

3 PRIMARY OBEDIENCE pdf

1: Primary - Your Source for Parenting Positivity

These lesson helps and printables are based on Primary 3 lesson 16 We Can Show Our Faith by Being Obedient – official lesson found here. I've made a few of the people myself and you can find them in Lesson 17 Link here You can also use the illustrations as described in the link-make a.

Lesson Helps Conference Talk: Hamula, Ensign, Nov , Obey the word of the Lord as it is given to you. His word will not only love and comfort but invariably instruct and correct. Do as He bids you to do, no matter how hard it may seem to you, and do it now. It is in doing the will of the Lord that knowledge of Him and love for Him accrue to your soul, which leads you to be ever more willing to lay down your own life and follow Him. Put each of the following clues on separate pieces of paper. Tell your family that they need to follow the instructions carefully, and when they have found the correct word they should write it on the paper. If the correct word was used, give each person a small reward. Tell them they earned the reward because they followed the instructions. Gather the papers together and place them in random order. Have the family arrange them in the correct order. Smith "I recollect most vividly a circumstance that occurred in the days of my childhood. My mother was a widow, with a large family to provide for. One spring when we opened our potato pits she had her boys get a load of the best potatoes, and she took them to the tithing office; potatoes were scarce that season. I was a little boy at the time, and drove the team. My mother turned upon him and said: Would you deny me a blessing? If I did not pay my tithing, I should expect the Lord to withhold His blessings from me. I pay my tithing, not only because it is a law of God, but because I expect a blessing by doing it. By keeping this and other laws, I expect to prosper and to be able to provide for my family. The tithes of her sheep and cattle, the tenth pound of her butter, her tenth chicken, the tenth of her eggs, the tenth pig, the tenth calf, the tenth colt – a tenth of everything she raised was paid. She prospered because she obeyed the laws of God. That widow was entitled to the privileges of the house of God. No ordinance of the Gospel could be denied her, for she was obedient to the laws of God" Jack M. Instruct the group to close their eyes and each to hold both hands in front of the body, with the index fingers touching and pointing at each other, and about 12 inches from the nose. Announce that you are going to give them a coordination test. Tell them to raise the right hand six inches, lower the left hand six inches, move the right hand six inches away from the body and the left hand six inches toward the body. It is surprising how poorly some people follow instructions. We should to follow obey the gospel teachings.

2: Latter-day Chatter: {CTR} Primary 2, Lesson 30/ I Can Be Obedient

Continue reading "3 Levels of Obedience" 3 Levels of Obedience. Topics: Ages , Ages , Ages , Behavior, Montessori
Get the free Primary app.

Types[edit] Social influence is a broad term that relates to many different phenomena. Listed below are some major types of social influence that are being researched in the field of social psychology. For more information, follow the main article links provided.

Compliance psychology Compliance is the act of responding favorably to an explicit or implicit request offered by others. Technically, compliance is a change in behavior but not necessarily in attitude; one can comply due to mere obedience or by otherwise opting to withhold private thoughts due to social pressures.

Identification psychology Identification is the changing of attitudes or behaviors due to the influence of someone who is admired. Advertisements that rely upon celebrity endorsements to market their products are taking advantage of this phenomenon. According to Kelman, the desired relationship that the identifier relates to the behavior or attitude change.

Internalization Internalization is the process of acceptance of a set of norms established by people or groups that are influential to the individual. The individual accepts the influence because the content of the influence accepted is intrinsically rewarding.

Conformity Conformity is a type of social influence involving a change in behavior, belief, or thinking to align with those of others or with normative standards. It is the most common and pervasive form of social influence. Social psychology research in conformity tends to distinguish between two varieties: Conformity from peer pressure generally results from identification with the group members or from compliance of some members to appease others. Conformity can be in appearance, or may be more complete in nature; impacting an individual both publicly and privately. Compliance also referred to as acquiescence demonstrates a public conformity to a group majority or norm, while the individual continues to privately disagree or dissent, holding on to their original beliefs or to an alternative set of beliefs differing from the majority. Compliance appears as conformity, but there is a division between the public and the private self. Conversion includes the private acceptance that is absent in compliance. The individual has accepted the behavior, belief, or thinking, and has internalized it, making it his own. Conversion may also refer to individual members of a group changing from their initial and varied opinions to adopt the opinions of others, which may differ from their original opinions. The resulting group position may be a hybrid of various aspects of individual initial opinions, or it may be an alternative independent of the initial positions reached through consensus. What appears to be conformity may in fact be congruence. In situations where conformity including compliance, conversion, and congruence is absent, there are non-conformity processes such as independence and anti-conformity. Independence, also referred to as dissent, involves an individual either through their actions or lack of action, or through the public expression of their beliefs or thinking being aligned with their personal standards but inconsistent with those of other members of the group either all of the group or a majority. Anti-conformity, also referred to as counter-conformity, may appear as independence, but it lacks alignment with personal standards and is for the purpose of challenging the group. Actions as well as stated opinions and beliefs are often diametrically opposed to that of the group norm or majority.

Minority influence Minority influence takes place when a majority is influenced to accept the beliefs or behaviors of a minority. Minority influence can be affected by the sizes of majority and minority groups, the level of consistency of the minority group, and situational factors such as the affluence or social importance of the minority.

Self-fulfilling prophecy A self-fulfilling prophecy is a prediction that directly or indirectly causes itself to become true due to positive feedback between belief and behavior. A prophecy declared as truth when it is actually false may sufficiently influence people, either through fear or logical confusion, so that their reactions ultimately fulfill the once-false prophecy. This term is credited to sociologist Robert K. Merton from an article he published in

Reactance psychology Reactance is the adoption of a view contrary to the view that a person is being pressured to accept, perhaps due to a perceived threat to behavioral freedoms. This phenomenon has also been called anticonformity. While the results are the opposite of what the influencer intended, the reactive behavior is a result of social pressure. In many studies, reactance manifests itself in a

deliberate rejection of an influence, even if the influence is clearly correct. Obedience human behavior

Obedience is a form of social influence that derives from an authority figure. Persuasion Persuasion is the process of guiding oneself or another toward the adoption of an attitude by rational or symbolic means. Robert Cialdini defined six "weapons of influence": These "weapons of influence" attempt to bring about conformity by directed means. Persuasion can occur through appeals to reason or appeals to emotion. Psychological manipulation Psychological manipulation is a type of social influence that aims to change the behavior or perception of others through abusive, deceptive, or underhanded tactics. Social influence is not necessarily negative. For example, doctors can try to persuade patients to change unhealthy habits. Social influence is generally perceived to be harmless when it respects the right of the influenced to accept or reject it, and is not unduly coercive. Depending on the context and motivations, social influence may constitute underhanded manipulation. Abusive power and control[edit] Main article: Abusive power and control Controlling abusers use tactics to exert power and control over their victims. The goal of the abuser is to control and intimidate the victim or to influence them to feel that they do not have an equal voice in the relationship. Propaganda Propaganda is information that is not objective and is used primarily to influence an audience and further an agenda, often by presenting facts selectively to encourage a particular synthesis or perception, or using loaded language to produce an emotional rather than a rational response to the information that is presented. Hard power Hard power is the use of military and economic means to influence the behavior or interests of other political bodies. The importance of the influencing group to the individual Immediacy: Physical and temporal proximity of the influencing group to the individual at the time of the influence attempt Number: People tend to return a favor. People do not like to be self-contradictory. Once they commit to an idea or behavior, they are averse to changing their minds without good reason. People will be more open to things that they see others doing. For example, seeing others compost their organic waste after finishing a meal may influence the subject to do so as well. People will tend to obey authority figures. People are more easily swayed by people they like. A perceived limitation of resources will generate demand. Unanimity[edit] Social Influence is strongest when the group perpetrating it is consistent and committed. Even a single instance of dissent can greatly wane the strength of an influence. In iterations of the Milgram experiment where three people administered shocks two of whom were confederates, once one confederate disobeyed, only ten percent of subjects administered the maximum shocks.

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3: Happy Clean Living: Primary 3 Lesson 16

Lesson. The purpose of Primary 3 Lesson We Can Show Our Faith by Being Obedient is to understand as we obey the commandments, we show our faith.. Teaching Thoughts. Begin your lesson with this fun obedience object lesson from Mama to 6 Blessings.

The footprints are not in the correct order. To help you identify the groups, there are letters next to each number on the footprints. S stands for stripling warrior, L stands for Lamanites, and N stands for Nephites. One copy is needed per child, and they can be printed or copied onto different colored papers if desired. Attention Activity Put the true and false labeled containers on the table. Give each child a health statement, and have them take turns reading their statement. Tell the children to stand up if they hear a statement read that is not true. Ask the children how they knew when something was false. Because their mothers or someone had taught them what is correct. Their body could become unhealthy, sick, or injured. Does knowing the consequences of following the false health statements help you want to do what is correct? Did knowing what was right help you stand up and declare when something was false? This knowledge helped them be valiant in doing and defending what is right. His wicked desires motivated him to start a war to attain his purposes. Ammaron also desired power, and he continued the terrible war his brother had started. There was much suffering and death that occurred because of the war. The Lamanites attacked and captured many Nephite cities. They accomplished this through cunning and through their numberless hosts. The cities they captured were all strongly fortified after the manner of the fortifications of Moroni; all of which afforded strongholds for the Lamanites. Remind the children that after the Anti-Nephi-Lehies the people of Ammon repented of their many sins, they made a covenant to never shed blood again. Because of their covenant they would not defend themselves against the Lamanites. In order to protect the people of Ammon, the Nephites gave them the land of Jershon to live in. Put the land of Jershon picture on the top left of the board or wall. When the people of Ammon saw the danger, the afflictions, and the many tribulations the Nephites were enduring in the war against the Lamanites, they were moved to compassion and wished to take up arms in defense of their country. Helaman persuaded them not to break their oath because Helaman feared they would lose their souls if they broke their covenant. The people of Ammon had many sons who had not entered into the covenant. These young sons gathered and covenanted to fight for the liberty of the people. These young warriors chose a leader, and then they marched toward the southern borders in support of the people there. Activity Put footprint number one on the board, next to the land of Jershon, heading towards the bottom right of the board. Have a child read the question on the footprint and then find the matching answer. If the answer is incorrect have the child exchange their answer for the correct one. Afterwards, add any additional discussion or comments that are listed under the question below. Continue in this manner with each footprint, going in numerical order. He was the oldest son of the prophet Alma the younger. He had been chosen to be the next spiritual leader of the people and the keeper of the records. The dictionary defines it as a boy in his teenage years who has not yet grown to his full size. They were young and worthy to be called sons, and Helaman loved each of these young men like a father loves his children. The Nephite soldiers were also joyful. They had lost many men and had suffered much in defense of their cities, and it gave them hope and joy to see the stripling warriors. They did not desire to attack the Lamanites in their strongholds. Helaman and his stripling warriors did flee before the Lamanites, and thus they did accomplish their goal of leading away a large Lamanite army from their stronghold. Put the next footprint coming out of the city of Judea. The footprints after that will be added to the end of the footprints of each group according to their label of L for Lamanites, N for Nephites, and S for the stripling warriors. They wanted to make sure Antipus and his army had not been overcome by the Lamanites. Put the next footprints turning back to head towards the Lamanite footprints. Put the visual aid that is labeled battle area between the end of the Lamanite and Nephite footprints. Put the next footprint on top of the battle area. If Helaman and his stripling warriors had not returned, the army would have fallen. Put footprint sixteen on top of footprint fifteen. What factors compelled them to surrender? Put footprint eighteen on top of footprint seventeen, and tell the children that after the Lamanites surrendered,

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Helaman numbered his young men fearing that many had been slain. Alma To his great joy he discovered that not one of them had been slain by the sword After returning to the city of Judea and receiving reinforcements, the Nephites and stripling warriors waged other battles against the Lamanites, and they took back several cities. After one great battle, where they were outnumbered and many people were killed, Helaman was once again worried that that some of his young men might have been killed. Explain that a thousand Nephites were killed in the terrible battle. Have another child erase some the Lamanites. Every one of the stripling warriors had several injuries, but Helaman was happy to find out that not one of them had perished. Heavenly Father gives us parents to love, teach, and guide us through our lives. Give each child a page of the small footsteps and have the children write their answers on the small footsteps. Keep the Sabbath Day holy, read the scriptures, say prayers, be honest, be forgiving, serve others, etc. This will help remind them that following the righteous teachings of their parents and family members can lead them to gaining faith in God. Divide the children into four groups and explain that each group is going to look up a scripture that tells about one of the righteous characteristics the young Ammonites developed in their youth. After a group presents their characteristic, do the following game: Have a child stand and tell how they can demonstrate that characteristic as they go about their day to day life. Continue doing this until all the children have had a turn. Start with a different child each time a new characteristic is presented. The people around them could also rely on them to be dependable and trustworthy. Our family and friends are also under attack “ spiritual attack. We need to have the courage to stand up for what is right and defend truth and right to help make the world a safer and better place for them. Read the scriptures below. Yes, if we are going to draw upon the powers of heaven, intention is not enough. We must obey every word of command with exactness! We must actually obey the law; intention is not enough! Weekly Reading Assignment Remind the children to do their scripture reading assignment for this week:

4: Lesson We Can Show Our Faith by Being Obedient

Have a member of your ward or branch tell how obedience has helped him or her. A returned missionary, new convert, or someone who has recently been through the temple would be an appropriate choice. Obtain approval from your Primary president and priesthood leader before asking the individual to come to your class.

Preparation Prayerfully study Exodus Make the following wordstrip: Obedient Print I Can Obey on a paper badge for each child. The words to this song are included at the back of the manual. Make the necessary preparations for any enrichment activities you want to use. Note to teachers of older children: You may want to use enrichment activity 1 as the attention activity. Suggested Lesson Development Invite a child to give the opening prayer. Follow up with the children if you encouraged them to do something during the week. You may want to have the children tell about ways they were good examples during the week. Burton, who was a General Authority of the Church: Burton was only five years old, he visited his grandmother on her farm. Theodore liked to play outside at the farm. Theodore promised he would not get too close. But when Theodore saw the fuzzy yellow chicks, he just had to touch one. The chick ran away, but the mother hen ran toward Theodore and pecked his hand with her hard beak. Theodore ran crying to his grandmother. She was trying to protect her chicks when she pecked him. Grandmother sent Theodore outside again, reminding him to stay away from the hen. She warned him not to get too close to the mother goose either, because she also had babies. The mother goose was bigger than the hen, so she might really hurt someone who touched her babies. Theodore stayed away from the mother hen. But when he saw the mother goose and her goslings, he moved closer to see them better. Spreading her wings and stretching her neck, the mother goose hissed loudly at him. Theodore was frightened and ran back into the house. How did Theodore feel when he disobeyed his grandmother? Why did he feel this way? What do you think Theodore learned from this experience? Explain that our parents and families and Heavenly Father and Jesus Christ watch over and protect us. They will teach us what to do to be safe and happy. It is important that we learn to obey them. Explain that we are obedient when we do what Heavenly Father, our parents, and our leaders want us to do. Say the word obey and have the class repeat it. Explain that to obey means the same as being obedient. Read aloud the following phrases from John 8: He did only the things that he knew would make Heavenly Father happy. Scripture story Display picture , Jesus Praying in Gethsemane, and briefly tell the story found in Matthew Read aloud what Jesus Christ said in his prayer: Explain that Jesus did not want to suffer and die if there were another way to help us return to Heavenly Father. Read aloud what Jesus said next: Explain that this means Jesus was willing to do what Heavenly Father wanted, even though it was not easy. Explain that we will not be asked to do something as difficult as what Jesus did; however, we should obey Heavenly Father in whatever he wants us to do. What are some things Heavenly Father has asked us to do? Answers may include pray, love one another, be baptized and confirmed, and be honest. If some of the children in your class do not live with their parents, adjust this discussion as needed. For example, children should also obey their grandparents. Point out that one of the Ten Commandments tells us to obey our parents. Read aloud the first part of Exodus Why should we obey our parents? Read aloud Colossians 3: Help the children memorize the first part of the verse: How do your parents feel when you obey them? Story Tell a story about a child who was happy because he or she obeyed his or her parents. You may want to use the following story: She wanted to finish the game that she and April were playing. Kathryn thought for a moment and decided she would go home as her mother had told her to do. Quickly she said good-bye to April and ran home. When Kathryn got home, her grandmother was waiting for her. Grandmother wanted Kathryn to come spend the night at her house, but she was in a hurry to get home. If Kathryn had not come home when her mother had told her to, she would have missed the chance to visit her grandmother. How do you think Kathryn felt? Emphasize that we will not always receive an exciting reward when we are obedient, but we will have a happy, peaceful feeling. This feeling comes from knowing that we have chosen to do what is right. Encourage the children to keep their badges where they can see them often, so the badges will help them remember to obey. Suggest that the children explain their badges to their families and share what they learned from the lesson today. Testimony Share your testimony of how obeying Heavenly

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Father and your parents has blessed your life. You may want to tell about a time when obedience made you happy. Encourage the children to obey their parents during the coming week. Invite a child to give the closing prayer. Enrichment Activities Choose from the following activities those that will work best for the children in your class. You can use them in the lesson itself or as a review or summary. Explain that the object of this activity is to make an X inside the smallest circle while wearing a blindfold. Ask for a volunteer to try it. Blindfold the volunteer and give him or her a piece of chalk. Turn the blindfolded child around two or three times and then place him or her in front of the chalkboard. Have the child make an X on the chalkboard. Then ask the child to make another X after receiving instructions about where to place the X. Allow each child who wants to participate to be blindfolded and try to put an X in the circle while another child gives instructions. Point out that the blindfolded children were more successful at placing the marks in the circle when they obeyed the instructions of someone who could see the circles better. Explain that sometimes Heavenly Father and our parents can see things in our lives better than we can. They give us instructions to help us. When we obey Heavenly Father and our parents, we will be happy. Tell the following story in your own words: If there were candles to be lit or a fire to be started, he always wanted to help. Sometimes his parents let him strike a match, but they always stood close by to make sure he was careful. One day when his parents were not in the room, Matthew saw a box of matches on the table. He thought about what fun it would be to light every one of the matches himself. He was certain he would be careful. Then Matthew thought about how his mother had told him many times that matches were not toys and that he must never use them without permission. Quietly Matthew turned away from the matches and went outside to play. Talk with the children about the possible consequences if Matthew had taken the matches. You may want to continue the discussion by asking: What should Matthew do if his older brother tells him to bring the matches to their bedroom so they can play with them? Explain that when someone tells us to do something we know is wrong, we should not obey. Prepare pieces of paper with simple instructions such as the following: Shake hands with each member of the class. Tell five things that you are thankful for. Act out something that you will do for a family member during the week. Put the pieces of paper in a container.

5: Milgram Experiment | Simply Psychology

OBEDIENCE: Primary 3 CTR-B, Lesson 16, Primary 3 manual, We Can Show Our Faith by Being Obedient, Primary Lesson Helps, Sunday Savers book The Sacrament Reminds Us of Our Covenants, Primary Lesson Helps, Primary 3 CTR-B, Lesson

Then have the other children guess which item would have protected the child from harm. What item here could have protected him? Faith is like a seed – planting visual Cover the front table with a garbage bag or something else to protect it from spills. Bring in a small pot that can fit in your hand , seeds, soil and a bit of water. For example, they are told to leave Jerusalem – Place the seed and a bit of soil on top. Continue in this manner as you tell the story. The seed will be planted. Add water as you talk about additional acts of obedience, or as you have the children relate the story to their own lives. Sing the song to tie it all in! You print out the packet template, cut and assemble them, fill with a few seeds, and give as a handout. Below you will find instructions and a preview of how the packet will look in the end. Seed Packet Printable Instructions Cut out the seed packet templates. When they are cut, before assembly, each will look like the image above on the left with the numbering. There will be six templates to cut per page, printable below. Following the numbering above, fold in the tabs in the order shown. Flap number 3 will stick to tabs numbered 1 and 2 – make sure to put a light adhesive on tabs 1 and 2. When Flap 3 is secured to tabs 1 and 2, you should have a pocket. Fill with a few seeds. Apply a little adhesive to the back of tab number 4, fold over the opening, and TADA! SeedPacket Blank Seed Packets – for kids to decorate with their own design:

6: Conformity, Compliance, and Obedience

Lesson. Primary 2 Lesson 1 Can Be Obedient-The purpose of this lesson is to encourage all to follow Jesus Christ's example of www.enganchecubano.com to come join our private Primary Facebook group to share and discuss more ideas.

The CTR shield and ring. Make the necessary preparations for any enrichment activities that you will be using. Suggested Lesson Development Invite a child to give the opening prayer. Follow up with the children if you encouraged them to do something during the week. Faith is knowing the sun will rise, arms form a half-circle over head Lighting each new day. When we obey the commandments, we show Heavenly Father and Jesus that we trust them. We know they love us and would never ask us to do anything that would hurt us. We show our faith when we obey. Remind the children that believing in Heavenly Father and Jesus means that we have faith. Although we may not have seen them during our earthly lives, we have faith in the testimonies of others who have seen them. We also believe that the Holy Ghost is real and that he does not have a body of flesh and bones but is a personage of spirit in the form of a man. Article of faith Help the older children memorize the first article of faith. The younger children could repeat it with you and perhaps memorize part of it. Tell the following scripture story in your own words: A long time ago, six hundred years before Jesus was born, a prophet named Lehi lived in Jerusalem with his family. They had four sons named Laman, Lemuel, Sam, and Nephi. Lehi and his family were prosperous and comfortable. Lehi loved Heavenly Father and Jesus. He tried to teach his family to love them and obey their commandments. Display picture , Lehi Propheying to the People of Jerusalem. At that time the people who lived in Jerusalem were very wicked. Lehi tried to teach them about Heavenly Father and Jesus and the commandments, but the people would not listen to him. One day as Lehi was praying, he had a dream or vision. He saw many wonderful things. He also saw that Jerusalem would be destroyed unless the people repented. Lehi praised Heavenly Father because he knew that Heavenly Father wanted to warn the people of Jerusalem. Heavenly Father told him to tell the people about what he had seen. Lehi did as he was commanded. He told the people that Jerusalem would be destroyed unless they repented. What did Lehi see in his vision? How did Lehi feel after his vision? Telling the people to repent of their wickedness took courage. However, Lehi had faith that Heavenly Father would protect him, so Lehi did as he was commanded. What did Lehi do to show his faith in Heavenly Father? What did the people do after Lehi told them to repent? Scripture discussion Some time later, Heavenly Father spoke to Lehi. Have the children listen for what he commanded Lehi to do. What did Heavenly Father command Lehi to do? Leave Jerusalem and go into the wilderness. Explain that a wilderness is usually a place where no one lives and where there are no houses, buildings, or roads. Heavenly Father commanded Lehi and his family to leave everyone behind and go to a place where they would have to live by themselves. Why was Lehi commanded to take his family out of Jerusalem? Wicked men were planning to kill Lehi, and the city was going to be destroyed. What did Lehi do? He packed the things he needed to live in the wilderness and took his family out of Jerusalem. Although Lehi had lived in Jerusalem for a long time, he promptly obeyed the commandment to leave his home. Lehi and his family left their home, their land, most of their clothing, their gold and silver, and other belongings. They took only food, some clothing, tents, and other necessary items that they may have carried on camels or donkeys. Then they left and went into the wilderness. Point out that it was not easy for Lehi to leave, but he was willing to obey this commandment. He warned the wicked people, and he left his home and belongings and went into the wilderness because he was commanded to do so. Have them think about what they would take with them if they went into the wilderness. Have them tell you what they would want to take and what they would leave behind. Remind them that they could take only a few things. Activity Have the children decide what they would choose to take with them if they were going into the wilderness with Lehi. The next child repeats what the first child said and then adds an additional item that he has chosen. Each succeeding child repeats all of the previous items and adds one of his own. Continue until each child and the teacher has had at least one turn. Obeying Heavenly Father by leaving Jerusalem took great faith. Lehi and his family received blessings because they were obedient. What do the letters C T R stand for? Tell the

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children that choosing the right means doing what Heavenly Father and Jesus Christ want us to do. Tell the following stories in your own words, and have the children role-play the situations. In the yard is a fruit tree covered with juicy fruit. Your friends want you to come with them and pick some of the fruit to eat. What would Heavenly Father and Jesus want you to do? Tell the children that when they choose the right, they are being obedient and are showing faith in Heavenly Father and Jesus Christ. You want to play with your favorite toy, but your brother has it. Explain that when we do what Heavenly Father and Jesus want us to do, we are choosing the right. If time permits, you can display the picture of the prophet and ask the children to name some things that he has asked us to do. Discuss how obeying these commandments can bring blessings. Summary Show the CTR shield and ring again and remind the children to always choose the right. When they choose the right, they are obeying. When they obey, they are showing Heavenly Father and Jesus Christ that they have faith in them. Invite a child to give the closing prayer. Enrichment Activities Choose from the following activities those that will work best for your children. You can use them in the lesson itself or as a review or summary. A returned missionary, new convert, or someone who has recently been through the temple would be an appropriate choice. Obtain approval from your Primary president and priesthood leader before asking the individual to come to your class. Gather several items that offer protection, such as shoes, hat, umbrella, and so on. Have enough items so every child in your class can participate. Ask the children, one at a time, to select an item and tell what kind of protection it gives shoes protect feet, and so on. Tell the children that when we obey our parents and leaders, we are also protected. Talk about some rules and how they can be a protection. Hold up your hands and show the children how you can move your fingers. Ask the children to hold up their hands, move their fingers, and open and close their hands. Help the children understand that when they tell their hands to choose the right, they are obeying. Involve the children in doing so. Have them count the ways, point to them, or repeat them. Encourage those children who can to memorize a phrase or two that is important to them.

7: { Mormon Share } Obedience Activities

Obedience Activities. Jennifer Smith October 6, Sharing Time Lesson. LDS Primary, obedience. 1. Thread a long piece of yarn or string through a button or a ring.

Both conformity and compliance are prevalent in all types of groups, but first is important to point out the differences between these two types of behavior. Conformity within a group entails members changing their attitudes and beliefs in order to match those of others within the group. Those that conform tend to be obedient and compliant. The concept of compliance is similar to conformity, yet slightly different. Simply asking someone to perform a task is a request for compliance. The most effective method to gain compliance is through rational persuasion and inspiration. This notion is what sets conformity and compliance apart. Research on the topic of conformity began in , when Solomon Asch performed a series of renowned studies. In his studies, Asch used groups of seven to nine people who were told they were participating in a study on visual perception. These subjects were asked to match the length of a standard line to three comparison lines. The rest of the group was made up of confederates who were instructed to unanimously give incorrect responses in some trials. The results of this experiment found that the control group made errors only five percent of the time. This shows how easily it is to make a person conform in a group situation. The militia has a number of requirements with which its members must comply. Among these requirements are abiding by MMC rules and regulations, agreeing to a background check, and completing a one year probationary period. Also, the MMC requires that their members regularly attend meetings and engage in various types of military training. Although this is the case, all members do not go through the same training as some are not willing and able. Another reason for this is that all members do not serve the same roles within the organization. But should a member opt not to comply with these rules and regulations, he or she would lose credibility within the group and risk expulsion. The notion of compliance is essential within military type operations and training. A soldier is not asked to agree with the orders in question but is simply asked to comply without question. If this was not the case in a military group, the objectives of the group might not be carried out as quickly, or at all. This hesitation could also put the lives of the group and other in jeopardy. Most of these authority figures that have been named are given their authority by society. We are just told to follow what they tell you to do. In other words we are obedient to these people. Every person at some time in their life has followed a superior without questioning why they are doing what they are doing. For example we never question why we take tests in school. We just take them because we are told to do so. We never question a lot of the rules that people say in are best interest because they are usually told to us by someone that is in a position higher than we are at. There have been two very important psychological experiments that deal with the issue of obedience. The first was done right after World War 2 to try to find out why the Nazis may have exterminated all of the Jews. It was done by Stanley Milgram. The experiment involved two people one a confederate would play the part of a student trying to remember different words that they had heard the other person who was the subject played the role of a teacher and gave him the test. He was told to shock the "student" everytime he missed a word. As the "teachers" were told to increase the dosage as they got more answers wrong. He found out that most people would shock their fellow man in this experiment and would be obedient to all the demands made by the instructor since he was the one in a position of authority. The other important study was the one known as the prisoner experiment. This one was performed by Zimbardo and involved taking at random college students to pretend to be either guards or prisoners in a fake jail. The previous experiment had a person the experimenter who was easily seen as a authority figure. Here thought both sets of students started out equally but once some became guards and others became prisoners. The "guards" to the "prisoners" became true authority figures so that there were obedient to them just as if they were real guards. The students got into their roles so much that a two week experiment had to be stopped after only a few days. From these experiments you can see that obedience is a trait that can be seen in everybody under the right circumstances or situations. The question now is how do cults use this trait to make people more committed to their group. Since it seems that the majority of people like to follow others it seems

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reasonable that cults give people a direction and focus that might not otherwise be there. They may see their leader as a messiah type figure. They may feel that he can lead them to salvation. Since it has been ingrained into them by society that authority figures are to be obeyed it is easy for the leader who is usually charismatic to make his followers obey without question. This cult has a charismatic leader and around members all over the US. It like other cults hides behind the guise of being a religious group. When you join you must change your name which leads you to help to forget your former identity and brings you closer to the group. The leader has complete control over the group from where you live to even who you marry. One way that he is shown to be a legitimate authority figure is by interpreting the scriptures for his followers. He does pervert the interpretations to suit his own needs. This could be used as a way to say that God has chosen only a select few for salvation and all others must perish thus making the members feel special.

8: The Cozy Red Cottage: I can be Obedient (Lesson 30 Primary 2)

Posted in CTR Choosing the Right, Faith, Forgiveness, Obedience, Primary 6: Old Testament | Comments Off on Primary 6: Old Testament Lesson 43 "Jonah and the People of Nineveh" Jonah Doctrine and Covenants Seminary Helps Lesson 46 "Bishops of the Church" D&C

He conducted an experiment focusing on the conflict between obedience to authority and personal conscience. Their defense often was based on "obedience" - that they were just following orders from their superiors. The experiments began in July, a year after the trial of Adolf Eichmann in Jerusalem. Milgram devised the experiment to answer the question: Could it be that Eichmann and his million accomplices in the Holocaust were just following orders? Could we call them all accomplices? Milgram wanted to investigate whether Germans were particularly obedient to authority figures as this was a common explanation for the Nazi killings in World War II. Milgram selected participants for his experiment by newspaper advertising for male participants to take part in a study of learning at Yale University. The learner a confederate called Mr. Wallace was taken into a room and had electrodes attached to his arms, and the teacher and researcher went into a room next door that contained an electric shock generator and a row of switches marked from 15 volts Slight Shock to volts Danger: Severe Shock to volts XXX. Milgram was interested in researching how far people would go in obeying an instruction if it involved harming another person. Stanley Milgram was interested in how easily ordinary people could be influenced into committing atrocities, for example, Germans in WWII. Participants were 40 males, aged between 20 and 50, whose jobs ranged from unskilled to professional, from the New Haven area. At the beginning of the experiment, they were introduced to another participant, who was a confederate of the experimenter Milgram. Two rooms in the Yale Interaction Laboratory were used - one for the learner with an electric chair and another for the teacher and experimenter with an electric shock generator. Wallace was strapped to a chair with electrodes. The teacher is told to administer an electric shock every time the learner makes a mistake, increasing the level of shock each time. The learner gave mainly wrong answers on purpose, and for each of these, the teacher gave him an electric shock. There were four prods and if one was not obeyed, then the experimenter Mr. Williams read out the next prod, and so on. The experiment requires you to continue. It is absolutely essential that you continue. You have no other choice but to continue. All the participants continued to volts. All he did was alter the situation IV to see how this affected obedience DV. Ordinary people are likely to follow orders given by an authority figure, even to the extent of killing an innocent human being. Obedience to authority is ingrained in us all from the way we are brought up. This response to legitimate authority is learned in a variety of situations, for example in the family, school, and workplace. I set up a simple experiment at Yale University to test how much pain an ordinary citizen would inflict on another person simply because he was ordered to by an experimental scientist. The extreme willingness of adults to go to almost any lengths on the command of an authority constitutes the chief finding of the study and the fact most urgently demanding explanation. The autonomous state "people direct their own actions, and they take responsibility for the results of those actions. The agentic state "people allow others to direct their actions and then pass off the responsibility for the consequences to the person giving the orders. Milgram suggested that two things must be in place for a person to enter the agentic state: That is, they are seen as legitimate. The person being ordered about is able to believe that the authority will accept responsibility for what happens. Agency theory says that people will obey an authority when they believe that the authority will take responsibility for the consequences of their actions. For example, when participants were reminded that they had responsibility for their own actions, almost none of them were prepared to obey. In contrast, many participants who were refusing to go on did so if the experimenter said that he would take responsibility. Milgram Experiment Variations The Milgram experiment was carried out many times whereby Milgram varied the basic procedure changed the IV. By doing this Milgram could identify which factors affected obedience the DV. In total participants have been tested in 18 different variation studies. Uniform In the original baseline study "the experimenter wore a gray lab coat as a symbol of his authority a kind of uniform. Milgram carried out a variation in which the experimenter was called away because of a phone call

right at the start of the procedure. Change of Location The experiment was moved to a set of run down offices rather than the impressive Yale University. Obedience dropped to This suggests that status of location effects obedience. Two Teacher Condition When participants could instruct an assistant confederate to press the switches, When there is less personal responsibility obedience increases. Social Support Condition Two other participants confederates were also teachers but refused to obey. Confederate 1 stopped at volts, and confederate 2 stopped at volts. Absent Experimenter Condition It is easier to resist the orders from an authority figure if they are not close by. When the experimenter instructed and prompted the teacher by telephone from another room, obedience fell to Many participants cheated and missed out shocks or gave less voltage than ordered to by the experimenter. The proximity of authority figure affects obedience. Critical Evaluation The Milgram studies were conducted in laboratory type conditions, and we must ask if this tells us much about real-life situations. We obey in a variety of real-life situations that are far more subtle than instructions to give people electric shocks, and it would be interesting to see what factors operate in everyday obedience. The sort of situation Milgram investigated would be more suited to a military context. Do the findings transfer to females? This is because they became participants only by electing to respond to a newspaper advertisement selecting themselves. They may also have a typical "volunteer personality" – not all the newspaper readers responded so perhaps it takes this personality type to do so. Yet a total of participants were tested in 18 separate experiments across the New Haven area, which was seen as being reasonably representative of a typical American town. Protection of participants - Participants were exposed to extremely stressful situations that may have the potential to cause psychological harm. Many of the participants were visibly distressed. Signs of tension included trembling, sweating, stuttering, laughing nervously, biting lips and digging fingernails into palms of hands. Three participants had uncontrollable seizures, and many pleaded to be allowed to stop the experiment. In his defense, Milgram argued that these effects were only short-term. Once the participants were debriefed and could see the confederate was OK their stress levels decreased. Milgram also interviewed the participants one year after the event and concluded that most were happy that they had taken part. However, Milgram did not debrief the participants fully after the experiment and also followed up after a period of time to ensure that they came to no harm. Milgram debriefed all his participants straight after the experiment and disclosed the true nature of the experiment. Participants were assured that their behavior was common and Milgram also followed the sample up a year later and found that there were no signs of any long-term psychological harm. In fact, the majority of the participants Right to Withdrawal - The BPS states that researchers should make it plain to participants that they are free to withdraw at any time regardless of payment. Did Milgram give participants an opportunity to withdraw? The experimenter gave four verbal prods which mostly discouraged withdrawal from the experiment: The experiment requires that you continue. You have no other choice, you must go on. Milgram argued that they are justified as the study was about obedience so orders were necessary. Milgram Audio Clips Below you can also hear some of the audio clips taken from the video that was made of the experiment. Just click on the clips below. You will be asked to decide if you want to open the files from their current location or save them to disk. Choose to open them from their current location. Then press play and sit back and listen! This is a long audio clip of the 3rd participant administering shocks to the confederate. A short clip of the confederate refusing to continue with the experiment. The confederate begins to complain of heart trouble. Listen to the confederate get a shock: Let me out, let me out, let me out" And so on! The experimenter tells the participant that they must continue. Some conditions of obedience and disobedience to authority. Human relations, 18 1 , On the ecological validity of laboratory deceptions. International Journal of Psychiatry, 6 4 , A cross-cultural study of obedience. Bulletin of the Psychonomic Society. Social psychology across cultures 2nd Edition. How to reference this article:

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9: Primary 3 Lesson 16 We Can Show Our Faith by Being Obedient - Laughing and Losing It

Explain that we are obedient when we do what Heavenly Father, our parents, and our leaders want us to do. Say the word obey and have the class repeat it. Explain that to obey means the same as being obedient.

These are for Lesson 30 I can be obedient. There are a ton of fun activities in the lesson manual you can find it here. Now includes story cards. This goes with the wordstrip section. Have the children repeat the word "obedience. Carefully cut along the dark line on the ark look at sample picture below Cut out the animals. On the back of the animals write the activities from 3 ex. Shake hands with each member of the class. Display the animals and the children take turns picking one. Have them obey what is written on the back. Then they can put the animal in the ark by sliding it through the slit you made. Print, cut, and hole punch the top. Let the kids add some yarn and tie around their necks. It would also be fun to bring beads or fruit loops and let them string them on their necklace. Coloring page Enrichment activity 5 Enrichment activity 1 I changed up this activity to fit in with the story at the beginning of the lesson. Play just like it says except you are going to place the chicken in the barn see the lesson for much better instructions: Print out the barn and chickens. Put a piece of tape on the back of the chickens and blindfold the child. See where it ends up. Let all of the children try. Then blind fold one and let them place a chicken in the barn while someone is giving them instructions. Think pin the tail on the donkey.

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