



strengthening  
our home  
and family

## **Deseret Book®**

Family Home Evening Materials

### Theme: Giving Talks

Packet #110204

#### **5 tips for successful Family Home Evenings**

- 1. Pray.** Pray about the needs of your family as you consider topics for home evenings, and pray as you prepare.
- 2. Prioritize.** Make Family Home Evening a priority; learn to say no to other activities.
- 3. Involvement.** Involve everyone in the family; help little children take part.
- 4. Commitment.** Be committed and be consistent. Set a designated time and stick to it. Holding Family Home Evening on a weekly basis takes dedication and planning on the part of all family members.
- 5. Relax and enjoy it.** The most important thing your children will remember is the spirit they feel in your family home evenings and activities. Be sure the atmosphere is one of love, understanding, and enjoyment.

# Giving Talks

## Thought:

As children of our Heavenly Father we can glorify him and his Son Jesus Christ with words of love and appreciation . . . and with a desire to communicate in a divine way.

(Charles A. Didier, *Ensign*, November 1979, 26)

## Purpose:

Help family members learn how to create a talk for Primary, Sacrament, or other meetings.

## Song:

"I Will Be Valiant," *Children's Songbook*, p. 162.

## Scripture:

Therefore, verily I say unto you, lift up your voices unto this people; speak the thoughts that I shall put into your hearts, and you shall not be confounded before men.

(Doctrine and Covenants 100:5)

## Object Lesson:

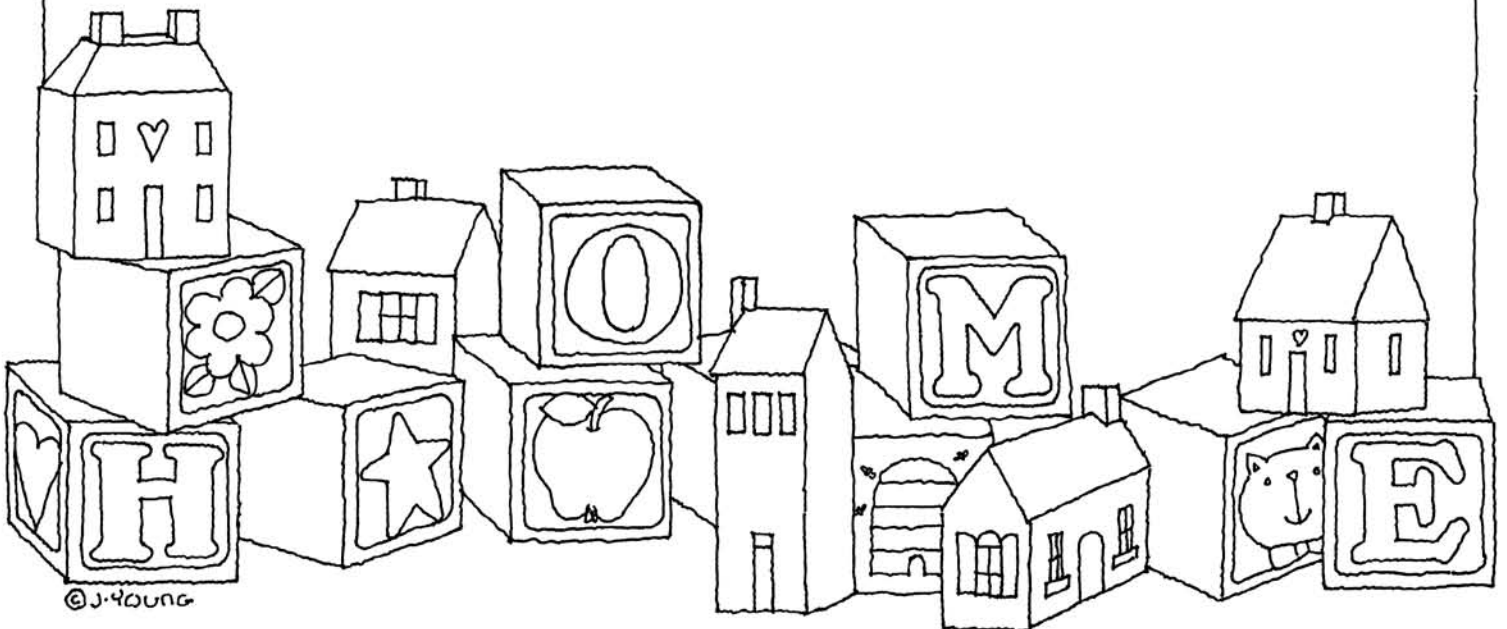
Show your family members a cup. Point out that the cup is perfectly good and useful. However, to someone who is thirsty the empty cup would be worthless.

Explain that we can be good and useful servants for our Father in Heaven. However, if we are not prepared spiritually, we can offer no guidance to those in need. When we prepare in advance to be able to share our thoughts and testimonies with others, we can have a full cup to offer those who will listen to us.

## Story:

A Primary teacher found herself a week ahead on the lessons. With the extra time she decided to give her class of ten-year-olds an opportunity to individually prepare a talk. She didn't tell the class what she was doing because she didn't want them to run straight to the task: quickly find a subject, superficially scribble something down, and "finish first."

She found several photographs from magazines and other sources and hung them around the room. She asked the children to quietly look at each picture until they each found one that was particularly interesting. Since this would have to be very individual and require some quiet thinking and feeling time, the teacher asked the children not to talk.



When they had all made a choice she wrote this beginning on the chalkboard.:

I chose this picture of \_\_\_\_\_ because \_\_\_\_\_.

She then asked them to go to work on their papers. While they were working she noticed those who were having trouble and began asking them gentle questions: “What do you like about the picture?” “What do you think is happening?” “How are the people feeling?” “Can you write some of those things on your paper?”

Coaxing the children’s thinking along, she asked them to look at their picture again and make a connection to themselves. Then she wrote on the chalkboard:

Sometimes I am \_\_\_\_\_ or

Once I was \_\_\_\_\_.

This was getting easier now, and most of the children could think of things to talk about and write about. More children wanted to talk, and the teacher tried to do that because she knew their minds were beginning to engage and they needed something faster than a pencil to keep up with the sorting and sifting process.

Now came the jump. On the board the teacher wrote:

Heavenly Father \_\_\_\_\_ or

In the scriptures \_\_\_\_\_.

What? They were all puzzled. “What do you mean?”

Finally she said, “Let’s make your ideas into talks now.”

“Oh,” they said, “We get it! We need a scripture story or something.”

Together the class slowly began to name some of the scripture stories they had learned that year: Esther, Daniel, Jonah, and so on. As they went through them, suddenly a little body would jump into action. “That’s a story that will work for me!” “Shall I write it down?”

“Yes. Just what you can remember and what will help us to think about what you have already written.”

This is what Stuart wrote:

I chose the picture of the little kid because when I looked at it the picture just stood out and he just looked confused, worried, and sad.

Sometimes I am confused, worried, and sad, like when my dog had been lost for almost a whole day and then we found her in Sandy. When we are sad, worried and confused we can always pray for guidance.

Like in Daniel and the lions’ den. Daniel was worshipping Heavenly Father, and the king said, “Stop or you’ll be thrown in the lions’ den. Even though he said that, Daniel kept on praying and worshipping, so then the king threw him in the den. Daniel probably felt sad, worried, and confused, but Heavenly Father shut the lions’ mouths so they wouldn’t hurt him

When you’re lacking guidance you can always pray.

(Virginia H. Pearce, *Creating Terrific Talks*, [Salt Lake City: Deseret Book, 2003], p. 14–18.)

## **Activity:**

Have each member of your family create a talk by dividing their paper into fourths and using the four-square method described below.

The four-square method is a simple way for a child of any age to organize her talk. It has four discrete steps. (1) choose a favorite scripture, (2) explain what you think Heavenly Father is trying to teach us with the scripture, (3) give an example of this in your life, and (4) bear your testimony about the principle.

1. A FAVORITE SCRIPTURE	2. EXPLAIN WHAT HEAVENLY FATHER IS TRYING TO TEACH US
3. A PERSONAL EXPERIENCE	4. MY TESTIMONY

This may feel like a sterile formula, but when you begin with the child in can be powerful. Let them choose the scripture, help them explore its meaning, help them connect their won life experience to the scripture, and then close with a personal testimony. This is a powerful and simple model.

(Virginia H. Pearce, *Creating Terrific Talks*, [Salt Lake City: Deseret Book, 2003], p. 38–39.)

### **Extras:**

Put together a FHE kit (that will help family members prepare lessons). A few items you may want to include are:

- Scriptures
- Family home evening manual
- Gospel Principles* manual
- Hymnbook and *Children's Songbook*
- Church pamphlets
- Gospel Art picture kit
- New Era* posters/Mormon Ads
- Church magazines
- Paper, pencils, and supplies
- Family puppets
- Footprints or other signs appropriate to family home evening
- Lists of ideas for lessons, activities, and so forth
- Soft ball or ring toss game
- Flannelboard figures
- Church videos
- Gospel related games or other games that can be adapted for gospel themes
- Homemade games to reinforce gospel themes
- Gospel-themed books for ideas and activities

(Melanie Webb, *250 Ways to Connect With Your Family*, [Salt Lake City: Deseret Book, 2003], p. 98–99.)

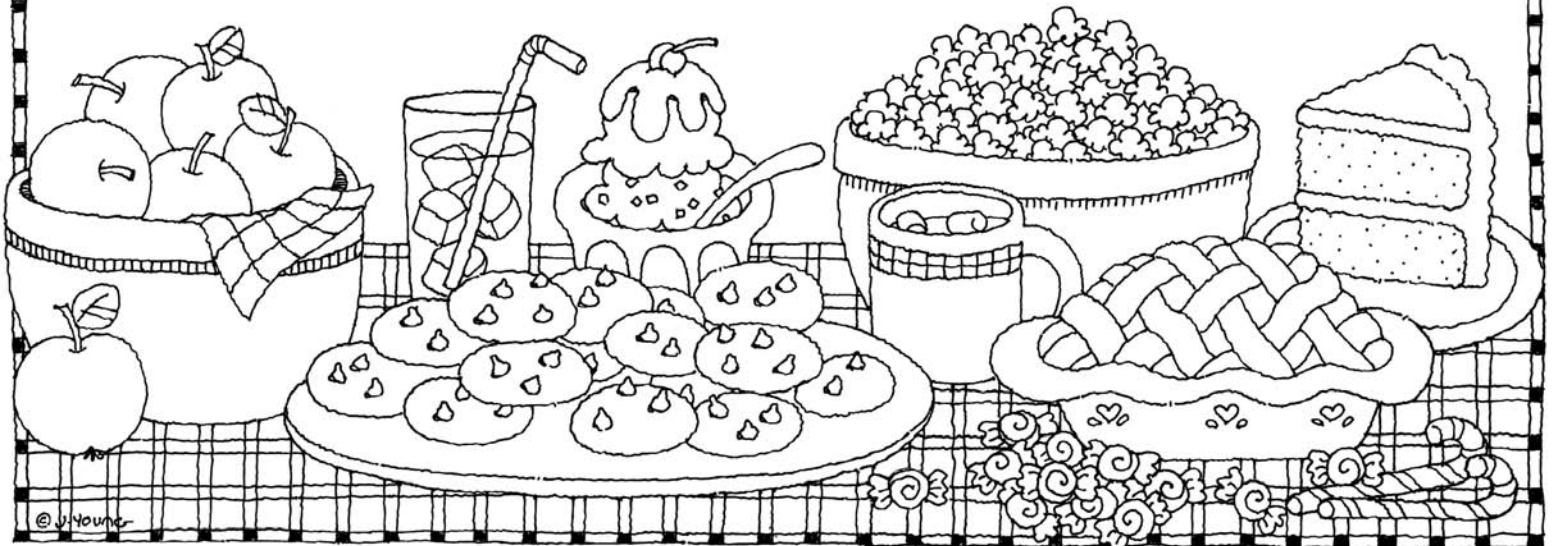
## Refreshment

### Quick Fruit Shortcake

- 1 pint strawberries, cleaned, hulled and quartered (or other berries)
- 2 peaches, diced
- 3 tablespoons sugar
- 1/4 cup orange juice
- 4 slices angel food cake

Combine strawberries (or other berries), peaches, sugar, and orange juice in a large bowl. Mix well, cover with plastic wrap, and refrigerate for 20 minutes. Top the cake with fruit mixture.

(Peggy Hughes, *30 Days to a Healthier Family*, [Salt Lake City: Deseret Book, 2003], p. 84.)



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