

Lead Student Lesson Plan

L09: Self-reliance

Objectives

By the end of class, students will have learned (learning outcomes):

- To understand the full meaning of becoming self-reliant.
- To apply principles of self-reliance.

Student Preparation

Students were asked to prepare for gathering by completing specific activities and/or pondering certain questions. Please refer to the gathering instructions in this week's unit or lesson in the course.

Lesson Outline

OPENING	
Announcements, Hymn, and Prayer (10 minutes)	Announcements Opening Hymn: #94, "Come Ye Thankful People," Verses 1-2 Opening Prayer: By Invitation
Opening Devotional (5 minutes)	Lead Student to Whole Class Choose one verse of scripture that has meaning to you or choose a verse you liked from the Scripture Study assignment in this week's lesson. Read it out loud to your classmates. Then, tell them why you chose that verse of scripture.
GROUP ACTIVITIES	
Opening Discussion (10 minutes)	Lead Student to Whole Class Ask the students to think of an event that occurred sometime in their lives that has positively impacted or shaped who they are today. If the event isn't too personal, ask a few students to share the event and explain how that past event influences who they are today.

	<p>Just as your past influences your present, earlier lessons in this course relate to later lessons. Here is a partial list of the concepts you have already learned in this course:</p> <ul style="list-style-type: none"> ▪ The Learning Model ▪ The Honor Code ▪ Disciple Leadership ▪ Lifelong Learning ▪ Academic Planning and Career Exploration ▪ Decision Making ▪ Goal Setting ▪ Time Management <p>Ask students to share their thoughts regarding the following two questions:</p> <ol style="list-style-type: none"> 1. How do the concepts you learned in earlier lessons relate to self-reliance? 2. How are these principles and teachings spiritual and not temporal? (Doctrine & Covenants 29:35: "...but no temporal commandment gave I unto him, for my commandments are spiritual...")
<p>Self-reliance jigsaw</p> <p>(15 minutes)</p>	<p>Small Groups</p> <p>Divide students into four groups based upon the self-reliance topics they chose to study this week: Education, Health, Food Storage, and Employment. If a student studied a different self-reliance topic, they can be put into any needed group. Try to establish the groups so that each group has the same number, or close to the same number, of students. Once in their groups, for about five minutes, students will review what they learned about that area of self-reliance, along with their favorite thing they learned about that topic.</p> <p>Redistribute the students into new groups. There should be at least one student from each of the original groups in each of the new groups. Have the students share with each other what they learned. (You can view the Jigsaw Group Activity Video for more details on group formations for this activity.)</p>
<p>Group object lessons</p> <p>(15 minutes)</p>	<p>ADVANCED PREPARATION</p> <p>Bring a number of simple objects to use for the object lesson. You will use one for the introduction and different objects for each small group.</p>

<p>ADVANCED PREPARATION NEEDED</p>	<p>Examples of appropriate objects are a leaf, rock, book, cell phone, utensil, cooking pot, hammer, etc.</p> <p>Lead Student to Whole Class</p> <p>Show a simple object like one of the items listed above or a different object of your choice. Relate it to the principle of self-reliance or to an area of self-reliance. <i>(For example, you could show a large rock and explain that just as it takes a lot of work to move a heavy rock; it takes a lot of work to be self-reliant. Moving a rock out of your way and being self-reliant are both desirable outcomes that help to improve your situation.)</i></p> <p>Small Groups</p> <p>Using the same small groups as the end of the last activity, give each group an object and ask them to relate it to an area of or the general principle of self-reliance.</p> <p>Lead Student to Whole Class</p> <p>Have each group explain to the entire group how their object relates to self-reliance.</p>
<p>Quotes</p> <p>(15 minutes)</p>	<p>Whole Class or Small Groups, Your Choice</p> <p>In this week's lesson, you read an excerpt from President Romney's address, "The Celestial Nature of Self-Reliance." The following quotes are from President Romney's full address.</p> <p>Read the first quote and discuss the following questions. Repeat the process with each quote. (If you choose to use small groups for this activity, give one quote to each group.)</p> <ol style="list-style-type: none"> 1. Impressions and thoughts about the quote. 2. The council given in this quote might help someone struggling with _____. <ul style="list-style-type: none"> ▪ "Can we see how critical self-reliance becomes when looked upon as the prerequisite to service, when we also know service is what godhood is all about? Without self-reliance, one cannot exercise these innate desires to serve. How can we give if there is nothing there? Food for the hungry cannot come from empty shelves. Money to assist the needy cannot come from an empty purse. Support and understanding cannot come from the emotionally starved. Teaching cannot come from the unlearned. And most

	<p>important of all, spiritual guidance cannot come from the spiritually weak.”</p> <ul style="list-style-type: none"> ▪ “There is an interdependence between those who have and those who have not. The process of giving exalts the poor and humbles the rich. In the process, both are sanctified. The poor, released from the bondage and limitations of poverty, are enabled as free men to rise to their full potential, both temporally and spiritually. The rich, by imparting of their surplus, participate in the eternal principle of giving. Once a person has been made whole or self-reliant, he reaches out to aid others, and the cycle repeats itself.” ▪ “We are all self-reliant in some areas and dependent in others. Therefore, each of us should strive to help others in areas where we have strengths. At the same time, pride should not prevent us from graciously accepting the helping hand of another when we have a real need. To do so denies another person the opportunity to participate in a sanctifying experience.”
<p>Listening Practice</p> <p>(15 minutes)</p>	<p>Lead Student to Whole Class</p> <p>You will read the following story out loud to the entire group. The students will practice their listening skills by drawing pictures about what they hear in the story. After the story, the students will share their pictures and describe what they drew based on what they heard.</p> <p>Most Faithful Member</p> <p>“As two sister missionaries walked uphill from the center of a small village in Ecuador, they noticed an old man-David Fernandez.</p> <p>“He was 86 years old, nearly blind and unable to read. He walked with a limp; his clothes were dirty and the smell was overpowering. He was drinking polluted water and his shirt was covered with blood stains from bug bites.</p> <p>“Mr. Fernandez lived in a shack with a campfire in the middle of a mud floor. The walls were falling apart but kept out the wind and rain. David had lost his wife the year before and now lived all alone.</p> <p>“When one of the sister missionaries explained to David that he could be reunited with his wife one day, he became very interested in the gospel message.</p>

	<p>"When he asked how he could improve his health, the missionaries showed him how to purify his water and how to keep his place clean with this limited eyesight. His wife had taken care of these things before.</p> <p>"The elders were called in to teach him how to bathe. When his shoes and socks were removed they found his feet dirty and unsanitary so they washed his feet and cut his toenails.</p> <p>"As David became stronger and healthier, his desire for baptism increased. When the day arrived, the sisters—who had emphasized principles of self-reliance through the discussions—felt strongly that David needed to get to church by himself. Because he walked so slowly, David decided he would have to get up at 6:30 A.M. to make it to the 9 A.M. service.</p> <p>"David walked down the hill and was baptized that day. Every Sunday since, he has awakened at 6:30 A.M. and walked to Church. The branch president talks of David as his most faithful member."</p> <p>("Pure Religion," Church News, The Church of Jesus Christ of Latter-day Saints)</p> <p>After students have shared their pictures, discuss how both the missionaries and David Fernandez were examples of the President Romney quotes discussed in the previous activity.</p>
CLOSING	
Conclusion (2 minutes)	Lead Student to the Whole Class Bear your personal testimony of at least one of the concepts discussed at tonight's gathering.
Prayer (2 minutes)	Closing Prayer: By Invitation

Note

Please download and print a copy of these instructions to use as a reference during Thursday's Pathway gathering.

If there are any questions or concerns, please call, text, or email your Pathway missionaries.