

Manual 3

| Lessons | Hymns | Resource Guide | Personal Progress | Midweek Activity Ideas |
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| <p># 1</p> <p>God the Father – Increase her understanding of her Heavenly Father.</p> <p>Handout: www.jennysmith.net</p> <p>/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | | <p>Gordon B. Hinckley, "The Father, Son, and Holy Ghost." <i>Liahona</i> and <i>Ensign</i>, Mar. 1998, 2. Begin the presentation of testimonies with portions of this article.</p> <p>Jeffrey R. Holland, "The Grandeur of God." <i>Liahona</i> and <i>Ensign</i>, Nov. 2003, 70. Share the first two paragraphs to introduce the lesson.</p> <p><i>Personal Progress</i>, "Individual Worth Value Experiences." no. 1</p> | <p>IW1, F6, DN1, DN6</p> | <p>* Introduce the new Mutual Theme for 2005 by having a <i>New Era</i> bowl. Ask everyone in advance to read the January 2005 <i>New Era</i>, which will focus on the theme. At the bowl, ask teams predetermined questions about articles. Award small prizes to winning teams.</p> <p>* Choose an item from "50 Ways to Serve Your Brother" to show that "other people are our brothers and sisters...and this knowledge changes our own behavior or our treatment of others" (YW 3, Living as a Daughter of God, 1: God the Father, 2). http://www.christysclipart.com/50ways.html</p> |
| <p># 2</p> <p>Coming to Know the Savior – Strive to make Jesus Christ her friend.</p> <p>Handout: www.jennysmith.net</p> <p>/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | <p>Come Unto Him</p> <p>New Testament Video CD</p> | <p>James E. Faust, "That We Might Know Thee, the Only True God, and Jesus Christ," <i>Liahona</i>, Feb. 1999, 2; "That We Might Know Thee." <i>Ensign</i>, Jan. 1999, 2. Consider adding the ways to come unto Christ to those listed in the lesson summary.</p> | <p>F5, DN4, F1, F3, F4, IW1, I5</p> | <p>* "His Image in Your Countenance" ~ Exercise your artistic abilities by pairing up and drawing portraits of each other. After displaying your masterpieces, have a lesson on how to receive the image of Christ in your countenances (see Alma 5:14-19). ("Idea List: Making the Most of Mutual," <i>New Era</i>, Sept. 2003, 28).</p> <p>* Create or Decorate Beautiful Frames and place a picture of Christ inside. Have the YW display the framed picture in their rooms as a constant reminder of our Savior.</p> <p>* Check out a copy of the Church video The Lamb of God from your meetinghouse library. Watch it together. Read aloud the testimony of Elder Richard G. Scott in the last paragraph of "He Lives" on page 4 ("Reader's Guide," <i>New Era</i>, Dec. 2000, 44).</p> <p>* 14 Day Walk With Christ ~ a version of this activity can be found at http://www.christysclipart.com/yw.html This activity could start this night and end 14 days later or start 2 weeks before and end this night. (Idea contributed by: Sharma @ http://groups.yahoo.com/group/lds-youngwomen/)</p> |
| <p># 3</p> <p>Living the Gospel Daily – Strive to feel close to the Lord in her daily life.</p> <p>Handout: www.jennysmith.net</p> <p>/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | | <p>Gordon B. Hinckley, "A Prophet's Counsel and Prayer for Youth." <i>Liahona</i>, Apr. 2001, 30; <i>Ensign</i>, Jan. 2001, 2. Use the six B's with the section on feeling close to the Lord.</p> <p><i>Personal Progress</i>, "Faith Value Experiences." no. 3.</p> | <p>I1, CA2, F1, F3, DN6, DN7, IW3, K4, CA1, GW1, GW2, GW3, GW5, GW6, GW7, I7</p> | <p>* "A Goal a Day" ~ Cut out each of the following goals, put them in a jar, then draw one out each day of the month and try to reach it. (Geri Christensen, "FYI: For Your Info," <i>New Era</i>, Oct. 1992, 34-35)</p> <p>* Create bookmarks to be used for daily scripture study. Include a quote from the lesson that will help remind them to live the gospel daily.</p> <p>* Personal Behavior Plaques ~ Have wooden hearts about 3-4 inches tall, with a hole drilled at the top to thread a ribbon through. Paint and decorate the hearts. Write or adhere your favorite scripture on the front of the plaque. Around the edge of the heart write the words: Prayer, Scriptures, Journal, & Service. Paint four mini clothes pins and write one word on each clip: Prayer, Scriptures, Journal, & Service. Attach the clips to the heart (word matching word) and have the girls remove a clip when they accomplish the task for that day. (Shanon in NE http://groups.yahoo.com/group/ywleaders/)</p> |

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| <p># 4</p> | <p>Preparing to Become an Eternal Companion – Recognize ways she can prepare to become an eternal companion.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | | <p>David E. Sorensen, “The Doctrine of Temple Work.” <i>Liahona</i>, Aug. 2002, 30; <i>Ensign</i>, Oct. 2003, 56. Add the article to the material in the “Spiritual Preparation” section.</p> <p>“Making the Most of Mutual.” <i>Liahona</i>, Sept. 2003, 24; <i>New Era</i>, Sept. 2003, 28. Use one of the ideas in class or in your next Mutual activity.</p> <p><i>Personal Progress</i>, “Individual Worth Value Experiences.” no. 2.</p> | <p>DN2, IW2, K2, CA1, GW5, F2, F3, F6, DN3, IW3, K1, CA6, GW1, GW2, GW3, I4</p> | <p>* Learn basic cooking skills to prepare for your future family. Enlist the help of some good cooks in your ward or branch, and then be sure to taste all the delicious things you make (“Idea List: Making the Most of Mutual,” <i>New Era</i>, Sept. 2003, 28).</p> <p>* Write a letter in your journal to your future husband or wife. Strive to be all those things you are hoping your future spouse will be (“Idea List: Making the Most of Mutual,” <i>New Era</i>, Sept. 2003, 28).</p> |
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| <p># 5</p> | <p>Creating a Spiritual Environment in the Home – Strive to create a spiritual environment in her home.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | | <p>James E. Faust, “The Virtues of Righteous Daughters of God.” <i>Liahona</i> and <i>Ensign</i>, May 2003, 108. Discuss how living these 10 virtues could help create a spiritual environment in homes.</p> <p>M. Russell Ballard, “Like a Flame Unquenchable.” <i>Liahona</i>, July 1999, 101; <i>Ensign</i>, May 1999, 85. Discuss the four ways to build a fortress of faith at the end of the lesson.</p> | <p>DN3, F2, DN2, DN5, DN7, IW2, IW3, K2, CA2, CA5, GW1, GW2, GW5, I1, I4, I7</p> | <p>* “Dessert Lesson” ~ Learn about different ways to create a spiritual environment in the home by having one member of your group prepare and present ideas to the group about Room Design and Decorating or Having a Good Attitude. Make sure everyone knows the topic beforehand so you can all have things to say and be spiritually fed while having dessert (“Idea List: Making the Most of Mutual,” <i>New Era</i>, Sept. 2003, 28).</p> |
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| <p># 6</p> | <p>A Woman’s Responsibility to Teach – Understand and fulfill her responsibility to teach.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | <p>Bring Them To Thee</p> <p>Old Testament Video CD #6</p> | <p>Dallin H. Oaks, “Gospel Teaching.” <i>Liahona</i>, Jan. 2000, 94; <i>Ensign</i>, Nov. 1999, 78. Include the six fundamentals of teaching in your discussion.</p> | <p>K4, GW4, F2, F6, DN2, K1, K7, GW7, I5</p> | <p>* Have a Combined Activity with the Relief Society and have the Young Women teach something that the RS sisters would like to know more about. Perhaps modern fashion, nail care, a topic that President Hinckley has addressed to just the youth (the B’s) or a school subject that a YW has learned.</p> <p>* If the Young Women have been assigned as Visiting Teaching partners, have mini-classes to help the girls become more effective Visiting Teachers.</p> |
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| <p># 7</p> | <p>Our Purpose in Life – Will seek to know and fulfill her purpose in life.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | | <p>Gordon B. Hinckley, “How Can I Become the Woman of Whom I Dream?” <i>Liahona</i>, July 2001, 112; <i>Ensign</i>, May 2001, 93. Supplement “It Is Our Responsibility to Act on the Direction We Are Given” with stories from the article.</p> <p>Richard G. Scott, “First Things First.” <i>Liahona</i>, July 2001, 6; <i>Ensign</i>, May 2001, 6. Consider using the first paragraph and the paragraph beginning with “Throughout your life on earth ...” with “We Have a Purpose in Life.”</p> <p><i>Personal Progress</i>, “Divine Nature Value Experiences.” no. 1.</p> | <p>IW6, F6, DN2, DN3, DN4, DN6, IW1, IW2, IW4, IW7, K2, CA1, CA2, CA5, CA6, GW3, GW5, GW6</p> | <p>* Invite the Stake Patriarch to talk to the girls about their Patriarchal Blessings or receiving a blessing and how they can become a guide to finding our purpose in life.</p> |

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| <p># 8</p> | <p>Eternal Families – Understand that the Lord has provided a way for us to live as families eternally and will desire the blessings of an eternal family.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | <p>I Lived In Heaven</p> <p>Children’s Songbook, page 4</p> | <p>N. Eldon Tanner, “Today I Will” <i>Liahona</i>, Mar. 2003, 26; <i>New Era</i>, Mar. 2003, 12. Enhance the lesson with statements from the end of the article.</p> <p>Russell M. Nelson, “Personal Preparation for Temple Blessings.” <i>Liahona</i>, July 2001, 37; <i>Ensign</i>, May 2001, 32. Consider discussing the section on the temple and temple recommends with “The Blessings of Eternal Family Life Can Be Obtained Only in Temples.”</p> | <p>CA6, F1, F6, DN2, DN3, DN6, IW5, IW7, K4, CA1, CA2, GW5, I1, I2, I4, I7</p> | <p>* SURF (Super Ultra Righteous Families) ~ Divine the group into families and each family is given a family name from the history of the church: Adam, Joseph Smith, Abraham, Noah etc... Start the activity with some get to know you games and then break up into 3 workshops each one focusing on a different aspect of the family (past families, present family and our future family). Decorations and dress could focus on Surfing or beach attire (Idea given by Brandy Sims, submitted on the ywleaders@yahoo.com e-list).</p> |
| <p># 9</p> | <p>Encouraging Family Unity – Encourage and strengthen unity in her family.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | <p>Where Love Is</p> <p>Children’s Songbook</p> | <p>Thomas S. Monson, “Hallmarks of a Happy Home.” <i>Liahona</i> and <i>Ensign</i>, Oct. 2001, 2. Consider discussing how the four “hallmarks” can help families be united.</p> <p>D. Ray Thomas, “Eight Tips for Building Stronger Families.” <i>Liahona</i>, Dec. 1999, 30; “Tips for Raising Stronger Families.” <i>Ensign</i>, June 2000, 8. Consider applying the eight tips to life in the home.</p> <p><i>Personal Progress</i>, “Divine Nature Value Experiences.” no. 3.</p> | <p>DN3, F3, DN7, IW3, K1, K2, GW1, GW2, GW5, I7</p> | <p>* “Family Skits,” in which parents join the youth. Families are divided into groups and given a bag of props and an interesting family scenario (such as a family vacation, getting ready for church, etc.) to make up a skit about (“Idea List: Just-Right Activity Nights,” <i>New Era</i>, Apr. 2000, 37).</p> <p>* Put together a “Parent Appreciation Day.” Plan to do things to make your parents feel appreciated (Darrin Lythgoe, “Idea List: Showing Gratitude,” <i>New Era</i>, Nov. 1999, 37).</p> <p>* “The Fabulous Fifties and the Surging Sixties.” Select a menu that would fit the theme; prepare and serve a three-course meal. Play music from the appropriate decades, and parents and kids are encouraged to dance.</p> |
| <p># 10</p> | <p>Encouraging Enjoyable Family Activities – Discover ways in which she can encourage enjoyable family activities.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | <p>The Family</p> <p>Children’s Songbook</p> | <p>James E. Faust, “Enriching Our Lives through Family Home Evening.” <i>Liahona</i> and <i>Ensign</i>, June 2003, 2. Discuss some of President Faust’s suggestions as part of the lesson’s conclusion.</p> | <p>DN3, DN7, K2, K6, K7, GW2, GW4</p> | <p>* Family Activity Jars ~ Cut up all of the ideas with a paper cutter, fold them and put them into pint sized mason jars. Decorate lid with card that says, “Choose one activity from this jar when you need a fresh idea for family fun!” List is at: http://www.ywconnection.com/Lesson%20Help/pageM1L10familyactivityjars.html</p> <p>* Family Fun Night ~ Invite family members for a night of simple games and treats.</p> |
| <p># 11</p> | <p>Extended Family Relationships – Seek to strengthen relationships with extended family members.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> | <p>Genealogy, I Am Doing It</p> <p>Children’s Songbook</p> | <p>James E. Faust, “The Phenomenon That Is You.” <i>Liahona</i> and <i>Ensign</i>, Nov. 2003, 53. Supplement the lesson with the stories.</p> <p>Bruce C. Hafen, “Planting Promises in the Hearts of the Children.” <i>Liahona</i>, June 1998, 16; <i>Ensign</i>, June 1994, 46. Ask a young woman to tell the story of the son in the article.</p> <p><i>Personal Progress</i>, “Individual Worth Value Experiences.” no. 5</p> | <p>F2, IW5, K7, I7</p> | <p>* Have a “Grandparent Prom.” Youth send their grandparents or elderly members in their ward or branch invitations to a dinner-dance, where they have dinner, provide entertainment, and learn great old dance steps from their “grandparents.” Have pictures taken like at a school prom (“Idea List: Just-Right Activity Nights,” <i>New Era</i>, Apr. 2000, 37).</p> <p>* Make Journal Jars to be given as gifts to grandparents... or parents... Ask them to not write their answers in journals but to send them as letters to the youth, they answer one question a week and mail their answers to the youth. Collect these priceless memories in a book. (Idea contributed by: Sharma @ http://groups.yahoo.com/group/Lds-youngwomen/)</p> |

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| | www.christysclipart.com/manual3.html | | Worth Value Experiences. no. 5. | | |
| # 12 | <p>The Blessings of the Priesthood – Understand more about the priesthood and the blessings that come through priesthood power.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | | <p>"Priesthood Restored." <i>Liahona</i>, Apr. 2004, 30; <i>Ensign</i>, Apr. 2004, 18. Use this article to supplement the discussion of priesthood offices.</p> <p>Brenda Williams, "My Terrible Horrible Day." <i>Liahona</i>, Sept. 2002, 22; <i>New Era</i>, Sept. 2001, 34. Consider adding this story to the discussion on the blessings from the priesthood.</p> | IW6, F4, F6, DN4, CA5, I6 | <p>* Host an "appreciation dinner" for the bishopric or branch presidency. Serve them as if they're at a restaurant. Perhaps give appreciation certificates or a small gift of gratitude ("Idea List: Just-Right Activity Nights," <i>New Era</i>, Apr. 2000, 37).</p> <p>* "Voice Lessons" (on page 42). To prepare for the activity, arrange to have an audio copy of the previous general conference. You could post pictures of the First Presidency and the Quorum of the Twelve Apostles where everyone can see them. Play excerpts of each General Authority speaking in random order. See who can match voices with faces and names. Challenge the group to watch the upcoming conference and take notes on what is said ("What's in It for You," <i>New Era</i>, Sept. 2004, 49).</p> <p>* "An Evening with the Prophets" ~ Elder Robert D. Hales tells us we can discover the process by which testimony comes by studying the lives of the prophets (see "How You Can Know," page 40). Plan an evening with the prophets. Assign individuals to share a story each about a latter-day prophet. Use visual aids such as photographs, slide presentations, or videos, if you can. ("Reader's Guide," <i>New Era</i>, Aug. 2002, 49)</p> |
| # 13 | <p>The Priesthood Can Bless Families – Understand how the priesthood can bless families.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | | <p>L. Tom Perry, "Fatherhood, an Eternal Calling." <i>Liahona</i> and <i>Ensign</i>, May 2004, 69. Use the teachings on the roles of fathers as you discuss ways young women can support their fathers.</p> <p>Merrill J. Bateman, "Priesthood, Keys, and the Power to Bless." <i>Liahona</i> and <i>Ensign</i>, Nov. 2003, 50. Share Elder Bateman's story instead of the case studies.</p> | I7, DN3, DN5, K4, GW1 | <p>* Gather and organize certificates showing priesthood ordinances the YW have received, such as naming and blessing, baptism, and confirmation (Suggested Class Activities, Lesson 13, YW Manual 3).</p> <p>* Each YW could write a letter of appreciation to her father expressing gratitude for priesthood leadership and blessings (Suggested Class Activities, Lesson 13, YW Manual 3).</p> |
| # 14 | <p>We Have a Wonderful Legacy – Understand that she is a part of a wonderful legacy because she belongs to The Church of Jesus Christ of Latter-Day Saints.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | | <p>Gordon B. Hinckley, "Four Cornerstones of Faith." <i>Liahona</i> and <i>Ensign</i>, Feb. 2004, 2. Use the cornerstones idea to supplement the discussion on the Restoration.</p> <p>Robert D. Hales, "Receiving a Testimony of the Restored Gospel of Jesus Christ." <i>Liahona</i> and <i>Ensign</i>, Nov. 2003, 28. Consider including these ideas on the Apostasy and Restoration.</p> | F3, IW5, GW7, I3 | <p>* Plan a cultural event that helps youth focus on the 175th anniversary of the organization of the Church and the 200th anniversary of the birth of the Prophet Joseph Smith. The theme for these events is "A great and a marvelous work".</p> <p>* Show the movie "Legacy". It portrays the joys, sacrifices, hopes and trials of early Latter-day Saints and describes the legacy of faith left by early Church members. A copy can be ordered at www.ldscatalog.com if the meetinghouse library doesn't have a copy (Item #53333000).</p> |
| # 15 | <p>Blessings of the House of Israel – Understand her blessings and obligations as a member of the house</p> | | <p>"About Patriarchal Blessings." <i>Liahona</i>, Mar. 2004, 18; <i>New Era</i>, Mar. 2004, 32. Use this article to teach about patriarchal blessings.</p> <p><i>Personal Progress</i>, "Individual Worth Value Experiences." no. 6.</p> | F3, K4, CA2, CA6 | |

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| | of Israel. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christysclipart.com/manual3.html | | Worth Value Experiences. no. 6. | | |
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| # 16 | Temple Endowment – Better understand the purposes of the temple and the temple endowment. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christysclipart.com/manual3.html | | Howard W. Hunter, “A Temple-Motivated People.” <i>Liahona</i> , Mar. 2004, 40; <i>Ensign</i> , Mar. 2004, 38. Use the article to discuss the blessings of the temple. | CA6, F6, IW2, I1 | * Temple Quiz ~ Have a quiz on the operating temples in the world. Post two world maps on the wall and divide into teams to identify the location of temples. Give hints such as how many temples are in Mexico or in South America and so forth. As an additional hint, post whatever pictures are available with the names of the temples covered (“What’s in It for You,” <i>New Era</i> , July 2004, 49) * Help the girls make a packet that will hold their future temple clothes. Or, learn to make a padded hanger that their temple dress will hang from. |
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| # 17 | Preparing to Attend the Temple – Will desire to prepare herself to attend the temple. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christysclipart.com/manual3.html | I Love To See The Temple Children’s Songbook | Russell M. Nelson, “Personal Preparation for Temple Blessings.” <i>Liahona</i> , July 2001, 37; <i>Ensign</i> , May 2001, 32. Consider inviting two young women to teach using the “Physical Preparation for the Temple” and “Spiritual Preparation for the Temple” sections. F. David Stanley, “The Most Important Step.” <i>Liahona</i> , Oct. 2001, 34; <i>New Era</i> , June 2000, 20. Use the “Preparing for the Temple” section to supplement the discussion on preparation. <i>Personal Progress</i> , “Integrity Value Project.” bullet 5. | CA2, F3, CA6, I1 | * Do baptisms for the dead. Or offer free baby-sitting for a ward temple trip. * Ask your bishop to discuss with you or your youth group the questions asked in a temple recommend interview and what you can do to be worthy of a recommend. |
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| # 18 | Temple Marriage – Will understand that her decision to marry in the temple has eternal consequences. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christysclipart.com/manual3.html | | Gordon B. Hinckley, “The Marriage That Endures.” <i>Liahona</i> and <i>Ensign</i> , July 2003, 2. Consider using the story of the English couple. “Planning Your Temple Wedding.” <i>Liahona</i> , Oct. 2004, 39; <i>New Era</i> , Oct. 2004, 25. Use some of the information in this article as you discuss the blessings of temple marriage. Tamara Leatham Bailey, “The Temple-Going Type.” <i>Liahona</i> , May 1999, 46; <i>New Era</i> , Apr. 1998, 34. Consider using this story with the first three questions in the lesson. | CA6, F6, IW2, CA2, CA3 | * Temple Night. Have each of the girls find a wedding dress that has been through the temple and wear it in a bridal fashion show. Ask a temple matron to come and talk to the girls about what to expect in the temple and some of the special promises that they will make there. Ask the Bishop to talk for a few minutes about what they need to do to be prepared to go to the temple. Take pictures of the girls to help remind them of this evening and serve wedding cake. * Write a letter in your journal to your future husband or wife. Strive to be all those things you are hoping your future spouse will be (“Idea List: Making the Most of Mutual,” <i>New Era</i> , Sept. 2003, 28). * Temple Time Capsules ~ “MIDWEEK TREASURES for Young Women” by Jeanni Gould. |
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| <p># 19</p> | <p>Heritage – Understand the importance of the traditions she receives and passes on to future generations.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | <p>Traditions</p> <p>Fiddler on the Roof Soundtrack</p> | <p>Dallin H. Oaks, “Repentance and Change.” <i>Liahona</i> and <i>Ensign</i>, Nov. 2003, 37. Use this article with Hel. 15:7–8.</p> <p>Jeffrey R. Holland, “A Prayer for the Children.” <i>Liahona</i> and <i>Ensign</i>, May 2003, 85. Supplement the discussion on what kind of ancestors we can be with the article section on what our children must know from us.</p> <p><i>Personal Progress</i>, “Faith Value Experiences.” no. 2.</p> | <p>IW5, F2, DN2, IW2, CA2, GW4, GW5, I4</p> | <p>* Work on scrapbooks as part of your ward or personal history (“Idea List: Just-Right Activity Nights,” <i>New Era</i>, Apr. 2000, 37).</p> <p>* Family Heritage Night ~ Give short presentations to the group on an ancestor who has had his or her temple work done. Under the direction of your bishop and leaders, begin planning a temple trip in the near future to do baptisms. Challenge youth to bring family names, if possible. (“What’s in It for You,” <i>New Era</i>, Feb. 2003, 49)</p> <p>* Learn about a custom from the country a young woman’s ancestor came from. Demonstrate these customs through music, dance, food, pictures or movie.</p> <p>* Have each girl bring one family recipe that has been handed down. Create a recipe file.</p> |
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| <p># 20</p> | <p>Understanding a Missionary’s Responsibilities – Will understand a missionary’s responsibilities.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | <p>I Hope They Call Me On A Mission – Ryan Shupe & The Rubber Band</p> <p>By Ryan Shupe & The Rubber band on the R.M. Soundtrack</p> | <p>M. Russell Ballard, “The Greatest Generation of Missionaries.” <i>Liahona</i> and <i>Ensign</i>, Nov. 2002, 46. Consider introducing the lesson with ideas from this article.</p> <p>“Teaching from the Heart.” <i>Liahona</i>, June 2004, 8; <i>Ensign</i>, June 2004, 6. Prayerfully use sections of this article to discuss how missionaries teach the gospel.</p> | <p>GW4, DN5, IW3, K3, K4, CA7, GW2, GW7, I5</p> | <p>* Book of Mormon Handouts ~ Contact the full-time or ward missionaries. Ask if you can arrange to supply them with several copies of the Book of Mormon to give away. Be sure to write your testimony inside each one. (“What’s in It for You,” <i>New Era</i>, Sept. 2004, 49)</p> <p>* Missionary Relay Race ~ Divide into teams and test their missionary skills: sew on a button, tie a tie, prepare a missionary meal (bowl of cereal, PB&J, etc) and eat it, iron a shirt, shoot a basketball into a hoop, read a scripture out loud, etc. End the evening with some real life experiences shared by the full time missionaries.</p> |
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| <p># 21</p> | <p>Learning to Share the Gospel – Understand her responsibility to share the gospel and gain confidence in doing missionary work.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | <p>What Matters Most</p> <p>Jericho Road - Whatever It Takes</p> | <p>M. Russell Ballard, “Members Are the Key.” <i>Liahona</i>, Sept. 2000, 12; <i>Ensign</i>, Sept. 2000, 8. Add article ideas to the discussion of member missionary work.</p> <p>Richard M. Romney, “To the Ends of the Earth.” <i>Liahona</i>, Jan. 2003, 26; <i>New Era</i>, Jan. 2003, 20. Tell about the experiences of the youth in the article.</p> <p><i>Personal Progress</i>, “Good Works Value Experiences.” no. 7.</p> | <p>GW7, I5, F6, IW3, K4, CA2, GW4</p> | <p>* Member MTC: Receive written “calls” to be member missionaries. Participate in “mini missionary training centers,” where they are assigned a companion and attend workshops on how to share the gospel with others (“The Bulletin Board: Missionary Mementos,” <i>New Era</i>, Apr. 1999, 38). Ideas for workshops: have some ward missionaries or members of the ward role-play as investigators. Use different classrooms in the meetinghouse to represent homes. Have the youth go to an assigned “home” and practice telling the Joseph Smith story in different situations. Gather and conclude by quoting from “Be One of the Greatest” on page 10 or from Q&A on page 16. (“What’s in It for You,” <i>New Era</i>, Mar. 2004, 49)</p> <p>* “One Hundred Questions” Have everyone write down every question they have always wanted answered about the Church. Invite a member of the bishopric or stake presidency to come and answer as many questions as you have time for in a combined activity. The questions may need to be written a week in advance (Lani Ricks, “One Hundred Questions,” <i>New Era</i>, Sept. 2000, 14).</p> <p>* Plan an activity designed to specifically reach out to a less-active member of your class. (Suggested Activities in lesson 21, page 77)</p> |
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| <p># 22</p> | <p>Eternal Perspective – Understand the eternal perspective of life and be better prepared.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3</p> | | <p>James E. Faust, “Who Do You Think You Are?” <i>Liahona</i>, June 2001, 2; <i>New Era</i>, Mar. 2001, 4. Consider using ideas from this article in the discussion about who we really are.</p> <p>L. Lionel Kendrick, “Strength during Struggles.” <i>Liahona</i>, Mar. 2002, 28; <i>Ensign</i>, Oct. 2001, 24. Consider adding the section about positive perspective to the discussion about having a positive</p> | <p>F6, F3, IW2, IW6, K1, CA3</p> | <p>* Make a God’s Eye – Indian Art which means, <i>“the power to see and understand things unknown.”</i> Find instructions: http://www.christiancrafters.com/craft_godseye.html Have the Young Women make a list of things they can do now, to have a God’s Eye perspective on life.</p> <p>* Design a <i>New Era</i> Poster! Using a lesson topic in the “Increasing in Spirituality” section of YW Lesson Manual 3 create some <i>New Era</i> Posters:</p> <ul style="list-style-type: none"> • Work in small groups instead of on your own. That way everyone can contribute in the areas where they have the most strength. • Talk about your idea before you put pen to paper. Have a brainstorming session and give every idea a chance before you |

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| | www.christyclipart.com/manual3.html | | attitude during trials. <i>Personal Progress, "Faith Value Experiences,"</i> no. 6. | | decide what you're going to do. <ul style="list-style-type: none"> • Don't worry about elaborate art; just make sure that the person or object in the picture is clear & easy to understand. • After you are through, post the Mormonads in a place where others can enjoy them—classrooms, the seminary room, etc. • If you think you have a particularly good idea, send it to the <i>New Era</i>—we might buy it from you! ("FYI: For Your Info," <i>New Era</i>, January 1996, 32) <p>* Shelf Sitters ~ Paint a wood block and have each of the girls put six things she needs to work on, one on each side of the block. (Hint: pass out a paper the Sunday before to have them pick their six things that apply to having an eternal perspective and design their sides before the activity). Decorate with paint, stickers or whatever.</p> |
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| # 23 | Overcoming Opposition – Learn how to accept and overcome opposition, sorrow, and disappointment. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christyclipart.com/manual3.html | 1) Make You Whole – New Testament Video CD 2) There Is No End – Jericho Road 3) Every Single Tear – Jericho Road 4) What His Love Is For – Jericho Road 5) Where Can I Turn For Peace – Maren Ord (R.M. Soundtrack) | Joseph B. Wirthlin, " Finding a Safe Harbor ," <i>Liahona</i> , July 2000, 71; <i>Ensign</i> , May 2000, 59. Use the butterfly concept as an object lesson. " Questions and Answers ," <i>Liahona</i> , Feb. 2001, 22; <i>New Era</i> , July 2003, 16. Use this article to introduce the lesson topic. | F3, CA1, FA, F5, IW1, K2, K3, CA2, CA3, CA4, CA5, GW1, GW3, GW5, GW6, I6 | * Plan an activity night devoted to gaining an understanding of the needs of those who are dealing with a disability. Borrow crutches, a wheelchair, or other equipment such as a cane used by the blind or earplugs to replicate hearing difficulties. Try maneuvering through doors, up and down stairs, or in and out of classrooms or restrooms as well as participating in a teaching situation. Under the guidance of your youth leaders, invite several ward members, either who deal with a disability personally or who take care of someone with a disability, to talk about what is helpful and comforting and what is not. ("What's in It for You," <i>New Era</i> , Jun 04, 49) |
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| # 24 | Agency – Understand that with agency comes responsibility. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christyclipart.com/manual3.html | Nephi's Courage Children's Songbook | Lynn G. Robbins, " Agency and Anger ," <i>Ensign</i> , May 1998, 80. Use the first part of this article in the section "Agency Is the Power and Freedom to Choose." Sharon G. Larsen, " Agency—A Blessing and a Burden ," <i>Liahona</i> , Jan. 2000, 12; <i>Ensign</i> , Nov. 1999, 11. Use this article to help the young women understand that commandments do not limit freedom. <i>Personal Progress, "Choice and Accountability Value Experiences,"</i> no. 1. | CA3, F7, IW2, CA1, CA2, CA5, CA7, I1 | * Plan an evening of searching the scriptures to see how people in the scriptures used their agency (Suggested Activities, Lesson 24, Young Women Manual 3, page 90). * Play a game like Jenga (http://www.hasbro.com/jenga/) & talk about the choices we make that have an effect on the outcome of whatever we are doing. (Idea by: Sharma @ http://groups.yahoo.com/group/lds-youngwomen/) * "Good News?" ~ Choice and Accountability VALUE Browse through recent newspapers or news magazines. Find five separate reports of terrible events that were caused by bad decisions. Analyze the point where the wrong choices were made. Determine what actions could have been taken to prevent these tragedies. Then search for five news articles that demonstrate examples of good decisions causing positive results. GOALS: Understand that your decisions can have far-reaching consequences—for good or bad. Plan now to choose the right when faced with a difficult situation. TIME: 30 – 60 minutes SUPPLIES: Newspapers and magazines, Scissors, Journal and pen. (PERFECT PROJECTS FOR PERSONAL PROGRESS idea book by Jeanni Gould http://www.geocites.com/jeanni_gould) |
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| # 25 | Obedience – Understand the principle of obedience. | Keep The Commandments – Mighty Mahogany | James E. Faust, " Obedience: The Path to Freedom ," <i>Liahona</i> , July 1999, 53; <i>Ensign</i> , May 1999, 45. Use this article to show that commandments bless us by protecting us from bondage. | F3, F7, DN5, IW1, CA1, CA2, I6 | * Book of Mormon Challenge ~ Challenge the adult members of the ward to read the Book of Mormon in three months. Many of the ward adults took the challenge. The youth established some rules for the challenge. Team members could only count what they read from that time on. They couldn't just listen to CDs or tapes unless there was a special situation. The youth team |

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| | <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christyclipart.com/manual3.html</p> | <p>Singles Ward Soundtrack</p> | <p>protecting us from bondage.</p> <p>Donald L. Staheli, "Obedience—Life's Great Challenge." <i>Ensign</i>, May 1998, 81. Use the story about the dog to introduce the lesson.</p> <p><i>Personal Progress</i>, "Divine Nature Value Experiences." no. 5.</p> | | <p>tapes unless there was a special situation. The youth team consisted of all young people in the ward over 12, including single Young Adults. Everyone married and in the adult classes made up the adult team. At the end of the three months, the losing team would prepare a dinner and dance for the winners. The celebration was held with a great dinner and a family dance. ("FYI: For Your Information," <i>New Era</i>, Oct. 1988, 40)</p> <p>* Make kites, discuss the story of "The Kite", and then go fly your kites: ♫ (Idea contributed by: Sharma @ http://groups.yahoo.com/group/lds-youngwomen/)</p> |
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| # 26 | <p>Repentance – Recognize that repentance is a vital part of progress.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christyclipart.com/manual3.html</p> | <p>I Need Thee Every Hour – Debra Fotheringham Band</p> <p>R.M. Soundtrack</p> | <p>Richard G. Scott, "Peace of Conscience and Peace of Mind." <i>Liahona</i> and <i>Ensign</i>, Nov. 2004, 15. Consider adding the teachings on the steps of repentance to the "Repentance Brings Peace and Happiness to Our Lives" section of the lesson.</p> <p>Henry B. Eyring, "Do Not Delay." <i>Liahona</i>, Jan. 2000, 38; <i>Ensign</i>, Nov. 1999, 33. Include Elder Eyring's counsel with the "We Need to Repent Each Day" section.</p> <p><i>Personal Progress</i>, "Choice and Accountability Value Experiences." no. 4.</p> | <p>CA4, F1, F3, F4, F5, DN4, K4, CA2, I2</p> | <p>* Wash windows and discuss how repentance can help us see more clearly and receive God's light--inspiration from the Holy Ghost, eternal perspective, hope, understanding, peace, and joy. Satan wants our windows to be dirty so we can't see ahead, so we lose hope, so we focus on now and not eternity, and so we forget how clean and beautiful our windows can be if we use the Atonement in our lives. We should clean our windows often because even the little things can build up and keep us from seeing clearly. (YW's Corner - www.lightplanet.com/mormons/ywc/activities/remember.htm)</p> <p>* Learn to wash clothes with stains and relate the bleach to repentance. Learn about other cleaning or whitening agents: Hydrogen peroxide, rubbing alcohol, baking soda, ammonia, etc. and relate them to parts of an inner cleaning process. http://www.lightplanet.com/mormons/ywc/activities/more.htm</p> |
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| # 27 | <p>Forgiving Ourselves – Recognize the importance of forgiving herself.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christyclipart.com/manual3.html</p> | <p>Godly Sorrow</p> <p>New Testament Video CD</p> | <p>Neal A. Maxwell, "Testifying of the Great and Glorious Atonement." <i>Liahona</i>, Apr. 2002, 6; <i>Ensign</i>, Oct. 2001, 10. Consider adding Elder Maxwell's testimony as you discuss the difficulty in forgiving ourselves.</p> <p>Jeffrey R. Holland, "Teaching, Preaching, Healing." <i>Liahona</i>, Jan. 2003, 12; <i>Ensign</i>, Jan. 2003, 32. The "Christ Knows the Way" section of this article could help you teach about the gift of forgiveness.</p> <p><i>Personal Progress</i>, "Faith Value Experiences." no. 5.</p> | <p>F3, F5, IW1, CA4, CA5, I2</p> | <p>* Invite the Bishop or Branch President to talk to the youth about the importance of forgiving ourselves & being "Gentle" http://deseretbook.com/store/product?product_id=100004603</p> <p>* Act and film the story of Alma's forgiveness found in Alma 36 - http://scriptures.lds.org/alma/36</p> |
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| # 28 | <p>Consecration and Sacrifice – Understand and desire to live the laws of sacrifice and consecration.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3</p> <p>www.christyclipart.com/manual3.html</p> | | <p>Neal A. Maxwell, "Consecrate Thy Performance." <i>Liahona</i>, July 2002, 39; <i>Ensign</i>, May 2002, 36. Use Elder Maxwell's counsel as you discuss the Joseph Smith quote in the lesson.</p> <p>Keith B. McMullin, "An Invitation with Promise." <i>Liahona</i>, July 2001, 75; "Are You a Saint?" <i>New Era</i>, Feb. 2003, 38. Consider using the counsel on avoiding worldliness after the teacher presentation on celestial laws.</p> <p><i>Personal Progress</i>, "Faith Value Experiences." no. 7.</p> | <p>F3, F7, DN3, CA2, CA3, GW1, GW2, GW3, GW6, I1, I2, I3, I6</p> | <p>* Service Scavenger Hunt ~ Divide youth into groups. Prepare lists with service ideas that can be done for people in your ward or branch boundaries. Each service should be done as a group for pre-approved members within a certain amount of time. The team who performs the most meaningful and successful service is given a special treat.</p> |

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| # 29 | A Change of Heart – Understand and seek for a change of heart. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christycliptart.com/manual3.html | Inside Of Me – Jericho Road | Ezra Taft Benson, <u>"Of the Most Worth."</u> <i>Tambuli</i> , Feb. 1990, 2; <i>New Era</i> , July 2002, 46. As part of the lesson application, include the paragraphs on how testimony can better prepare missionaries. Henry B. Eyring, <u>"We Must Raise Our Sights."</u> <i>Ensign</i> , Sept. 2004, 14. Consider concluding the lesson with Elder Eyring's counsel on the pure gospel. <i>Personal Progress</i> , <u>"Integrity Value Experiences."</u> no. 2. | F1, F3, F5, DN4, K1, K6, CA1, CA2, CA4, CA5, GW5, GW7, I2, I4, I6 | * Make a craft item that will remind the girls to seek for a change of heart. Perhaps a wooden heart, toll-painted with a scripture or title about a change of heart on the front. Talk about the importance of seeking a change of heart. |
| # 30 | Scripture Study – Learn how to make the scriptures more meaningful in her life. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christycliptart.com/manual3.html | For Our Day Book Of Mormon Video CD | Russell M. Nelson, <u>"Living by Scriptural Guidance."</u> <i>Liahona</i> , Jan. 2001, 19; <u>"Getting Where You Want to Go."</u> <i>New Era</i> , May 2003, 4. Use ideas from the article to supplement the "The Scriptures Can Guide Us and Help Us Meet Daily Challenges" section. Julie B. Beck, <u>"My Soul Delighteth in the Scriptures."</u> <i>Liahona</i> and <i>Ensign</i> , May 2004, 107. Consider sharing Sister Beck's scripture study experiences. <i>Personal Progress</i> , <u>"Faith Value Project,"</u> bullet 4. | CA1, F1, K1, K4, CA2, CA5, GW4, I2, I3 | * Scripture Art ~ Turn your favorite scriptures into visual art: —Wet a piece of watercolor paper and drop a few drops of paint onto it. The color will blur into a beautiful pastel abstract. When the paper is completely dry, write your favorite scripture across the page with a marker. —Make a collage. Cut out words and pictures that correspond with your favorite scripture. Paste them, along with the scripture, in an artistic way on paper. —If you're into photography, try illustrating a favorite scripture with a photograph. ("FYI," <i>New Era</i> , Aug. 1990, 44) * "Scripture Scramble" ~ Cut a scripture into phrases and give each team an identical set. The first team to assemble the words correctly & write the reference on the chalkboard wins. http://www.ywconnection.com/Lesson%20Help/pageM3L30theLorDismylightthroughscripturestudy.html |
| # 31 | Service in the Church – Understand the importance of serving in the Church and ways she can serve. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christycliptart.com/manual3.html | 1)The Olive Tree 2)Give Said The Little Stream Book of Mormon Video CD Matt Harding – R.M Soundtrack | Henry B. Eyring, <u>"In the Strength of the Lord."</u> <i>Liahona</i> and <i>Ensign</i> , May 2004, 16. Share one of the experiences in the article to illustrate willing Church service. Susan W. Tanner, <u>"All Things Shall Work Together for Your Good."</u> <i>Liahona</i> and <i>Ensign</i> , May 2004, 104. Consider using the example of service in the article. <i>Personal Progress</i> , <u>"Good Works Value Experiences,"</u> no. 1. | GW1, F3, F7, IW3, IW5, K3, K5, GW2, GW3, GW5, GW6, GW7, I6 | * "Hymnbook Overhaul" ~ Have a hymnbook fix-up night under the direction of the ward music leader. Gather all the hymnbooks and use soft erasers to remove smudges or marks. Use book-mending tape to fix broken spines and torn pages. Ask someone to be prepared to give the history of a favorite hymn and sing it together ("What's in It for You," <i>New Era</i> , Aug. 2003, 49). * Clean the Meetinghouse and turn it into a great activity. Read "Coming Clean" on page 28 for inspiration and then get creative. Divide up into teams. Make some fun trophies (perhaps made of a feather duster or cleaning brush) to be passed around each time you clean. ("Reader's Guide," <i>New Era</i> , Apr. 2001, 49) * Have a "grandparent adoption night." Ask the Relief Society president which elderly members need help or friendship ("Idea List: Just-Right Activity Nights," <i>New Era</i> , Apr. 2000, 37). Plan at least one activity where the youth interview their "grandparent" and write up a brief life history. Hold a social evening where teens and "grandparents" sing some of the older members' favorite songs or present highlights from their histories, perhaps in skits or in a quiz form. * As a group, select various ward or branch workers to whom to write notes of appreciation for their time and effort in their Church callings. (Lesson Applications, YW Manual 3, pg 114) |
| # 32 | Service in the Community – Understand the importance of community service. | | James E. Faust, <u>"What's in It for Me?"</u> <i>Liahona</i> and <i>Ensign</i> , Nov. 2002, 19. Use one of the stories in the article to illustrate examples of serving others. Stephen A. West, <u>"Five Small</u> | K2, GW6, IW7, K5, K6, K7, GW1 | * Go to a rest home and sing. Shovel snow, rake leaves, or mow lawns for widows. Serve food at a local soup kitchen ("Idea List: Awesome Activity Nights," <i>New Era</i> , Mar. 1998, 45). * Volunteer to clean up a community park, sports field, school yard, or strip of road. Make the activity fun by giving small prizes for the most unusual piece of trash found, the funniest thing |

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| | <p>Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | | <p>Experiences. <i>Ensign</i>, Feb. 2004, 60. One of the experiences in the article could be used to supplement the lesson.</p> <p><i>Personal Progress</i>, "Good Works Value Experiences." no. 6.</p> | | <p>picked up, or the most trash collected by weight or volume or in the fastest time ("What's in It for You," <i>New Era</i>, July 2004, 49)</p> <p>* Local Public Library Service. Could you help out with their used book sales? Or perhaps you could offer your services in book repair or cleaning books or shelves ("What's in It for You," <i>New Era</i>, May 2004, 49).</p> <p>* Visit the local LDS Home Storage Center and spend an evening dry pack canning. Tour the center and learn about the needs that the church provides in your community. http://www.providentliving.org/location/map/0.12566.2026-1-4.00.html</p> |
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| # 33 | <p>Each Person Is Divine and Eternal – Appreciate the divine and eternal nature of each person.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | <p>Light The Fire Within – LeAnn Rimes</p> <p>I Believe In You</p> | <p>Gordon B. Hinckley, "Each a Better Person." <i>Liahona</i> and <i>Ensign</i>, Nov. 2002, 99. The counsel on divine nature could be used to help introduce the lesson.</p> <p><i>Personal Progress</i>, "Divine Nature Value Experiences." no. 1.</p> | DN1, F6, IW3, CA3 | <p>* Create a piece of Pottery using clay. "O Lord, thou art our father; we are the clay, and thou our potter; and we all are the work of thy hand" (<i>Isa. 64:8</i>). Using ideas from "In the Hands of the Potter", share correlations between our divine nature and the clay they are using to create their pottery (Larry A. Hiller, "In the Potter's Hands," <i>New Era</i>, Dec. 1999, 20).</p> <p>* "This is Your Life!" ~ Showcase someone in your class or branch by presenting a This is Your Life production.</p> <p>* Make divinity and invite the moms to come. While you make the divinity, talk about – "the divinity in each of us". (Idea contributed by: Sharma @ http://groups.yahoo.com/group/lds-youngwomen/)</p> |
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| # 34 | <p>Avoiding Dishonesty – Avoid dishonesty and its consequences.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | <p>My Holy House</p> <p>New Testament Video CD</p> | <p>Gordon B. Hinckley, "A Prophet's Counsel and Prayer for Youth." <i>Liahona</i>, Apr. 2001, 30; <i>Ensign</i>, Jan. 2001, 2; <i>New Era</i>, Jan. 2001, 4. The "Be True" section of the article could enhance the lesson's introduction.</p> <p>Thomas S. Monson, "Peace, Be Still." <i>Liahona</i> and <i>Ensign</i>, Nov. 2002, 53. Use the two questions on dishonesty to help conclude the lesson.</p> <p><i>Personal Progress</i>, "Integrity Value Experiences." no. 4.</p> | CA3, I3, K6, CA1, CA2, I1, I4 | <p>* Newspaper Follies ~ Have everyone bring a recent newspaper and as a group, read the newspaper and cut out articles reporting tragedies that may have been the result of dishonesty. Discuss ways such disasters might have been avoided. ("What's in It for You," <i>New Era</i>, July 2003, 49)</p> <p>* Make Lip Gloss to help remind the Young Women to speak the truth and avoid the pitfalls of dishonesty.</p> |
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| # 35 | <p>Dating Decisions – Realize the effect that dating decisions and practices can have on her future.</p> <p>Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3</p> <p>www.christysclipart.com/manual3.html</p> | <p>Time On Her Hands – Colours</p> <p>Falling In</p> | <p>Susan W. Tanner, "Make Dating Smooth Sailing." <i>Liahona</i>, Oct. 2004, 42; <i>New Era</i>, Oct. 2004, 28. Supplement the lesson section on physical affection with the four principles in the article.</p> <p>John Bytheway, "What Do Kisses Mean?" <i>New Era</i>, Oct. 2004, 38. Use the article to enhance the lesson discussion on kissing.</p> <p><i>Personal Progress</i>, "Choice and Accountability Value Experiences." no. 2.</p> | CA2, I1, CA1, CA6 | <p>* Dating Panel ~ "Just Hanging Out" on page 8 gives ideas for activities you can do with your friends without getting into trouble. Invite some of the young adults in your ward to participate on a panel of "experts" at your next weeknight activity. Have them present their thoughts on fun things you can do with your friends. Then have a Q&A session with them using questions from the audience ("Reader's Guide," <i>New Era</i>, Aug. 2001, 49).</p> <p>* Read Elder Bruce C. Hafen's article, "The Gospel and Romantic Love." on page 10 to learn more about building friendship first and romance second. Prepare a small treat for the members of your ward who are in the same age group as you—Young Men make treats for the Young Women and vice versa. Be sure to include everyone in your age group. ("Readers' Guide," <i>New Era</i>, Feb. 2002, 49)</p> <p>* "Mystery Date" We had a spaghetti dinner, which each class made and brought part. We had the tables set up and decorated nicely. Here's the twist: Each girl, guy and leader was in charge of making and bringing her own "date". It was hilarious as we all entered with clothes stuffed with newspapers with balloon heads, dressed up brooms, Raggedy Andy's, Halloween skeletons, and every conceivable sort of thing made to resemble a man or woman. The "dates" had chairs at the table and as the evening went on it got funnier and funnier as the girls loosened up and "talked" to their dates, and told everyone how wonderful they were. After dinner, there was dancing, and that got really funny as some of the "dates" heads' fell off. Anyway, it was just a goofy evening, but one that everyone ended up loving. If you're looking</p> |

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| | | | | | for a fun activity, this one worked. (<i>Idea Source Unknown</i>) |
| # 36 | Marriage Standards – Will establish standards for her own marriage. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christysclipart.com/manual3.html | 1)Marriage For Eternity – Old Testament Video CD 2)For The Love Of A Woman – Jericho Road | Gordon B. Hinckley, " How Can I Become the Woman of Whom I Dream? " <i>Liahona</i> , July 2001, 112; <i>Ensign</i> , May 2001, 93. Consider adding ideas from this article to the "We Must Remain True to Righteous Standards" section of the lesson. Special Issue: Dating and Temple Marriage , <i>Liahona</i> and <i>New Era</i> , Oct. 2004. Review this issue for ideas to supplement the lesson. <i>Personal Progress</i> , " Individual Worth Value Experiences ," no. 2. | DN2, DN1, IW2, CA2, I1, I2 | * Candy Bar Men ~ Using candy bars and giving descriptions for each one, play a game that will allow the girls to choose the personality of a future spouse. Remind the girls that they will be yoked together for eternity with their prospective marriage partner, so be sure your eyes are on the same goals. By thinking about the qualities they would like to have in a marriage partner will help make the decision later on. |
| # 37 | The Word of God as a Standard – Determine how the word of God can be used as a standard in coping with worldly philosophies. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christysclipart.com/manual3.html | 1)The Whole Armor Of God – New Testament Video CD 2)About My Father's Business – Jericho Road 3)If That's What It Takes – Jericho Road | B. Hinckley, " Pursue the Steady Course ," <i>Liahona</i> and <i>Ensign</i> , Jan. 2005, 2. Use the section "Pursuing a Steady Course" after discussing the challenges confronted by every young woman. Jan Pinborough, " Everything Good and Beautiful ," <i>Liahona</i> , Mar. 2003, 14; <i>Ensign</i> , Mar. 2003, 62. Use the article to discuss standards of modesty. <i>Personal Progress</i> , " Choice and Accountability Value Experiences ," no. 2. | CA2, I1, F3, K6, CA1, I2, I5, I7 | * "Celestial Squares" ~ Learn about Church standards through a Hollywood Squares type game. The stake presidency and other stake leaders could serve as panelists, and they are asked questions taken from the "For the Strength of Youth" pamphlet. ("FYI: For Your Info," <i>New Era</i> , Nov. 1994, 34) * Have a speaker, approved by your local priesthood leader, conduct a fireside on one or more subjects from the lesson. Allow time for questions and discussion with the young women following the talk. (YW Manual 3, page 133-34). |
| # 38 | Good Health Habits – Understand the importance of developing good health habits. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christysclipart.com/manual3.html | | Boyd K. Packer, " Ye Are the Temple of God ," <i>Liahona</i> , Jan. 2001, 85; <i>Ensign</i> , Nov. 2000, 72. Use ideas from this article to supplement the "The Lord Has Given Guidelines for Our Health" section of the lesson. David A. Bednar, " Ye Are the Temple of God ," <i>Ensign</i> , Sept. 2001, 14. After the quiz, use this article to help review the lesson. <i>Personal Progress</i> , " Knowledge Value Project ," bullet 3. | CA1, IW2, K4, GW2, I6 | * Swing dance or learn another kind of dance (see the Church's <i>Dance Manual</i> , available with cassettes from your ward library or distribution center). ("Idea List: Just-Right Activity Nights," <i>New Era</i> , Apr. 2000, 37). * Play broom hockey. Use brooms for sticks, cardboard boxes for goals, a tennis ball for a puck, and a gym for a rink. ("Idea List: Just-Right Activity Nights," <i>New Era</i> , Apr. 2000, 37). * Select a health habit they want to improve and have someone teach a class about the activity (pilates, weightlifting, aerobics, yoga, shadow boxing, healthy menus, etc) Establish ways the girls can make the activity a part of their lives. Check on each other for encouragement throughout the following weeks, so it will remain a habit. |
| # 39 | Recognizing Our Individual Worth – Understand her worth as a daughter of God. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 | You Are – LeAnn Rimes I Believe In You | Glenn L. Pace, " Confidence and Self-Worth ," <i>Ensign</i> , Jan. 2005, 32. This article could enhance the section of the lesson on strengths and weaknesses. Sydney S. Reynolds, " He Knows Us; He Loves Us ," <i>Liahona</i> and <i>Ensign</i> , Nov. 2003, 76. Consider adding a story from the article to the Zion's Camp story. <i>Personal Progress</i> , " Individual | DN1, IW3, DN2, DN3, DN6, IW1, IW7, K2, CA6, GW1, GW5 | * Plan a musical activity. Read "Sing out Strong" on page 20 for encouragement. Ask the music specialist in your ward to suggest some songs, both fun and serious, to learn. Perform the best ones at a ward social or, if appropriate, in sacrament meeting. Participating in a choir or choral festival helps fulfill a goal for Personal Progress, Value Experience in Individual Worth. ("What's in It for You," <i>New Era</i> , Sept. 2004, 49) * Color Me Happy ~ Invite the Primary Children for a Coloring Contest. Provide crayons, pencils and paper and watch the art work produce! Have a couple awards for the most creative or original idea, most colorful, most use of space, most angelic, most magical, etc. As a handout give everyone a copy of the poem "The Crayon Box That Talked" by Shane DeRolf. |

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| | www.christysclipart.com/manual3.html | | Worth Value Experiences. no. 1. | | (http://www.christysclipart.com/Crayon_Poem.html) * "Sock It To Me" ~ Decorate and hang a sock from their bedroom doorknob and have family and friends put little messages of love and encouragement inside the sock for her. (Submitted by Tami Stibal Nelson, Green Cove Springs, FL at www.ywconnection.com/Activites/pageAsockittome.html) * Candy Personality Profile ~ Playing a 7-11 type game; have the girls try to win candy bars with different descriptions about a type of girl. Talk about the wonderful Individual Worth each girl has and how each profile can be a wonderful blessing! Click here for possible profile ideas: ♀ (Created by Piper Riddle at ids-youngwomen@yahoo.com) * "Snowflake Eating" ~ Talk about the individual nature of snowflakes and compare them to us and our individual worth. Then make snowflakes from burrito size tortillas...deep fry and sprinkle with cinnamon and sugar (Wilson A. Bentley, "The Snowflake Man", who did tremendous research on snowflakes could be a source of information: http://snowflakebentley.com/) (Idea shared by Sharma @ www.groups.yahoo.com/group/ids-youngwomen/) |
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| # 40 | Loving Ourselves and Others – Recognize that proper love for herself increases her ability to love others. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christysclipart.com/manual3.html | | "Questions and Answers." <i>Liahona</i> , Dec. 2004, 40; <i>New Era</i> , Dec. 2004, 16. Supplement your discussion on loving ourselves with ideas from the article. "Down on Yourself?" <i>New Era</i> , Jan. 2003, 19. <i>Personal Progress</i> , "Individual Worth Value Experiences." no. 3. | IW1, DN1, DN3, IW3, IW4, IW7, K2, GW1, GW3, GW5, GW6 | * "Unearthing Your Talents" ~ the parable of the talents recorded in the New Testament (see Matt. 25:14-29) teaches us that the Lord expects us to develop our talents. If we are lazy and neglect the gifts he's given us, our original gifts will be taken away. (Idea List: Unearthing Your Talents," <i>New Era</i> , Sept. 1998, 47) Have an old-fashioned talent show. In addition to musical numbers & skits, display artwork, sewing, and woodworking creations from youth in the ward. Serve homemade refreshments made by a budding chef. If you have the time, you may also want to have a poetry or essay reading. This might be a fun evening to invite parents & siblings to attend ("Reader's Guide," <i>New Era</i> , Sept. 01, 49) * Random Talent Show ~ no one knows what "talent" they will draw out of the hat! The young women or leaders presenting the activity provide props and music. List of all 25 creative "talents" and a complete list of supplies, including suggested music are in this book p. 55-56 - "MIDWEEK TREASURES for Young Women" by Jeanni Gould. |
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| # 41 | Being Dependable – Understand the value of being dependable. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christysclipart.com/manual3.html | 1)Count On Me – Jericho Road 2)Time – Jericho Road | "Managing Time and Staying Balanced." <i>Liahona</i> , Apr. 2003, 33; <i>New Era</i> , Apr. 2003, 39. Use this list to help teach about being dependable. "Play Your Part," <i>New Era</i> , Aug. 1997, 19. <i>Personal Progress</i> , "Integrity Value Project," bullet 1 | DN2, DN5, IW2, IW4, CA7, GW6, I3, I4 | * Design and create a calendar or planner that will help the girls be dependable with all their responsibilities. *Create a clock to help the girls remember, that "being dependable counts!" A fun clock craft can be found at HGTV: http://www.hgtv.com/hgtv/crafting/article/0,1789,HGTV_3352_190_6937_00.html |
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| # 42 | Preparing for Change – Prepare herself to deal with change. Handout: www.jennysmith.net/yw/yw-lessons.php?mauanlid=3 www.christysclipart.com/manual3.html | | Reneé Harding, "Not Just Me." <i>Liahona</i> , Feb. 2004, 26; <i>New Era</i> , Feb. 2004, 32. Consider replacing the story in the lesson with Reneé's experience. Juli Housholder, "It's Just Hair." <i>Liahona</i> , Aug. 2003, 18; <i>New Era</i> , Aug. 2003, 20. The article could be used at the beginning of the "We Can Learn to Adjust to Change Successfully" section. <i>Personal Progress</i> , "Integrity Value Experiences." no. 4. | F1, F6, IW2, K1, K2, K4, CA1 | * Invite someone to teach a class about mental health; improving skills, such as speaking or writing; acquiring better attitudes or emotions—or suppressing undesirable ones, that will help the girls prepare for change in their lives. |

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| | | | Experiences. " no. 4. | | |
| # 43 | Associations with Others – Will seek to improve her associations with others. Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3 www.christysclipart.com/manual3.html | I'm Trying To Be Like Jesus – Jerrytown R.M. Soundtrack | E. Faust, " The Need for Balance in Our Lives. " <i>Liahona</i> and <i>Ensign</i> , Mar. 2000, 2. Consider using the article to supplement your discussion on criticizing others. Richard H. Winkel, " Web of Friendship. " <i>Liahona</i> , Aug. 2003, 32; <i>New Era</i> , Aug. 2003, 10. The analogy of the redwoods could help the discussion of reaching out to others. <i>Personal Progress</i> , " Divine Nature Value Experiences. " no. 7. | DN3, DN6, IW3, IW7, K2, GW1, GW6 | * Christmas Store Activity for the ward or branch. Everything available at the store has been donated. Some things are homemade, some are brand-new, some are used but in good condition, some have been reconditioned and repaired. Inside the store there are tables filled with toys, dolls, books games and trains. There are bikes and trikes by the walls, shiny and clean. There are bracelets and necklaces, neckties and stuffed animals, roller skates and ice skates, even a record player or two. Everything's for sale. And nothing, except the bicycles, costs more than 25 cents. But the real magic of the Christmas store is that it isn't run to make money. It's run to help children share in the joy of giving. For the first hour, only Primary-age children are allowed to shop in the store. The youth in the ward accompany them and help them think through what would make good presents for fathers, mothers, sisters, and brothers. Parents aren't allowed to see what the children choose ("FYI: For Your Information," <i>New Era</i> , Dec. 1986, 40) * "Door-Step Nativity" ~ As a class, identify people in your ward (perhaps those who are elderly or living alone) who could use some extra Christmas cheer (Brent Simkins, "Doorstep Nativity," <i>New Era</i> , Dec. 2001, 11). |
| # 44 | Avoiding Crisis Living – Will learn that through wise planning she can avoid crisis living. Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3 www.christysclipart.com/manual3.html | Today Old Testament Video CD | Richard G. Scott, " To Acquire Knowledge and the Strength to Use It Wisely. " <i>Liahona</i> , Aug. 2002, 12; <i>Ensign</i> , June 2002, 32. Ideas from the article could enhance your discussion of doing all things in wisdom and order. Paula J. Lewis, " Five Ways to Reduce Stress. " <i>Liahona</i> , Sept. 2000, 24; "Four Steps to Reduce Stress," <i>Ensign</i> , Oct. 1998, 71. These suggestions could be used with the "We Can Avoid Crisis Living" section. <i>Personal Progress</i> , " Individual Worth Value Experiences. " no. 2. | IW2, CA1, CA3, CA7 | * Don't procrastinate! Have the youth make a special Christmas gift for a family member, so they will avoid last minute gift giving ☺ * "Organization 101" - Learn about ways to simplify our lives. De-cluttering a closet, bedroom, etc. will help to organize our lives, so we can avoid crisis living. |
| # 45 | Choosing a Vocation – Will learn how to choose a vocation wisely. Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3 www.christysclipart.com/manual3.html | | Gordon B. Hinckley, " A Prophet's Counsel and Prayer for Youth. " <i>Liahona</i> , Apr. 2001, 30; <i>Ensign</i> , Jan. 2001, 2; <i>New Era</i> , Jan. 2001, 4. Consider using the "Be Smart" section to enhance your discussion on choosing a vocation. John K. Carmack, " The Perpetual Education Fund: A Bright Ray of Hope. " <i>Liahona</i> , Jan. 2004, 32; <i>Ensign</i> , Jan. 2004, 36. The information in the article could be added to the "There Are Guidelines We Can Use in Choosing a Vocation" section. <i>Personal Progress</i> , " Knowledge Value Project. " bullet 2. | K5, IW2, IW7, K2, CA1, GW6 | * Career Fair ~ Have two or three professionals talk about career paths that the youth are considering as their vocation ("Idea List: A Major Decision," <i>New Era</i> , Sept. 1999, 15). * Have the YW report on vocations that they might be interested in. The YW might want to interview people, visit places of employment, and read publications about the vocations chosen. (YW Manual 3, page 165). |

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| # 46 | Money Management – Will learn the principles of managing money wisely. Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3 www.christysclipart.com/manual3.html | | <u>"Not Room Enough to Receive It."</u> <i>Liahona</i> , Dec. 2003, 18; <i>Ensign</i> , Dec. 2003, 46. Consider adding a story from the article to the section on tithing. Kristi Linton, <u>"Money Matters."</u> <i>New Era</i> , Sept. 2004, 34. The budgeting forms in the article could be used at the end of the lesson. <i>Personal Progress</i> , <u>"Knowledge Value Experiences."</u> no. 2; <u>"Choice and Accountability Value Experiences."</u> no. 7. | CA7, F7, IW2, K2, I2, I6 | * "Money Matters" (on page 34), review together the budgeting system outlined. Make enough photocopies of the blank forms so each girl has some. Have each person keep a record of her spending for a month. ("What's in It for You," <i>New Era</i> , Sept. 2004, 49) * Fantastic Plastic – Wise Credit Card Use ~ Read "Fantastic Plastic?" on page 32. Then bring some catalogs or advertising sections from the newspaper and have everyone go on a mock shopping trip. Have everyone write down what they would buy if money were no object. Have one of your leaders or a special guest speaker help you figure the interest if you paid for your purchases with a credit card and only made the minimum payment each month. Talk about budgeting and the difference between necessities and extras ("Reader's Guide," <i>New Era</i> , Apr. 2001, 49). * With the approval of your priesthood adviser, invite a member of the ward or branch who manages money well to share helpful hints on money management and budgeting (Suggested Activities, YW Manual 3, page 168). |
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| # 47 | Messages of Latter-day Prophets Handout: www.jennysmith.net/yw/yw-lessons.php? mauanlid=3 www.christysclipart.com/manual3.html | | Gordon B. Hinckley, <u>"A Prophet's Counsel and Prayer for Youth."</u> <i>Liahona</i> , Apr. 2001, 30; <i>Ensign</i> , Jan. 2001, 2; <i>New Era</i> , Jan. 2001, 4. Select appropriate counsel in this article to use in the lesson. <i>Personal Progress</i> , <u>"Faith Value Experiences."</u> no. 1. | Value Experiences for Manual 3 found at: http://www.ywconnection.com/Personal%20Progress/pagePPM3valueexperiences.html | |

FOOTNOTES:

¹ THE KITE

How can we be free with so many rules and commandments to obey? A simple story will illustrate the value of such guidelines. A little boy and his dad purchased a beautiful kite. Never having flown a kite before, the little boy was excited. The day was perfect. They found an open field. They wound the ball of twine around a stick so the boy could hold on to it, and then they ran, pulling the kite behind them. Finally the wind caught the kite, and it started to fly. Then they stood still, holding the kite against the wind, and letting out more string. The kite responded by ascending higher and higher. It was exciting, and the little boy was delighted. After a long while they came to the end of the string, and as they watched the kite, now only a tiny speck in the sky, the little boy suddenly said, "Let's let it go. I want it to be free. I want it to go higher and higher, clear up to Heavenly Father." The dad replied, "It doesn't work that way, son. If we let it go, it won't go higher. It will fall instead." The little boy didn't believe him because the tension on the string made it seem like the string was holding the kite down. To demonstrate what would happen, the dad opened his pocket knife and handed it to his son. The little boy cut the string. In moments, just moments, the kite lost control. It darted here and there, down and down, and soon they had to walk a long way even to find it, a broken heap on the ground. The little boy couldn't understand. The string had seemed to be holding the kite down. But it wasn't. The string provided an anchor for the kite, without which it lost its ability to fly. Like the little boy, some of us mistakenly assume that commandments, rules, and values restrict us -- that if we were only free of them, we would be liberated. The truth is, the guidelines provide the discipline that will ultimately lift and guide us to our Heavenly Father. Without the commandments, we would be left to drift aimlessly and eventually crash in a broken heap. As we develop personal, private, religious behavior in the form of prayer, scripture study, service, church attendance, and obedience, we strengthen ourselves against sin and accumulate the power we need to be victorious in our war against Satan.

"Therefore, cheer up your hearts, and remember that ye are free to act for yourselves--to choose the way of everlasting death or the way of eternal life." (2 Nephi 10:23)

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Hot Tamales – You are HOT! You are fired up and ready to tackle any challenges that come your way! You have a talent for making others feel warm and comfortable around you! You're spontaneous, fiery personality often ignites enthusiasm within those you come in contact with. A real go-getter, you seek others who appreciate taking risks and setting goals.

100 grand – “I want money, lots and lots of money....” You are motivated to succeed, and success to you means dollar signs! You always pay a full tithe, because you trust in The Lord and the blessings He sends. You try to save for your future; be that a mission, or college, or both! You appreciate peers that are also careful with their funds, and you enjoy leisurely activities such as yard-“sale-ing”, window shopping, or rolling coins, after all, “A penny saved is a penny earned”....

Snickers – “Laugh and the world laughs with you, cry and you cry alone”, so you choose to LAUGH! You are known for your unusual ways of giggling, and one never knows what may set you off. You often break out in laughter at the least suspecting times; i.e. during Sunday School class, a Biology final, or just after you drank a mouthful of soda. Others appreciate your joy and happiness, and they like to share in your tasteful, never vulgar, sense of humor.

Butterfinger – You are one of those valiant humans that refuse to give up, no matter what life may throw at you. Often opportunities slip right through your fingers; yet, you are never discouraged and persevere until you succeed. You've never been accused of taking the “easy way out”, because most of the time you go the “long way around” things. Yet despite the obstacles you face, on you go, and you motivate and encourage others along your way. You are not afraid to laugh at yourself, and people genuinely feel comfortable around you.

Gummy Worms – “Nobody likes you, everybody hates you, guess you'll go eat worms!”....JUST KIDDING! EVERYBODY likes you, so you can eat worms and not risk losing friends! You are simply easy to get along with, and people are attracted to your carefree, worm-eating lifestyle. You obey your leaders, you keep your promises, you don't talk bad about others... what's not to like?!?! You are one that is not easily swayed by the crowd. You are careful about keeping your standards, so peer pressure does not greatly affect you. You are one-of-a-kind – unique – and people like that!

M&M's – You are a Mighty Mormon! You are a natural-born leader who leads by example. Others can not help but admire your knowledge of the scriptures and your reverence for spiritual things. You have a special relationship with your Father in Heaven, as you go to Him daily in prayer. You are never preachy, but rather quietly go about doing good and choosing the right, and people notice. You find joy in living the Gospel, and are not afraid to share the truths that you know.

Twix – You are a great decision-maker. Whether it is at school or in a social setting, you make good choices when choosing be-“Twix” right and wrong. You are academically talented, and you are careful about listening in class and studying daily. You've learned the benefits of hard work and of not procrastinating what needs to be done. You are organized and thorough, thoughtful and deliberate. You are detail-oriented with a flair for “reading between the lines”. You like to read and may have the desire to be a teacher to show others the fun of learning.

Sweet-tarts – You are obviously a sweetheart! Always thinking of others and putting their needs before your own and you give quiet acts of service. You refrain from gossip and always have a kind word or compliment for anyone you may meet. People trust you and depend on you as a friend. While some people have “best friends”, you are a friend to all, and go out of your way to make others feel included. You are sincere and sweet in word and deed, and people are thankful to know you.

Sprees – Shopaholics Anonymous called!!! You are a shopper, and no one else can beat your fashion savvy or trend-setting ways. You try to keep your spendy ways under control, but are often times distracted by weekend sales at the mall or E-Bay. Your closet is full, your wallet is empty, but you are feeling pretty good. ☺ You are an optimist that knows another baby-sitting job is just around the corner, so you try not to worry about your lack of funds. Bonus: You are able to follow fashion trends without compromising your modesty. You ROCK!

Almond Joy – “If you're happy and you know it, clap your hands!” So,... clap your hands, because you are HAPPY! Pollyanna has nothing on you, and your cup is always half full! If there's a party, you are there....after all, it's YOUR party! You love to have a good time and share your joy with others. You've learned that it's possible to have fun and still stick to your standards. You would never put yourself in a compromising position, because then you wouldn't be Happy, and that's who you are. Girls just wanna have fun, so keep enjoying life and sticking to what you know is right.

Ring pops – A hopeless romantic you are! You like to watch old movies and listen to country music. You keep an eye on the young men in your ward, noting their good choices and the way they treat their families. You daydream about your future, when you will someday marry a worthy young man in the temple. In the meantime, you follow the commandments of God and prepare yourself to be worthy to enter the House of the Lord when it is time. You prepare yourself in other ways, too: practicing homemaking skills, learning as much as you can at school, and helping others take care of children so that you may one day be an intelligent and comparable companion to your “Prince Charming”!

Activity Idea Created by Piper Riddle at lds-youngwomen@yahoogroups.com