



CHURCH EDUCATION

The Holy Bible
The Book of Mormon



'...and they shall become one in thine hand.' Ezekiel 37.17

LESSON TITLE

Our Children

Lesson 1 - The Shepherd, the Sheep, and the Sheepfold

Lesson 2 – The Family Sheepfold

Lesson 3 – The Church Sheepfold

TEACHER NOTES

3 – 45 minutes lessons

UNIT 2 - Love, Kinship, Worship

GRADES 4-6

THE HOLY BIBLE (KJV)

Proverbs 22:6, “Train up a child in the way he should go: and when he is old, he will not depart from it.”

To prepare for this lesson, study the scriptural references listed in **OBJECTIVES**.

Q: = Teacher asks questions

THE BOOK OF MORMON

Alma 39:16, “And now, my son, this was the ministry unto which ye were called, to declare these glad tidings unto this people to prepare their minds; or rather that salvation might come unto them, that they may prepare the minds of their children to hear the word at the time of his coming.”

Note: The Church of Jesus Christ uses the Authorized King James Version of The Holy Bible and The Book of Mormon published by The Church.

OBJECTIVES

The Student will be able to:

- Explain why Jesus is the Good Shepherd, John chapter 10.
- With guidance, discuss why we honor our parents by examining examples from the scriptures, Exodus 20:12, Ephesians 6:1-3, Alma chapters 56 & 57.
- Through guided discussion, compare the church to a sheepfold.

MATERIALS

Holy Bibles and Books of Mormon

Teacher's Supplement: Pages 6-13

Illustrations: [Sheep](#) Display on a monitor or print a few copies

Object Lesson: Box or brown paper bag, map, water bottle, first aid items, bar of soap and rock

Task 1: [Puzzle – Shepherd's Word Search](#) 1-copy per student

Task 2 : Twigs, small branches, poster board to make sheepfold

Task 3: Copy of 23rd Psalm, page 7, 1- copy per student.

Task 4: Cotton balls, Glue, Construction paper, scissors , pens/pencils/markers

Task 5: Construction paper, Pencils/pens, scissors

Task 6: Assignment, page 11, 1- copy per student.

Task 7: Cooperation Game, pages 12 & 13, print on cardstock

Task 8: Card or note paper. Pencils or Pen

Songs: [Happiness is the Lord](#). [I've Got the Joy, Joy, Joy](#).

Handout: [Q12 Children's Letter](#) 1.2.2012

PROCEDURE

LESSON 1 - THE SHEPHERD, THE SHEEP, AND THE SHEEPFOLD

Motivation/Introduction (5 minutes)

1. Engage students in a discussion on the nature of sheep and why they need a good shepherd.
 - a. Hold up pictures of sheep in sheepfold and lamb stranded on a cliff. (See "Illustrations – Sheep")

Q: If you were a sheep, which of these situations would you choose for yourself? Why?

- b. Display picture of sheepfold. (Illustrations – Sheep)
- c. Introduce term and definition:

Sheepfold -> sheep pen; used to keep sheep safe at night.

Q: Who is responsible for the sheep day and night? (shepherd) Why is it so important for sheep to have a shepherd?

Possible answers:

- Without a shepherd, sheep will scatter and get lost.
- Sheep are easy prey for predators. They will wander into dangerous situations.
- They cannot discern poisonous plants. The shepherd leads them to good pastures.
- Sheep will deplete all of the grass in a field and need to be led to new pastures.
- Sheep cannot get up if they fall on their back.
- Their wool gets very dirty and will remain so until the shepherd shears them.
- Sheep have no sense of direction and no instinct for finding their way home.
- Lost sheep will walk around in endless circles, in a state of confusion, unrest, and even panic.
- Sheep are innate followers and can very easily be led astray.

Goal: Identify and explain why Jesus is the Good Shepherd.

Lesson Development (40 minutes)

Prior to Class:

- A. Write title on the board: "The Shepherd, the Sheep, and the Sheepfold"
- B. Place listed objects into a box or brown paper bag:
 - Map
 - Small plastic bottle of water
 - Grass clippings
 - First Aid Kit/band aids
 - Bar of soap
 - Rock

In class:

1. Discuss How Humans Are Like Sheep and Need a Shepherd.

Q: Why does Jesus refer to people as sheep? Can you think of how humans are like sheep?

Talking Points: Humans, like sheep, can become distracted. We may become distracted by activities that are not important for salvation and might get lost in the world.

The shepherd has great responsibility for the welfare of the flock. A good shepherd does many things to keep the flock together, to keep them from danger.

- **Read - John 10:11, "I am the good shepherd: the good shepherd giveth his life for the sheep."**

Q: Jesus is the good shepherd. How did He protect His sheep? What did He personally do? What does He continue to do?

2. Object Lesson: A Good Shepherd's Role and Responsibility (See Teacher's Supplement)
3. Discuss the Purpose of the Sheepfold.

Talking Point: A major task of the shepherd is to keep the sheep safe.

- Describe the sheepfold and explain its safety features. (Teacher's Supplement, page 6)

Q: Why is it important for sheep to stay close to the shepherd? Why is it important for sheep to stay with the fold? Why is it important for us to stay close to the Lord?

- **Read aloud John 10:14, "I am the good shepherd, and know my sheep, and am known of mine."**
- **Read or paraphrase John 10: 3-5 "... and the sheep hear His voice; and He calleth His own sheep by name, and leadeth them out. And when He putteth forth His own sheep, He goeth before them, and the sheep follow Him; for they know His voice. And a stranger will they not follow; but will flee from him; for they know not the voice of strangers."**

Q: Why does Jesus go before the sheep? Can you give an example of following Jesus? When He says He knows them by name, what does that tell us?

- **Read aloud John 10:27, "My sheep hear my voice, and I know them, and they follow me."**

4. Discussion Questions:

Q: Can you think of one example of how we come to know Jesus?

Q: How do we learn to recognize the Lord's voice? Can you give an example of hearing the Lord's voice? How does obeying Jesus's commandments relate to hearing His voice?

5. Song: "Happiness is the Lord"
6. Select a Task for students to complete:

Task 1: Puzzle - Shepherd's Word Search

Give students a copy of the puzzle (link page 1)

and a pencil. Students may work independently or in small groups.

Task 2: Make a sheepfold

Students make a poster of a sheepfold with stones, twigs, poster board and glue. Students review the purpose of the sheepfold.

(Time permitting, have students gather twigs or small stones and make a sheepfold.)

Q: Sometimes sheep wander off into dangerous situations. What would cause a sheep to do this? If you were a sheep, how would you keep from wandering?

Task 3: Psalms 23

To further develop awareness of the blessed relationship between the Great Shepherd with each one of His sheep, read together the 23rd psalm.

Give students a copy of the 23rd Psalm to take home and begin to memorize (Teacher's Supplement, page 7).

Task 4: Sheep in a sheepfold

Give students construction paper, cotton balls and supplies and tell them to make a sheep that represents themselves.

Attach the student's sheep to the sheepfold poster if made (See Task 2) or post on a wall in the classroom.

7. Memory Verse: (Assign to memorize)

- **John 10:27, "My sheep hear my voice, and I know them, and they follow me."**

8. Students take home a Q12 Youth Letter and completed assignments.

Key words: love, kinship, worship, parents, children, shepherd, sheep

LESSON TWO – THE FAMILY SHEEPFOLD

Motivation/Introduction (5 minutes)

1. If a child was absent for Lesson 1, at some point during the class tell them to make a sheep to hang on the wall or sheepfold poster.
2. Engage students in a discussion comparing the sheepfold to the family unit.

Q: Why is it important for sheep to follow the shepherd and stay close to other sheep?

Q: How is Jesus the Good Shepherd?

Q: Why is it important for people to follow Jesus and stay in His sheepfold?

The Family Sheepfold

Q: How is the family like a sheepfold?

Talking Points: The family is a kind of sheepfold that the Lord has created that instructs us in the right way and protects us. The Lord even placed His Son, Jesus, in a family!

Goal: Demonstrate an understanding of why we honor our parents by explaining examples from the scriptures

Lesson Development (40 minutes)

(Be sensitive to various family situations as some children may not be raised by their biological parents. Identify all caregivers as shepherds.)

1. Engage students in a discussion comparing parents to shepherds.

Q: Can you think of an example of how mothers and fathers are like shepherds?

Q: Can you give an example of how mothers and fathers demonstrate love and care? What do parents teach us? How do we know our parents love us?

Q: How does it make our parents feel to be loved?

- **Read aloud and discuss Exodus 20:12:**
“Honour thy father and thy mother; that thy days may be long upon the land which the Lord thy God giveth thee.”

Q: Why is it important for children to honor and respect their mothers and fathers?

Q: Can you think of an example of how we honor our mothers and fathers?

- **Read aloud and discuss Ephesians 6:1:**
“Children, obey your parents in the Lord; for this is right.”

Q: What do you think this verse means, Ephesians 6:1?

2. Present examples of children who honored their parents, e.g. 2000 Stripling Soldiers (highlight the outcomes based on their obedience), Jesus Helps Billy (*The Gospel News*, 1992.) (Teacher’s Supplement, pages 8 & 9)

Q: How does honoring our mothers and fathers relate to honoring God?

3. **Task 5: Shepherd’s Crook Bookmarks**

- a. Tell students to draw a shepherd’s crook on a piece of construction paper, making it large enough to write the memory verse on it.
 - b. Students cut out the crook.
4. Discussion Questions:
Q: Can you remember a piece of good advice given by one of your shepherds? Why do you think it is good advice? (Come prepared to share good advice you received.)
 5. Song: Students learn/sing “I’ve got the Joy, Joy, Joy, Joy....”
 6. Memory Verse: (Assign to memorize)

- **Ephesians 6:1**, “Children, obey your parents in the Lord: for this is right.”

LESSON THREE – THE CHURCH SHEEPFOLD

Motivation/Introduction (3 minutes)

1. Quiz students on information learned at prior lessons:

Q: Do you remember one use for a sheepfold?

Q: Can you give an example of how our church is like a sheepfold?

Q: What is the name of our sheepfold?

Goal: Through guided discussion, compare the church to a sheepfold.

Lesson Development (40 minutes)

1. Compare the sheepfold poster made in the previous lesson to The Church of Jesus Christ (Jesus' sheepfold).

Q: Why is it important to stay in the Lord's fold? Church is:

- A place of safety
- A place to learn about God's love and power
- A place where people love one another
- A place where you belong - Where everyone belongs
- A place where we are fed spiritual food
- A place where we feel welcomed

Q: Who are Jesus's sheep? Can you name one of His sheep? Who are the shepherds that watch over Jesus's sheep in our church?

2. Briefly describe and discuss the roles of ordained officers in the Church.

APOSTLE – Called by God to keep the gospel pure and keep the Church right with God

DEACON – Called by God to help the members of the Church

DEACONESS – Called by God to help the women of the church

ELDER - Called by God to teach and preach His Word.

EVANGELIST – Called by God to preach the plan of salvation to the world

TEACHER – Called by God to teach His word and help members mature in it.

3. Share real life examples of church members acting as the sheepfold (Teacher's Supplement, page 10).

4. Task 6: Shepherds in My Church Branch

- a. Hand students "Assignment: Shepherds in our branch of the Church of Jesus Christ" (Teacher's Supplement, page 11)
- b. Students fill in the blanks. Provide assistance as needed.

5. Song: Students learn/sing "Happiness is the Lord"

6. Task 7: The COOPERATION GAME

(See Teacher's Supplement, pages 12 & 13)

7. Task 8: Appreciating Shepherds (Select one)

- a. Collaboratively write a Thank You Note to the branch ministry. Specify reasons for gratitude.
- b. Collaboratively, write a note to the brothers in the ministry inviting one of them to talk with children about their role as shepherds of the flock.

8. Scripture Cheer: (Lead students in cheer)

- **1 John 4:20**, "If a man say, I love God, and hateth his brother, he is a liar; for he that loveth not his brother who he hath seen, how can he love God whom he hath not seen?"

9. Task 9: Homework:

- a. Children work with parents to name the current apostles of our church.
- b. Children ask parents to share memories of joyful experiences in church.

Teacher's Supplement

LESSON 1 - THE SHEPHERD, THE SHEEP, AND THE SHEEPFOLD

Object Lesson: A Good Shepherd's Role and Responsibility

Students assist in describing a good shepherd's role and responsibilities.

- A. Using a box/bag with objects (bar of soap, bandages (or first aid kit, etc.), have a child select an object without looking.
- B. Ask the child or class to explain how the object relates to a good shepherd's role.
 - a. Apply spiritually - Ask students to explain how Jesus performs each of these tasks for us.
- C. Ask children if they would rather be with or without the Lord's "leading, feeding, helping, keeping us clean, keeping us together."

How these objects represent a good shepherd:

- **Map** – (Leads sheep to safe, nourishing, restful places)
- **Small plastic bottle of water** – (Leads flock to place of clean water)
- **Grass clippings** – (Leads the sheep to good pasture)
- **First Aid Kit/band aids** – (Checks them for burrs, cuts, etc., and treats them)
- **Bar of soap** – (Keeps the sheep clean)
- **Rock** – (symbolizes the sheepfold, usually an enclosure made of stones)

The Purpose of the Sheepfold

Description of sheepfold and safety features:

Sheepfolds are usually made of stones and thorny branches. In Israel, a shepherd will build a temporary sheepfold using branches, bushes, and brush. He will form the sheepfold in the shape of a circle, leaving a space for a doorway.

Shepherds place thorny branches on top of the stone wall to keep his sheep in and wild animals out. They will also protect against thieves. Thieves were known to climb over the pens, kill a sheep, and throw its body over the wall. At night, the shepherd would use his body for a door by lying across the doorway!

Sheep learn to recognize the voice of their shepherd, and won't go to anyone else. The shepherd knows each of his sheep by name. Sometimes several flocks of sheep and several shepherds share a sheepfold. In the morning, each shepherd calls his sheep. The other sheep will not come to him. Only his sheep will respond to His voice.

Psalm 23

The LORD is my shepherd; I shall not want.

He maketh me to lie down in green pastures: He leadeth me beside the still waters.

He restoreth my soul: He leadeth me in the paths of righteousness for His name's sake.

Yea, though I walk through the valley of the shadow of death, I will fear no evil: for Thou art
with me; Thy rod and Thy staff they comfort me.

Thou preparest a table before me in the presence of mine enemies: Thou anointest my head
with oil; my cup runneth over.

Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the
house of the LORD for ever.

Psalm 23

The LORD is my shepherd; I shall not want.

He maketh me to lie down in green pastures: He leadeth me beside the still waters.

He restoreth my soul: He leadeth me in the paths of righteousness for His name's sake.

Yea, though I walk through the valley of the shadow of death, I will fear no evil: for Thou art
with me; Thy rod and Thy staff they comfort me.

Thou preparest a table before me in the presence of mine enemies: Thou anointest my head
with oil; my cup runneth over.

Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the
house of the LORD for ever.

LESSON TWO – THE FAMILY SHEEPFOLD

2000 Stripling Soldiers honor their parents

(Alma 56-57)

Q: Do any of you know the account of the 2000 stripling soldiers? If so, what was the outcome?

Talking Points: A real-life example of young men who apply the lessons of their mothers to trust in God and how the Lord takes care of them. This event takes place in the Americas, around the year 65 B.C. A terrible war broke out between the Nephites and their enemy the Lamanites....

- Note that the young men took up arms to defend their country because they needed help to win the battle and their fathers did not want to break their promise to God to never to take up weapons of war to shed blood again.
- Emphasize the fatigue of the Nephite army, and the great courage of the young soldiers:

Read Alma 56: 45-48 (Helaman's letter to Moroni):

"And now I say unto you, my beloved brother Moroni, that never had I seen so great courage, nay, not amongst all the Nephites. For as I had ever called them my sons [for they were all of them very young] even so they said unto me: Father, behold our God is with us, and he will not suffer that we should fall; then let us go forth... Now they never had fought, yet they did not fear death; and they did think more upon the liberty of their fathers than they did upon their lives; yea, they had been taught by their mothers, that if they did not doubt, God would deliver them...."

Read Alma 57: 25-26 (Read with the feeling! Helaman must have been overjoyed!):

"And ... there was not one soul of them who did perish; yea, and neither was there one soul among them who had not received many wounds. And now, their preservation was astonishing to our whole army... And we do justly ascribe it to the miraculous power of God, because of their exceeding faith in that which they had been taught to believe."

Q: How were these sons affected by their mother's faith? Of what were these young men confident? What

results came from their faith? How was their army commander like a shepherd to them?

Jesus Helps Billy

A real-life example of how one mother taught her son to put faith in God. *Gospel News* article, "Jesus Helps Billy."

Direct students to observe what and how Billy's mother taught him. (See account below)

Q: How is Billy's mother like a shepherd? How does Billy's mother help? How does Billy honor his mother? What results come from Billy's obedience? What does Billy learn from his experience? What did you learn from Billy's experience?

Jesus Helps Billy

(The Gospel News, August 1992)

On March 23, 1991, my husband and I and our three children moved from Anaheim, California to Phoenix, Arizona. Our two older children, Patricia (age 12) and Cynthia (age 9) had no problem adjusting to their new schools. Our youngest son, Billy (age 7) was a different story.

He would come home from school with a note from the teacher saying that he didn't have recess because he had to sit on the benches and do his schoolwork. Every night, he would bring home stacks of papers that he couldn't complete in class.

I could tell he was depressed and embarrassed, so I worked on the papers with him. I also told Billy that we were going to pray together about it. We did pray.

The next morning, before school, I told Billy, "When the teacher hands out a paper, close your eyes for a second, and ask God to help you."

He said, "Mom, I can't. That's *cheating!*"

I said, "Billy, it's not cheating. If the other kids knew God, they could ask Him for help, too."

Billy said, "I'll do it, Mom, but I still think it's cheating."

When I went to get Billy at school, he came out with a big smile. I said, "Honey, how was your day?"

Billy said, "Mom, God talked to me today. When the teacher handed out the papers, I did like you said, even though I thought it was cheating. I asked God to help me get my work done on time, and I started doing my work really fast. Then God talked to me. He said, 'Okay, Billy, now you do the rest. And I finished, Mom, on time!'"

So Billy trusted God and He helped him. Plus, God dealt with the fact that Billy felt it was cheating. Billy has never had a problem with finishing his work on time since then. He gets awards and good notes about his schoolwork! Praise God. He is so good.

LESSON THREE – THE CHURCH SHEEPFOLD

Example of Deacon Caring for the Saints

Many years ago, Brother Joseph G. (Glassport, Pennsylvania) walked to church every wintry, cold, Sunday morning, long before the arrival of the brothers and sisters. His young daughters often walked with him. They would ask him, "Why do we have to go to church so early?" Brother Joe always told them that he wanted the church building to be warm when the brothers and sisters arrived. One, snowy Sunday morning, as Brother Joe worked at the furnace, the girls saw a man with snow white hair walk by the church. He smiled kindly at them, and turned away. As he walked away, they saw that he was barefoot! His feet were as white as the snow, and he did not leave any footprints! Their experience was the Lord's way of showing them that He was pleased with Brother Joe's work for the welfare of the saints.

Discussion Questions:

Q: Why is it important to stay close to the Lord?

Q: Can you give an example of staying close to the Lord?

Q: Can you give an example of how people at church care for one another?

Q: Why should people at church care for one another?

Q: How do we benefit from caring for one another?

Read John 15:12, "This is my commandment, that ye love ye one another, as I have loved you."

Example of the Love of the Saints

(Paraphrased from A History of the Church of Jesus Christ: Volume 2 (pp. 208-209):

The Frammolino family lived on a very busy street. Little 4-year old Carl was playing in front of his house. When he tried to cross the street, he was hit by a car. He had a serious, compound fracture on his right leg. The doctors told his parents that Carl would never walk again; and if he were able to walk at all, it would be with a severe limp.

Brother Carl wrote:

I can remember how the brothers and sisters began to visit us –to spread cheer and hope, and yes, to fast and pray for my complete recovery, which would have had to represent a miracle considering the damage that had been done.

Years later when I was inducted into the Army, I was adjudged to be in good health and was assigned to the infantry for training where marching daily resulted in no impediment or damage.

**Assignment: SHEPHERDS IN OUR BRANCH OF THE CHURCH OF JESUS
CHRIST**

PRIESTHOOD:

PRESIDING ELDER: _____

FIRST COUNSELOR: _____

SECOND COUNSELOR: _____

APOSTLES/ EVANGELISTS/ ELDERS: _____

TEACHERS:

PRESIDING TEACHER: _____

OTHER TEACHERS: _____

DEACONS:

PRESIDING DEACON: _____

OTHER DEACONS: _____

DEACONESSSES:

PRESIDING DEACONESS: _____

OTHER DEACONESSSES: _____

SUNDAY SCHOOL AND M.B.A. TEACHERS: _____

OTHER HELPERS: _____

COOPERATION GAME

OBJECT OF GAME: To work cooperatively.

SUPPLIES: Work surface, e.g. table, Memory Verse Tiles, see step 1

INSTRUCTIONS:

1. Select from below the verse(s) that you want to use and print on heavy paper. Cut out word tiles and scramble, keeping each verse separate from the others.
2. Tell children the object of the game is to work cooperatively. Their task is to work together, to help each other complete the puzzle. The game is over when they put the memory verse together correctly.
3. Rules are they cannot speak to each other, they cannot take each other's words, they cannot point.
4. Give each child a word tile for the memory verse.
5. When finished, have children discuss how it felt to work together without speaking.

EASY SKILL LEVEL - Ephesians 6: 1-3, "Children, obey your parents in the Lord; for this is right."

MODERATE SKILL LEVEL - John 10:27, "My sheep hear my voice, and I know them, and they follow me."

ADVANCED SKILL LEVEL - 1 John 4:20 "If a man say, I love God, and hateth his brother, he is a liar; for he that loveth not his brother who he hath seen, how can he love God whom he hath not seen?"

CHILDREN	OBEY	YOUR	PARENTS	IN
THE	LORD;	FOR	THIS	IS
RIGHT.				

MY	SHEEP	HEAR	MY	VOICE,
AND	I	KNOW	THEM,	AND
THEY	FOLLOW	ME.		

IF A MAN	SAY, I LOVE	GOD AND	HATETH HIS	BROTHER,
HE IS A	LIAR; FOR	HE THAT	LOVETH	NOT HIS
BROTHER	WHO HE	HATH SEEN,	HOW CAN	HE LOVE
GOD WHOM	HE HATH	NOT SEEN?		