrot peeled and ready to share with a willing student. Have this hidden away. When class begins, ask your students to each think of their favorite vegetable. If there is time, have them each share what their favorite is. If one of them said a carrot, refer back to that student and ask them to come up to the front of the class with you. Show the class the carrot you prepared.



Ask the student to hold the carrot –**but don’t bite**. In a joking way, ask if (as they are holding it) they are feeling all of the goodness and the nutrition of the carrot. Ask the class what the student needs to do to get the most from the carrot.

Ask the student to take a bite –**but don’t chew!** As they are holding that piece of carrot in their mouth, again ask if they feel they are getting all of the nutrition and goodness from the carrot. Again, ask the class what the student needs to do to get the most from the carrot.

Ask the student to chew –**but don’t swallow!** As they are chewing the carrot into a paste (without swallowing), again ask if they feel they are getting all of the nutrition and goodness from the carrot. Again, ask the class what the student needs to do to get the most from the carrot. After the class has said, “swallow”, invite the student to enjoy the carrot and have a seat.

Ask the class, “What were the three things they needed to do to get the most from the carrot?”
Write the three things on the board:

- BITE
- CHEW
- SWALLOW

Ask questions like:


- How is this similar to scripture study?
- What is the equivalent of “bite” with scripture study?
- What is the equivalent of “chew”?
- What would “swallow” be?

Help them get to the following on the board:

- BITE = Read and understand what is said
- CHEW = Analyze and ponder the message
- SWALLOW = Decide a lesson for your life

Explain that they will be doing these same three things in the scriptures today. Have them go to First John (or the scripture block of your choice). Break your class into groups of three. Give each group a few verses. Explain that in 5 minutes their group needs to be ready to share. As a group they should read the verses, analyze what it is saying, and then figure out what the application is. When

it is their groups turn, the three will come to the front. One person in the three will say what their verses were, and read the verses (BITE). The second person will share what they got from the verse with analyzing and thinking about the verses (CHEW). The last person will share what big lesson they came up with from the verse that they could apply to their lives (SWALLOW).



- **Bite**
—Read. Be able to summarize it.
- **Chew**
—Think about, ponder, look for insights.
- **Swallow**
—Think about how to apply it to your life.

If you were doing this for First John, you might choose verses for your groups like:

- | | | |
|-------------------------------|--------------------------------|--------------------------------|
| • 1 st John 1:6-7 | • 1 st John 2:15-16 | • 1 st John 4:4 |
| • 1 st John 1:9-10 | • 1 st John 3:2-3 | • 1 st John 4:18-19 |
| • 1 st John 2:6 | • 1 st John 3:6 JST | • 1 st John 5:3 |
| • 1 st John 2:9-11 | • 1 st John 3:17-18 | |

At the end of class after all the groups have presented, ask your class if they have been finding themselves doing some of these skills more as they have been studying the scriptures. Challenge

your class to use the same pattern as they study their scriptures at home. Testify of the power that comes from doing each one of the steps as they study their scriptures.