The Development and Evaluation of a Children's Gospel Principles Course

Lynn R. Applegate

Brigham Young University - Provo

Follow this and additional works at: https://scholarsarchive.byu.edu/etd

Part of the Education Commons, and the Mormon Studies Commons

BYU ScholarsArchive Citation
https://scholarsarchive.byu.edu/etd/4486

This Thesis is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in All Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.
THE DEVELOPMENT AND EVALUATION OF A CHILDREN'S
GOSPEL PRINCIPLES COURSE

A Thesis
Presented to the
Department of Instructional Science
Brigham Young University

In Partial Fulfillment
of the Requirement for the Degree
Master of Science

by
Lynn R. Applegate
December 1979
This thesis, by Lynn R. Applegate, is accepted in its present form by the Department of Instructional Science of Brigham Young University as satisfying the thesis requirement for the degree of Master of Science.

Grant Von Harrison, Committee Chairman

Paul F. Merrill, Committee Member

Date

Grant Von Harrison, Department Chairman

Typed by: A. Dee Applegate
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCEPTANCE PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>iii</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>2. METHOD</td>
<td>4</td>
</tr>
<tr>
<td>Product Development</td>
<td>4</td>
</tr>
<tr>
<td>Reading Level Evaluations</td>
<td>8</td>
</tr>
<tr>
<td>Product Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>3. RESULTS</td>
<td>16</td>
</tr>
<tr>
<td>Reading Level Evaluations</td>
<td>16</td>
</tr>
<tr>
<td>Product Evaluation</td>
<td>17</td>
</tr>
<tr>
<td>4. DISCUSSION</td>
<td>24</td>
</tr>
<tr>
<td>Implications</td>
<td>24</td>
</tr>
<tr>
<td>Summary</td>
<td>28</td>
</tr>
<tr>
<td>REFERENCES CITED</td>
<td>29</td>
</tr>
<tr>
<td><strong>APPENDICES</strong></td>
<td></td>
</tr>
<tr>
<td>A. OBJECTIVES HIERARCHY AND CLASSIFICATION</td>
<td>31</td>
</tr>
<tr>
<td>B. COURSE SPECIFICATION</td>
<td>36</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>C. SAMPLE LESSON FROM FIRST PHASE OF COURSE DEVELOPMENT</td>
<td>59</td>
</tr>
<tr>
<td>D. SAMPLE LESSONS FROM STUDENT'S LEARNING GUIDE</td>
<td>69</td>
</tr>
<tr>
<td>Lesson Five: Faith</td>
<td>70</td>
</tr>
<tr>
<td>Lesson Ten: Our Choices Affect Us</td>
<td>83</td>
</tr>
<tr>
<td>E. SAMPLE LESSONS FROM PARENTS' BOOKLET</td>
<td>98</td>
</tr>
<tr>
<td>Lesson Five: Faith</td>
<td>99</td>
</tr>
<tr>
<td>Lesson Ten: Our Choices Affect Us</td>
<td>102</td>
</tr>
<tr>
<td>F. FRY READABILITY FORMULA RESULTS AND INSTRUMENT FOR CLOZE TEST</td>
<td>105</td>
</tr>
<tr>
<td>G. DEMOGRAPHIC DATA AND PERFORMANCE DATA OF EXPERIMENTAL AND CONTROL GROUPS</td>
<td>110</td>
</tr>
<tr>
<td>H. PRETEST AND POSTTEST INSTRUMENTS</td>
<td>113</td>
</tr>
<tr>
<td>Pretest Instrument</td>
<td>114</td>
</tr>
<tr>
<td>Posttest Instrument</td>
<td>120</td>
</tr>
<tr>
<td>Pre/Posttest Answer Sheet</td>
<td>126</td>
</tr>
</tbody>
</table>
Chapter 1

INTRODUCTION

This thesis describes, defends and critiques a course developed to teach gospel principles to 7- through 9-year-old children. The "Born of Water and of the Spirit" course consists of a 96-page Parents' Booklet, a 145-page Student's Learning Guide (concept workbook) and two prerecorded cassette tapes. The course was designed for parents to use to teach the concepts of faith, agency, and repentance to their children as the children are becoming accountable.

Early in the development of this course it became apparent to the author that many parents felt a need for a course such as this. As the course was being conceptualized, the author conducted informal surveys of members of the Church of Jesus Christ of Latter-day Saints who were parents of 7- through 9-year-old children. The purpose of the surveys was to determine if the parents felt their children understood the gospel concepts of faith, agency and repentance. It soon became apparent that many LDS parents were concerned about how adequately they were fulfilling their parental stewardship of teaching gospel principles to their children. Most of the parents became
excited as the developing course was described to them, and they would inquire as to where a copy of the materials might be purchased. A final testament to the need for the course occurred as arrangements were being made with parents to use their children in experimental and control groups. When parents were told about the study, the overwhelming majority wanted to be in the experimental group so they could use the materials with their children. Very few were deterred by the commitment of devoting 10 hours to their participating children in a one-to-one relationship during a 23-day period. It finally became necessary to quit giving parents their choices, and children were arbitrarily assigned to the control group.

Attempts by the author to locate materials similar to this course, which parents could use to teach gospel principles to their children, have met with failure. Instructional materials which involve the child in concept-discrimination activities relative to gospel principles (i.e., activities in which the child learns to differentiate between examples and nonexamples of a given gospel concept) apparently are not available. Materials which place the parent in the teacher role with the child were also not readily available.

After extensive revisions and two pilot tests, the final product was tested employing the pretest-posttest control group design (Campbell and Stanley, 1963, pp. 13-25). Thirty 7- through 9-year-old students were divided into control and experimental groups.
Both groups were given a pretest. The author then asked the parents of
the children in the experimental group to teach one lesson per day to
their children in addition to the children's normal instructional contacts
in Sunday School, Primary and Family Home Evening. They had a
23-day period in which to complete the 19-lesson course. The author
expected each lesson to take approximately 30 minutes to complete.
The control group received no special instruction during this period.
It was assumed they would also have the normal instructional contacts
such as Sunday School, Primary, and Family Home Evening. At the
conclusion of the 23-day period, the experimental and control groups
were again brought together and given the posttest. It was predicted
that a statistical comparison of the mean pretest-posttest gain scores
of the two groups would indicate that the experimental group had
performed significantly better than the control group. This prediction
was based upon the assumption that the course would increase the
ability of the students in the experimental group to discriminate
between examples and nonexamples of faith, agency, and repentance
at a level significantly more accurate than the control-group students.
It was not expected that the study would show significant changes in
behavior because of the short period of time involved.
Chapter 2

METHOD

Product Development

Initial Phase. In accordance with the instructions given by Bloom (1956), Gagne (1968, pp. 1-6) and others (Task Analysis, 1974), a task analysis was done and an objectives hierarchy was arranged. The complete objectives hierarchy is included in Appendix A, page 32. After the objectives had been arranged hierarchically by logical analysis, they were classified according to their response conditions and content operation categories in accordance with the instructions from Merrill and Wood (1975a, pp. 15-24; 1975b, pp. ii and 3). The classification of each objective and an explanation of the classification code may be found in Appendix A, pages 31-35 with the objectives hierarchy.

The next step in the product's development was to design a lesson specification for each of the objectives which had been identified in the hierarchy. The lesson specification listed the objective, its generality, instance specifications, and a description of the testing procedure to be used. The instance specification included identification of the type of examples to be used, an arbitrarily-assigned number of examples, practice problems and test problems to
be used, sample items, and a description of the minimum critical subset (MCS) of examples which could vary the critical attributes enough to teach the concept correctly. The complete lesson specification is included in Appendix B, page 36. It should be noted here that the minor discrepancies between the lesson specification as it appears in Appendix B and the final product are a result of revisions indicated by the formative evaluations.

As the initial phase of the development concluded, the course materials were given to two families to use with their 7- and 9-year-old children. This formative evaluation indicated the existence of many format problems. In their written summaries and personal interviews, the parents reported the following problems: 1) The children had difficulty reading the material; 2) The course map had little meaning for the students; 3) The pagination system confused the students; 4) The students couldn't understand some of the vocabulary of the audio tapes; and 5) The foreign names in the examples were unfamiliar enough to be difficult to read. The parents' overall reactions to the idea and to the program were very positive. An unforeseen benefit was the added depth the parents reported that their parent-child relationships had taken as a result of the time they spent with their children. A sample lesson from this stage of the development is included in Appendix C, page 59.
Second Phase. As a result of the formative evaluation, radical changes were made in the format. The course map was moved to inside the front cover and used as a motivational device by having the students put stars on it as each lesson was completed. The goal statements were retained since having a knowledge of the performance that is expected of them after learning is complete seems to be important to the students' learning process (Gagne, 1970, pp. 200 and 307; Popham and Baker, 1970, p. 78). Photographs were added to illustrate the examples and nonexamples, because pictures and illustrations help "display the stimulus situation" (Gagne, 1970, pp. 358-9); pictures seem to improve recall (Peng and Levin, 1979); and, children seem to prefer photographs to other types of pictures or illustrations (Rudisill, 1952; Sloan, 1972; Myatt and Carter, 1979). The rule-example-practice presentation pattern (Merrill and Wood, 1975b, pp. 8-17) was retained as the method of teaching in an effort to allow the student to practice the concepts being formed and defined in a situation as relevant to the real-life situations as possible (Gagne, 1970, p. 348). The format was simplified by making it more similar to school workbooks; most of the symbols used to identify lesson parts were eliminated; and the pagination system commonly used in school textbooks was adopted. The written language in the Student's Learning Guide was simplified to what the author felt was a second-grade level. When it could be done appropriately, the written language was
eliminated altogether and was replaced with non-verbal communicative
devices such as "smiley faces" and "sad faces."

The criteria for media selection described by Gagne (1970,
pp. 365-367) were adapted and used to assist in decisions relative to
determining the most relevant method of presenting a particular
objective. This adapted three-step process consists of first using the
objectives to determine the "nature of the stimuli to which the learner
is expected to respond" (Gagne, 1970, p. 365). Then the characteris-
tics of various presentation methods are compared with the particular
response stimuli to determine which method of presentation best
matches the response stimuli. The final step is to integrate the chosen
presentation method into a reasonable instructional sequence. This
process of presentation selection resulted in a variety of lesson-
presentation methods which ranged from simple linear workbook-like
presentations to branching programs with remedial and diagnostic loops.

The revised program was then given to three more families to
try, and it was very thoroughly reviewed by two experienced
instructional scientists. These formative evaluations resulted in the
following findings and recommendations: 1) The first two lessons in
the Student's Learning Guide should be combined; 2) The directions
to the student to "go tell your parent you are ready for the test" should
be softened to, "go ask your parent to help you with the test;" and
3) The reading level was thought to be too difficult for a 7-year old who was about to enter the first grade.

Since the reading level had been questioned again, the Fry Readability Formula (Fry, 1968) was applied to both of the course manuals, and a Cloze Test (Bormuth, 1963) was constructed from selected student lesson material and administered to 12 children. These reading evaluations were administered to determine if the reading level of the program was appropriate for third- and fourth-grade children.

**Reading Level Evaluations**

**Subjects.** The Fry Readability Formula is merely a test of the materials. There are no subjects involved.

The Cloze Test was administered to 12 children. Two of them were soon to enter second grade; six were entering third grade; four were entering fourth grade. The six boys and six girls were evenly spread among the three grades. They were selected by virtue of belonging to an Orem ward of the Church of Jesus Christ of Latter-day Saints which was not to be included in the summative evaluation of the course materials, and to an age group for whom the course materials were designed, and to families who would permit their children to take the test.

**Instruments.** The Fry Readability Formula was applied to pages randomly selected from the Student's Learning Guide and the
Parents' Booklet. The Fry Readability Formula (Fry, 1968, 1969, 1977) is based upon a comparison of the means of the number of sentences and number of syllables in several 100-word samples from a book. Though validity of reading-level formulas is always a difficult question, in a ranking of 10 books with five different readability methods, the Fry formula was always in the mode in the lower grades (Fry, 1968, p. 516). Fry (1968, p. 514; 1969) believes his formula to be accurate "within a grade level."

The Cloze Test was constructed by selecting a section from the Student's Learning Guide and preparing a copy of it which replaced every fifth word with a blank. This evaluation technique has been thoroughly researched and accepted for more than 20 years as a valid measure of reading comprehension (Bormuth, 1963, 1967, 1969; Jongsm, 1971; Kirby, 1968; Taylor, 1953, 1956, 1957). The results of the Fry Readability Formula application and the instruments used in the Cloze Test are included in Appendix F, page 105.

Procedure. The Fry Readability Formula was applied to three 100-word samples from pages selected from the Parents' Booklet through the use of a random-number table. The same procedure was followed in selecting the pages from the Student's Learning Guide, but the variability in the syllabication samples was so great that the number of samples was doubled to increase the probability that they were representative of the entire product.
Two Cloze tests were prepared from selections from one of the programmed lessons since it was assumed the programmed lessons would contain some of the most difficult reading material. The subjects were given a practice Cloze test which contained 14 blanks. The administrator had a student read the selection, skipping the blanks. After the selection had been read, the students were asked to tell the administrator the words they thought should go in the blanks in the first sentence. The students were then asked to write those words in the blanks and to fill in each of the remaining blanks with the words they thought belonged there. When each of the students completed the practice Cloze test, they were given the second Cloze test which contained fifty blanks. The students were asked to read both pages, and then to go back and fill in each blank with the word they thought belonged in each blank.

**Product Evaluation**

**Subjects.** The subjects were selected from two Orem, Utah wards of the Church of Jesus Christ of Latter-day Saints. All of them would be entering the third or fourth grades before the posttest was to be administered. In July 1979, they were 8 years of age, plus or minus three months (i.e., five of them were 7-years old in July 1979, but all five would be 8-years old by October 31, 1979. Seventeen of them were 8-years old in July of 1979. Eight of the subjects had become
9-years old during the three months prior to July 1979). Ten of the subjects were male and 20 were female.

It was theorized that the parents who would take the time to teach a daily 30-minute lesson to their children would be more likely to purchase a commercial product such as this course than would the parents who would or could not take 30 minutes per day to teach their children. For this reason, the selection of subjects for the experimental group was based upon parents' willingness to commit to teaching a 30-minute lesson to their child each day for 19 days during a 23-day period. Two children of parents who were unable to commit to this rigorous teaching schedule were placed in the control group. The remainder of parents, when given their choice of experimental or control group, chose the experimental group. When the experimental group had been filled, children were arbitrarily assigned to the control group. Charts showing the demographic data of each participant and his performance are included in Appendix G, page 110.

As the evaluation began, there were 16 subjects in the experimental group and 14 in the control group. One boy from the control group was unexpectedly called out of town and was unable to take the pretest with the groups. During the mid-course interview with the parents in the experimental group, it became apparent that one girl would be unable to complete in time because her parents were too busy to help her. Since she had completed only two lessons, she
was changed to the control group. A second boy from the control group was ill when the posttest was administered, so he was also dropped from the study.

At the end of the evaluation, there were four boys and nine girls in the control group, and four boys and 11 girls in the experimental group. The subjects from both groups were treated to popsicles at the conclusion of the pretest and again after the posttest. The subjects in the experimental group were allowed to keep their materials as payment for the time they devoted to the study.

**Instruments.** Examples and nonexamples of faith, agency, and repentance were written which were similar to the examples and nonexamples contained in the course. The definitions contained within the course determined whether a particular test item was an example or a nonexample. These examples and nonexamples were put on cards and grouped within the three subject areas. The cards were then drawn and randomly assigned to the pretest or to the posttest. On the answer sheets, the children were given their choice of three answers for each question: smiley face = example; sad face = nonexample; and question mark = I don't know. The final questions on the pretest and the posttest asked the student to write the steps a person must take to repent if he has sinned. The instruments and their answer sheet are included in Appendix H, page 113.
Procedure. The design selected for this evaluation is the one identified by Campbell and Stanley (1963, pp. 13-24) as the pretest-posttest control-group design. The subjects of both groups were brought together and told they were going to be given a test. A smiley face, a sad face, and a circle with a question mark drawn in it were drawn on the chalk board. The following instructions were then read to them as the appropriate face was pointed out on the chalkboard (see Appendix H, page 114):

I am going to read some stories to you. Please listen carefully to each of them. Then I will ask you to mark your paper. Please don't guess at the answer. If you are sure of the answer, then mark it; if you aren't sure, mark the question mark. Please put your name at the top of the paper. Please put your telephone number at the top of the paper.

Directions: As I read the following story, listen to see if the man in the story had faith in Jesus Christ.

Story One: A man's servant was very sick. The man went to see Jesus and asked Jesus to heal his servant. Jesus wanted to go to the man's home to heal the servant. The man told Jesus that if Jesus would just say the servant was healed, he was sure his servant would get well (Matt. 8: 5-13).

Directions: Now look at your paper and find the hand with the pointing finger that says, "Story 1." The Story-One finger is pointing to a smiley face, a sad face, and a question mark. If you think that the man in Story One had faith in Jesus, put an X on the smiley face. If you think that the man didn't have faith in Jesus, put an X on the sad face. If you don't know if the man had faith or didn't have faith in Jesus, put an X on the question mark.

Questions:

a. What does an X on the smiley face mean?
b. What does an X on the sad face mean?
c. What does an X on the question mark mean?
d. How many X's should you mark after Story One?

Remember not to guess. If you aren't sure of your answer, put the X on the question mark.
Then the remainder of the pretest was read as it appears in Appendix H, page 115.

As the subjects completed their pretests, they were given popsicles and dismissed. That afternoon the course materials were delivered to the homes of each subject in the experimental group. The parents were asked to assume that they had purchased the materials at a store so they couldn't contact the author if they had problems using the course. They were also reminded that they had only 23 days in which to complete the 19 lessons. If any problems occurred as they used the materials, parents were asked to make note of them.

Each parent was individually interviewed after they had been using the materials for 12 days. They were asked to identify any problems they might have had with the course materials, and to tell about any experiences which were unusually good. They were asked if their children enjoyed any parts of the lessons or any particular lesson more than the others. It was soon discovered that the best answers came by using reflective-listening techniques to encourage the parents to talk about the experiences they were having with their children and with the course.

After 23 days, the experimental and control groups were again brought together and given a posttest. The instructions for the posttest were the same as those for the pretest. The posttest was read to them and they responded on answer sheets as they had for the pretest.
The complete posttest with its instructions are included in Appendix H, page 120. At the conclusion of the course, the parents were again individually interviewed to try to identify strengths or weaknesses which may have occurred during the lessons since the mid-course interview. The pretest-posttest gain scores were then computed for each group, and a t was computed on the mean gain scores between the experimental and control groups (Campbell and Stanley, 1963, p. 23).
Chapter 3

RESULTS

Reading Level Evaluations

**Fry Readability Formula.** The Fry Readability Formula estimated the reading level of the Parents' Booklet to be at the fifth-grade level. The reading level of the Student's Learning Guide was estimated to be on the third-grade level. Appendix F, page 106 contains a chart which shows the results of each of the nine 100-word samples used to estimate these grade levels.

**Cloze Test.** The Cloze Test of comprehension indicated that the students entering the third and fourth grades could handle the student materials on an independent level. The material would be on a frustration level for the students entering the second grade.

Figure 1 shows the results of each grade group relative to the reading level.
Reading Levels *

Grade Level in School--Fall 1979

Figure 1

Mean Cloze Reading Comprehension Levels of Students Using Student Learning Guide

(* Bormuth, 1967)

Product Evaluation

Objective Data. The t computed between the experimental and control-group gain scores indicated the difference was significant at the .1 level. The experimental group raised their score on the
posttest an average of 2.7 points. The range of the gain for this group was from -10 to 27 points. The median was -2 and the mode was -4. The control group lowered their score on the posttest an average of -2.1 points. This group's gain ranged from -14 to 7 with a median of 0 and modes of -14, 3 and 4. All but two of the experimental-group students (subjects 6 and 11, page 111) completed the program. Seven of the subjects completed from two to five lessons per day during the final week of the study in order to finish within the 23-day period.

The experimental group contained a sub-group of six students who went through the program one lesson per day, and who completed the entire program. The gain scores of this sub-group ranged from 7 to 27 with a mean of 12.7 and a mode of 11. The t computed between the mean gain scores of this sub-group and the control group's mean gain scores indicated the difference was significant at the .005 level. Table 1 shows a comparative summary of the results of the objective part of the product evaluation.
Table 1
A Comparison of Experimental and Control Groups' Pre/Posttest Gain Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>Range</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>15</td>
<td>2.7</td>
<td>-10 to 27</td>
<td>.1</td>
</tr>
<tr>
<td>Experimental Sub-Group</td>
<td>6</td>
<td>12.7</td>
<td>7 to 27</td>
<td>.005</td>
</tr>
<tr>
<td>Control</td>
<td>13</td>
<td>-2.1</td>
<td>-14 to 7</td>
<td>--</td>
</tr>
</tbody>
</table>

Subjective Data. The subjective data gathered during the mid-course and post-course interviews with parents were overwhelmingly positive. The time the parents and children spent together was important to and enjoyed by them all. One child expressed gratitude in his daily prayers for the time he and his parent were having together. Six parents mentioned that their child's siblings were jealous of the time their parent was spending with one family member. Siblings would frequently inquire as to when it was going to be their turn to use the materials. Four parents reported that their children enjoyed the course so much that they wanted to do more than one lesson during a session. Many parents were surprised at how much their children knew and understood.
Three of the students mentioned a preference for the lessons which were on cassette tapes. They seemed to enjoy the novelty of being able to use a tape recorder to do their lessons. The taped songs were also a hit. Six of the parents indicated that their children frequently used the tape recorder and song cassette during their play time to sing the songs with the tape.

The parents frequently expressed their appreciation for the opportunity to have the necessary materials for teaching formal lessons to their children. Having taught a formal lesson to their children frequently allowed the parents to reinforce that lesson during ensuing days and weeks when events relating to the lesson concepts would occur in the children's lives. One parent overheard her daughter using the algorithm on faith to determine if the child's hope that her father would return from a trip to Europe was actually faith that he would return.

Evidences that the course was affecting family relationships were reported by some parents. Two families reported that teenage siblings had overheard and become involved in some of the concept-discrimination discussions in the course. One parent reported that her son was much more aware of and trying harder to choose the right as a result of the lessons. One mother reported that the course had motivated her husband to give each of his children a father's blessing, to hold monthly individual interviews with each of the members in his
family, and to spend time alone with each child each week. Some of
the parents reported that the far-out examples and the close-in
nonexamples forced them to define gospel principles they had been
ignoring. Two families reported that they disagreed with the suggested
solution to one example; they taught their children that in their
families, that behavior would not be appropriate.

Most of the comments in regard to the structure of the lessons
were positive. The parents generally liked the format and felt the
lesson length of 15 to 30 minutes was about correct. With one
exception, the parents appreciated the simplicity and the structure.
The one exception was an ex-university professor who wanted more
freedom to "do his own thing," but felt the structure was necessary for
most parents. The parents felt the reading level was correct for their
children, and that the examples were realistic for this age group.

The few problems which arose dealt with structure and
production problems. One person commented that the photographs on
pages 16 and 17 of the Student's Learning Guide didn't seem to agree
with the prose (see Appendix D, page 78). Two parents noted that the
examples in Lesson Seven weren't always clear as to whose faith was
in question. The Star program proved to be difficult for two parents to
find, and the stars fell off if the children licked them too much. One
parent reported that her spouse tried to teach a lesson in the middle of
the course, but he had difficulty knowing what to do. His daughter was
able to explain the program, and he was able to teach the lesson.

Other parents reported they frequently traded teaching lessons with no problems. Two parents felt it was confusing not to have the Student's Learning Guide material included in the Parents' Booklet. They didn't like looking back and forth between the books. Other parents were asked specifically if this was a problem, and they didn't feel it was. Two parents suggested that the songs on the cassette tape be arranged in the same order as they are called for in the lessons even though it would require repeating some songs several times. They found it difficult to find the beginnings of songs on the cassette.

Four parents reported that the most difficult lessons were those which required their children to express feelings in writing. The children could express the feelings if the parent wrote them, but the mechanics of writing seemed to interfere with the learning when the children did the writing. This problem seemed to be more common among the members of the experimental group who were entering the third grade. The parents of those entering fourth grade did not identify it as being a problem.

A few parents felt the concept level of the taped talks was too difficult. Also, President Kimball's talk was difficult to understand because of his poor voice quality at the time the tape was made and because of the high noise-to-sound ratio of the reproduced tape.
This second phase in the development of the course is represented by selected lessons from the Student's Learning Guide and the Parents' Booklet which may be found in Appendices D and E, respectively. Copies of the entire course in its final form, including the cassette tapes, will soon be available commercially through the Independent Study Program of Brigham Young University.
Chapter 4

DISCUSSION

Implications

The hypothesis statement was that a statistical comparison of the mean pretest-posttest gain scores of the two groups would indicate that the experimental group could, after the instruction, identify examples and nonexamples of faith, agency, and repentance significantly better than could the control group. The .1 level of significance on the difference between the experimental and control groups' pretest-posttest gain scores normally would indicate that the hypothesis was correct and that the course did make a difference. The fact that there was a bias in the selection process and that the experimental group performed markedly better on the pretest than did the control group (see page 111) creates doubt regarding the significance of the difference between the performance of the two groups. The .005 level of significance between the performance of the experimental sub-group and the control group is also questionable because the $n$ of the sub-group is less than half of the $n$ of the control group. Since the selection bias created a validity problem in the study, it is impossible to determine the degree to which the course made a difference in
the students' ability to discriminate between examples and nonexamples of faith, agency, and repentance.

The subjective data indicate that the course was an effective tool in promoting the parent-child relationship. The lack of negative comments indicates a favorable reaction by the parents toward the course. Some of the subjective data indicate that there may be future behavior changes (i.e., more concern for choosing the right), but that remains to be seen. The course has placed the parent in the position of knowing the degree to which their child has this discriminatory knowledge. If the parent will continue to encourage the identification and development of these discriminatory skills, this knowledge should precede behavior change.

The evaluation has implied many revisions of a practical nature which need to be addressed. Questions need to be added to the examples of faith in Lesson Five so the students' attention will be focused upon the intended person's faith. The Star program course map needs to be located inside the cover as per the instructions, and the boxes should be shaded with colored pencils or crayons to solve the problem of the stars falling off. The editing problem which created the situation on pages 16 and 17 of the Student's Learning Guide where the prose doesn't agree with the photographs needs to be corrected. The photographs, where critical attributes of the photographs have faded into the background, need to be retaken (see Appendix D,
Pages 76, 77 and 86). Lessons which require the student to express his feelings in writing need to have instructions included in the Parents' Booklet to have answers given orally if writing is a problem for a child. The Parents' Booklet and Student's Learning Guide need to have the individual lessons critically compared and rewritten, where necessary, in an effort to correct sections which may confuse some parents. The cassette tapes need to be reproduced commercially to eliminate the background noise in the first-generation tapes. The tape of President Kimball should be retained, but included in the Parents' Booklet should be the instruction to explain it to the child. The difficulty of locating the beginning of songs could be reduced for families whose tape players have footage counters by indicating the location of each song on the cassette label with the song titles.

There were some events during the 23-day period of the study which may have had some effect on the outcome of the evaluation. The parents were asked to teach the 19 lessons within a 23-day period. In actual practice, the course would probably be more effective if only two or three lessons were taught per week. Because of the demands made upon parents' time by BYU Education Week and by preparations for the new school year, some of the families taught three or four lessons per day during the last week of the evaluation. Two students weren't able to complete the course within the time period. The posttest was held on the afternoon of the second day of school. The
students were extremely excited from the day's events at school and were not very enthused about sitting down to take a test. All of these factors must have had some effect upon the outcome of the posttest. It would seem logical to assume that in most cases, that effect would have been negative. This may account for some of the negative gain in the scores.

The selection process created a bias which made it impossible to generalize the results to the universe of parents of LDS 7- through 9-year-old children. It can logically be assumed that LDS parents who would purchase a product such as this course may be similar to the parents who would teach a daily 30-minute lesson to their children. Logically, parents who would not purchase the course would be less likely to teach the daily lesson. If this is the case, the results of the study may be a valid indicator of the strength of the course when generalized to the universe of LDS parents who might purchase the course.

Another problem which occurred in the results of the study is the negative gain scores of some of the members of the experimental group. There are at least three possible explanations of this: 1) the posttest may have been more difficult than the pretest; 2) the activities of the first days of school, mental fatigue and anxiety to hurry home may have reduced the students' concentration on the posttest; 3) by "cramming," studying several lessons per day, the content of
the individual lessons may have interfered with each other. The negative and low gain scores probably are the composite result of all three explanations.

**Summary**

The selection bias makes it impossible to determine the degree to which the course effectively taught children to discriminate between examples and nonexamples of faith, agency, and repentance. The course was apparently effective for a small sub-group who used it correctly. The subjective results indicate that the course proved to be beneficial to the families who used it. The parents and children all enjoyed the experience and apparently learned from it. When the previously indicated revisions have been made, the course should be in a form which can be produced commercially to help meet the religious-educational needs of LDS families.
REFERENCES CITED


APPENDIX A

Objectives Hierarchy and Classification
Objectives Hierarchy and Classification

As choices are encountered in real life, a majority of the time the student will make decisions that demonstrate obedience to his baptismal covenants and faith in Jesus Christ.

Each student will repent, be baptized, and receive the Gift of the Holy Ghost.

Unit I
Each student will demonstrate his faith in Jesus Christ by repenting and discussing his sins with his bishop/branch president during his pre-baptismal interview.

Lesson A
Part 1
Faith in Jesus Christ

A-2
A-3
A-4
A-5
A-6
A-7

Lesson B
Part 1
Free Agency

B-2
B-3
B-4
B-5
B-6
B-7
B-8

Lesson C
Part 1
Repentance

C-2
C-3
C-4
C-5
### OBJECTIVES CLASSIFICATION

<table>
<thead>
<tr>
<th>Objective Identification Number</th>
<th>Objectives</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>Given a series of open-end case studies involving critical examples of faith, the student will explain how he would handle the situation in a way that would demonstrate faith in Jesus Christ.</td>
<td>RU/D</td>
</tr>
<tr>
<td>A-2</td>
<td>Given a list of events, the student will select, with 90% accuracy, those that demonstrate the presence of faith in Jesus Christ.</td>
<td>RU/D</td>
</tr>
<tr>
<td>A-3</td>
<td>The student will describe five things he could do that would demonstrate faith in Jesus Christ.</td>
<td>RR/D</td>
</tr>
<tr>
<td>A-4</td>
<td>The student will explain how he knows if he has faith.</td>
<td>RR/D</td>
</tr>
<tr>
<td>A-5</td>
<td>Given a list of situations, the student will select those in which Jesus would participate.</td>
<td>RU/D</td>
</tr>
<tr>
<td>A-6</td>
<td>The students will describe Jesus Christ's character, perfections and attributes.</td>
<td>RR/D</td>
</tr>
<tr>
<td>A-7</td>
<td>The students will explain the evidences we have that Jesus Christ exists.</td>
<td>RR/D</td>
</tr>
<tr>
<td>B-1</td>
<td>Given a series of situations, the student will demonstrate his understanding of free agency, accountability and its relationship to Jesus Christ by making the correct choices.</td>
<td>RU/D</td>
</tr>
<tr>
<td>Objective Identification</td>
<td>Objectives</td>
<td>Classification</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>B-2</td>
<td>Given situations in which there are a choice of possible actions, one of which is morally, ethically, etc. more correct than the others, the student will make the more correct choice.</td>
<td>RU/P</td>
</tr>
<tr>
<td>B-3</td>
<td>Given a situation involving choices, the student will evaluate them in terms of &quot;the Lord's way vs. Satan's way.&quot;</td>
<td>RU/D</td>
</tr>
<tr>
<td>B-4</td>
<td>Given a situation of choices, the student will describe how each alternative would affect his accountability for that action.</td>
<td>RU/D</td>
</tr>
<tr>
<td>B-5</td>
<td>Given a situation of choices, the student will look at the alternatives from his point of view and from others' points of view.</td>
<td>RU/D</td>
</tr>
<tr>
<td>B-6</td>
<td>Given a situation of choices, the student will describe the results of each alternative.</td>
<td>RU/D</td>
</tr>
<tr>
<td>B-7</td>
<td>Given situations involving choices and example/nonexample alternatives, the student will match the correct alternatives with each situation.</td>
<td>RU/D</td>
</tr>
<tr>
<td>B-8</td>
<td>The student will define free agency.</td>
<td>RR/D</td>
</tr>
<tr>
<td>C-1</td>
<td>Given a real-life situation requiring repentance, the student will follow the necessary steps to repent.</td>
<td>RU/P</td>
</tr>
<tr>
<td>C-2</td>
<td>Given a series of case studies, some requiring repentance and some that don't require repentance, the student will select those that require repentance and describe how the repentance would be accomplished.</td>
<td>RU/D</td>
</tr>
<tr>
<td>C-3</td>
<td>Given a series of situations requiring repentance, the student will describe the procedure to follow to repent of each situation.</td>
<td>RU/D</td>
</tr>
<tr>
<td>Objective Identification Number</td>
<td>Objectives</td>
<td>Classification</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>C-4</td>
<td>The student will recognize and list the &quot;steps of repentance.&quot;</td>
<td>RR/D</td>
</tr>
<tr>
<td>C-5</td>
<td>The student will define repentance</td>
<td>RR/D</td>
</tr>
</tbody>
</table>

**Explanation of Objectives Classification Codes**
(Merrill and Wood, 1975b, pp. 13-24)

**Response Conditions**
- RR: Rule Remembering
- RU: Rule Using
- RF: Rule Finding

**Content Operations**
- ID: Identity Operations
- D: Descriptive Operations
- P: Productive Operations

**Example of Interpretation of Classification Code**
RU/D: An objective which belongs to this classification would be a descriptive operation with a rule-using response condition.
APPENDIX B

Course Specification

CONTENTS:

Lesson Specification  Lesson A  "Faith in Jesus Christ"
Lesson Specification  Lesson B  "Free Agency"
Lesson Specification  Lesson C  "Repentance"
LESSON SPECIFICATION

Unit I  "Preparation for Baptism"

Lesson A  "Faith in Jesus Christ"

Lesson Design Summary:

1. This lesson is the first in a series of three lessons in this unit.

2. The objectives will be taught as outlined in the objectives hierarchy. They will begin with Segment A-1 and progress to A-7.

3. In addition to the materials outlined in this lesson specification, the course will contain:

   a. An overview to familiarize the parent and student with the course;

   b. A parent supplement containing:

      1) object lessons
      2) visual aids
      3) stories (written or on cassette tapes)
      4) other lesson aids
      5) oral test items
      6) test answers

4. With the exception of taped stories, the media is strictly written material with paper/pencil responses.

5. In addition to the materials supplied with the course, each student will need access to the Bible, the Book of Mormon, the Doctrine and Covenants, the Pearl of Great Price, and a cassette tape player.
Testing Specification:

1. The test for this lesson is a 14-item test.

2. The type of items vary with the segment being tested. There are examples of each type with the Instance Specifications for each segment.
Classification RR/D

Objective: The students will explain the evidences we have that Jesus Christ exists.

Generality: Evidences that Jesus Christ exists --
1. Biblical scriptures
2. Book of Mormon scriptures
3. Modern prophets' witness
4. Parents' testimony

Instance Specifications:

Type I
Description: Scriptural evidences from the Bible that Jesus Christ existed.
No. examples - 2    No. practice - 4    No. test - 2
Sample Item: Look up Genesis 17:1 in your Bible and tell who the scripture is about, when it was given, and where it was given. (Answer: It is about the Lord Jesus Christ appearing to Abram in the Old World before Jesus was born.)

Type II
Description: Scriptural evidences from the Book of Mormon that Jesus Christ existed.
No. examples - 2    No. practice - 2    No. test - 2
Sample Item: Look up Ether 3:14, 16 and tell who the scripture is about, when it was given and where it was given. (Answer: It is about Jesus Christ appearing to the brother of Jared, before Jesus was born, in the Old World.)

Type III
Description: Testimonies of modern prophets who have seen Jesus Christ.
No. examples - 2    No. practice - 2    No. test - 2
Sample Item: Look up Joseph Smith 2:17 in the Pearl of Great Price and tell who the scripture is about, when it was given and where it was given. (Answer: It is about Jesus Christ appearing to Joseph Smith after Jesus had died, in the New World.)

Type IV
Description: Parents bear their testimonies of the existence of Jesus Christ.
(Type IV, continued)
No. examples - 1   No. practice - 0   No. test - 1
Sample Item: Explain how you know your parents know that Jesus Christ exists.
MCS: Four types - Bible, latter-day prophets, Book of Mormon and parents. The place, witnesses and time are the irrelevant attributes that are varied.

Testing: The student will be given a diagnostic test at the end of this segment of the instruction to help the parent determine whether remedial instruction is necessary. Because of the familiarization nature of this material, it will not be covered in the summative evaluation of the lesson.

Sample Item: Name three persons who have testified that Jesus Christ lived. Tell where they lived and when they lived, relative to Jesus' life (i.e., before Jesus came to earth, while he was on earth, or after he was resurrected).

Classification RR/D Segment A-6

Objective: The students will describe Jesus Christ's character, perfections and attributes.

Generality: Jesus Christ was --
1. a God and a creator in his premortal existence
2. "the firstborn of every creation"
3. an example of faith, power, knowledge and mercy

Instance Specifications:

Type I
Description: Scriptural evidences that Jesus was a God and creator.
No. example - 2   No. practice - 2   No. test - 1
Sample Item: Read John 17: 5 & 24. Explain how this helps us know that Jesus was a God before the world was created.

Type II
Description: Scriptural evidence that Jesus was the first-born.
No. examples - 2   No. practice - 2   No. test - 1
Sample Item: Read Colossians 1: 13-17 and D&C 93: 21. Explain who you think the "firstborn" is. _____________
Type III
Description: Evidences of Jesus Christ's character.
No. examples - 1     No. practice - 0     No. test - 1
Sample Item: Read Mosiah 3: 5-9. From this scripture list the things that describe Jesus Christ. (Answer: He had faith, power, knowledge, and mercy. He was creator of the earth.)
MCS: Seven scripture examples that Jesus was a God, creator, the firstborn, and that he had faith, knowledge, power and mercy.

Testing: Sample Item -- Describe Jesus Christ to your parents.

Classification RU/D

Segment A-5

Objective: Given a list of situations, the student will select those in which Jesus would participate.

Generality: Jesus would participate in situations which are
1. pleasing to Heavenly Father
2. helpful to others

Instance Specifications:

Type I
Description: Paired examples and nonexamples that are instances with the relevant attribute of "pleasing to Heavenly Father."
No. examples - 2     No. practice - 4     No. test - 2
Sample Item:

<table>
<thead>
<tr>
<th>Jesus would</th>
<th>Jesus would not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to Sacrament Meeting on Sunday.</td>
<td>Go fishing on Sunday.</td>
</tr>
</tbody>
</table>

Type II
Description: Paired example/nonexample instances with the relevant attribute of "helpful to others."
No. examples - 2     No. practice - 4     No. test - 2
Sample Item:

<table>
<thead>
<tr>
<th>Jesus would</th>
<th>Jesus would not</th>
</tr>
</thead>
<tbody>
<tr>
<td>help with the dishes</td>
<td>refuse to do dishes because &quot;it is women's work.&quot;</td>
</tr>
</tbody>
</table>
MCS: Five, to allow for variance of activity within realms of irrelevant attributes of work, enjoyment (play), Church, service and study.

Testing: An activity of classifying situations as to whether Jesus would participate in them or not.

Sample Item: Put an "X" on the activity Jesus would not participate in.

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>practicing baseball with the Little League on Sunday</td>
<td>playing a baseball game with the Little League on Sunday</td>
</tr>
</tbody>
</table>

Classification RR/D

Segment A-4

Objective: The student will explain how he knows if he has faith.

Generality: "... if you have faith you hope for things which are not seen, which are true." (Alma 32: 21)

Instance Specifications:

Type I
Description: Paired examples and nonexamples that are instances with relevant attributes of hope, not seen, and true.

<table>
<thead>
<tr>
<th>No. examples - 6</th>
<th>No. practice - 4</th>
<th>No. test - 2</th>
</tr>
</thead>
</table>

Sample Item:

<table>
<thead>
<tr>
<th>Faith</th>
<th>Not Faith</th>
</tr>
</thead>
<tbody>
<tr>
<td>You plant a carrot seed with the expectation that it will grow to become a carrot.</td>
<td>The seed has grown and become a carrot.</td>
</tr>
</tbody>
</table>

MCS: Three. To allow for variance of the three relevant attributes of the generality.

Testing: Sample Item -- Tell how you know if you have faith.
asleep in a nearby room. Although his fright was increasing, he felt that he could not awaken them. So he decided to pray. The real test of his fright came when he felt that he had to get out of bed to kneel in prayer. Scared but determined, he finally made it, and he knelt and prayed to God to protect his family. In answer to his fervent prayer, he later reported, "A voice speaking clearly to me, said, 'Don't be afraid. Nothing will hurt you.'" (The Improvement Era, Vol. 69, No. 9, Sept. 1966, p. 769)

Not Faith

Billy would often lie awake in bed frightened by strange noises in the house. He was too frightened to ask anyone for help.

MCS: One. The relevant attributes of obedience and righteousness were taught in a previous segment.

Testing: Sample Item -- You haven't been feeling well lately, so your mother takes you to the doctor. After giving you several tests, the doctor tells you that you will die unless you have a very dangerous operation. If you have faith, what will you do?
LESSON SPECIFICATION

Unit I  "Preparation for Baptism"

Lesson B  "Free Agency"

Lesson Design Summary:

1. This lesson is the second in a series of three in this unit.

2. The objectives will be taught as outlined in the objectives hierarchy. They will begin with Segment B-8 and progress to Segment B-1.

3. The additional course materials are described in Item No. 3 of the Lesson Design Summary of Lesson A.

4. The media is the same as that described in Item No. 4 of the Lesson Design Summary of Lesson A.

Testing Specifications:

1. The test for this lesson is a 12-item test.

2. The type of items vary with the segment being tested. There are examples of each type item with the Instance Specification for each segment that is tested (Note: Some segments of this Lesson are not tested).
Classification RR/D

Objective: The student will define free agency.

Generality: Free agency means we can choose good things or evil things.

Algorithm: Free Agency = choose

Instance Specification:

Type I
Description: Paired examples and nonexamples of free agency, varying irrelevant attributes.

<table>
<thead>
<tr>
<th>No. examples</th>
<th>No. practice</th>
<th>No. test</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample Item:

<table>
<thead>
<tr>
<th>Free Agency</th>
<th>Not Free Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday morning Bobby had to decide if he was going to go to Sunday School or stay home and play outside.</td>
<td>Sunday morning Jimmy has to go to Sunday School because his parents won't let him stay home.</td>
</tr>
</tbody>
</table>

MCS: Two. Varied irrelevant attributes of type of situations in which choices are made.

Testing: Sample Item -- Tell your parent what free agency is.

Classification RU/D

Objective: Given examples involving choices with example and nonexample alternatives, the student will match the correct alternatives with each situation.

Generality: We make choices every day.

Instance Specifications:

Type I
Description: Instances of daily choices with examples and nonexamples of alternatives.

<table>
<thead>
<tr>
<th>No. examples</th>
<th>No. practice</th>
<th>No. test</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
Sample Item: When Karen was getting dressed for school, she had to decide whether to wear her green dress or her (select the best answer):
1) overshoes
2) blue dress
3) dad's hat
4) violet blouse

MCS: Two. Vary irrelevant attributes of situations in which choices are to be made.

Testing: None; this is a familiarization-only objective.

Classification RU/D

Objective: Given a situation of choices, the student will describe the results of each alternative.

Generality: The choices we make determine what happens to us.

Instance Specifications:

Type I
Description: In instances of choice a child might encounter in life, the student describes the results of each alternative.

No. examples - 2 No. practice - 4 No. test - 0

Sample Item: On your way home from school you found a baseball with Bobby Barnes' name on it. What will happen if you keep the baseball? (Answer: Someone may see the name on it and you will get in trouble for stealing the ball.) What will happen if you return it to Bobby Barnes? (Answer: Bobby will thank you and take the ball)

MCS: One; to show the student how to respond to the practice examples.

Testing: None. This is a familiarization-only objective to help them realize they can make choices that will affect what happens to them.
**Classification RU/D**  
Segment B-5

Objective: Given a situation of choices, the student will look at the alternatives from his point of view and from others' points of view.

Generality: The choices we make affect other people as well as ourselves.

Instance Specifications:

<table>
<thead>
<tr>
<th>Type I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description: Using the examples from objective B-6, the child will describe the results of each alternative from each participant's point of view.</td>
<td></td>
</tr>
<tr>
<td>No. examples - 2</td>
<td>No. practice - 4</td>
</tr>
<tr>
<td>Sample Item: On your way home from school you found a baseball with Bobby Barnes' name on it.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Feelings</th>
<th>Bobby's Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I return the ball--</td>
<td></td>
</tr>
<tr>
<td>Sad not to have the ball to play with, but happy not to have to keep it hidden and lie about where I got it.</td>
<td>He will be happy to get the ball back.</td>
</tr>
</tbody>
</table>

| If I keep the ball-- | |
| I will enjoy playing with it, but I can't let anyone else see me with it or I will get in trouble. | |
| Sad because he lost his baseball and can't play catch with his Dad. |

MCS: One example to show the student how to respond within the format.

Testing: None. This is a familiarization-only objective to help the student look at alternatives less ego-centrically.

---

**Classification RR/D**  
Segment B-4

Objective: Given a situation of choices, the student will describe how each alternative would affect his accountability for that action.

Generality: We are responsible for the choices we make.
Instance Specifications:

Type I
Description: Using the examples from Segments B-6 and B-5, the student will explain his accountability for each alternative.
No. examples - 2 No. practice - 4 No. test - 0
Sample Item:

<table>
<thead>
<tr>
<th>Example</th>
<th>keep the ball</th>
<th>return the ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>You found Bobby Barnes' baseball</td>
<td>I am guilty of stealing and may be punished for it</td>
<td>I am no longer responsible for it</td>
</tr>
</tbody>
</table>

MCS: One example to show the student how to respond within the format.

Testing: None. This is a familiarization-only objective to help the student realize he can cause the things that happen to him by the choices he has made.

Classification RU/D
Segment B-3

Objective: Given a situation involving choices, the student will evaluate them in terms of "the Lord's way vs. Satan's way."

Generality: Some things are right (the Lord's way) and some things are wrong (Satan's way).

Instance Specifications:

Type I
Description: Using basically the same examples as have been used in objectives B-4 through B-6, the student will evaluate each alternative in regard to its being the Lord's way or Satan's way.
No. examples - 2 No. practice - 4 No. test - 2
Sample Item:

<table>
<thead>
<tr>
<th>Example</th>
<th>Lord's Way</th>
<th>Satan's Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>You found Bobby Barnes' baseball</td>
<td>keep the ball</td>
<td>return the ball</td>
</tr>
</tbody>
</table>
MCS: One example to show the student how to respond to the format.

Testing: Sample Item -- Your best friend wants you to go fishing with his family Sunday. Your parents say you can go if you want to, but they feel you should stay home and go to Church instead.

<table>
<thead>
<tr>
<th></th>
<th>Lord's Way</th>
<th>Satan's Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>You go fishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You go to Church</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Classification RU/D Segment B-2

Objective: Given situations in which there are a choice of possible actions, one of which is morally, ethically, etc. more correct than the others, the student will make the more correct choice.

Generality: When we have choices to make, we should choose the "Lord's Way."

Algorithm: ". . . wickedness never was happiness." (Alma 41: 10)

Instance Specifications:

Type I
Description: Mini-programmed booklet of situations involving choices, with the alternatives listed. The student will select the choice that is "the Lord's Way." This section will be programmed with remedial loops.

No. examples - 6   No. practice - 4 (& remedial loops)
No. Test - 4

Sample Item: You have been sent to the store to buy some groceries for your mother. The clerk gives you $1.00 too much in change. Which of the following would you do?

A. Take the $1.00 home and give it to your older brother to put in his savings for his mission. (Go to Frame ___)
B. Keep the $1.00 to buy candy after school tomorrow. (Go to Frame ___)
C. Give the $1.00 to the store clerk and tell him he gave you too much change. (Go to Frame ___)

MCS: Six; situations varying irrelevant attributes of behavior, lying, cheating, stealing, church attendance and obedience.

Testing: Sample Item -- When you come home from school you find a note that says your mother has gone shopping. The house smells like cookies are baking so you look in the kitchen and see some freshly baked cookies cooling on the counter. You know your mother needs the cookies for a church party tonight. Which of the following things would you do?
A. Take one cookie because she won't miss just one.
B. Take a whole row because when you took just one, it left a space and your mother might miss it.
C. Go outside to play without taking any cookies.

Classification RU/D

Segment B-1

Objective: Given a series of situations, the student will demonstrate his understanding of free agency, accountability and its relationship to Jesus Christ by making the correct choices.

Generality: When we have choices to make, we should decide what Jesus would do.

Algorithm: "What would Jesus do?"

Instance Specifications:

Type I
Description: In a series of open-ended case study situations, the student must decide what to do by analyzing the situations in terms of what Jesus would do. He must then write what he would do.

No. examples - 2   No. practice - 6   No. test - 5

Sample Item: During recess your teacher asks you to go to the classroom and get a pencil from her desk. As you are getting the pencil, you see a $5.00 bill on the floor under her desk. What will you do?
Answer: (Ask yourself "What would Jesus do?") Jesus would probably take the $5.00 and the pencil and give them both to the teacher.
MCS: Two examples and four of the practice items to vary the irrelevant attributes of behavior, lying, cheating, stealing, church attendance, and obedience.

Testing: Sample Item -- Your mother has to go down town. She asks you to stay in the yard until she comes home. After she leaves, your friend comes by and asks you to go to his house to play.
1. What would Jesus do?
2. What will you do?
LESSON SPECIFICATION

Unit I "Preparation for Baptism"

Lesson C "Repentance"

Lesson Design Summary:

1. This lesson is the last in a series of three lessons.

2. The objectives will be taught as outlined in the objectives hierarchy. They will begin with Segment C-5 and progress to C-2. (Note: Segment C-1 is a long-term goal that the parents will observe to determine whether or not it was attained.)

3. The additional course materials are described in Item No. 3 of the Lesson Design Summary of Lesson A.

4. The media was described in Item No. 4 of the Lesson Design Summary of Lesson A.

Testing Specifications:

1. The test for this lesson is an eight-item test.

2. The type of items vary with the segment being tested. There are examples of each type item with the Instance Specification for each segment that is tested. (Note: Segment C-3 and C-1 are not tested at this time.)
Objective: The student will define repentance.

Generality: Repentance means to:
1. stop doing something that is wrong
2. to say you are sorry for having done it
3. not to do it again

Instance Specifications:

Type I
Description: Use paired examples and nonexamples of repentance to highlight its relevant attributes.
No. examples - 3     No. practice - 6     No. test - 1
Sample Item:

<table>
<thead>
<tr>
<th>Repentance</th>
<th>Not Repentance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sammy is sorry he tells lies. He says he is trying to repent from lying by not telling any more lies, and by asking the people he lied to and his Heavenly Father to forgive him.</td>
<td>Julie is sorry she tells lies. She says she is tryint to repent of lying by not telling any more lies. (Note: This isn't repentance because she hasn't asked the people she lied to or her Heavenly Father to forgive her.)</td>
</tr>
</tbody>
</table>

MCS: Three example-nonexample pairs with varied irrelevant attributes of stopping undesired behavior, being sorry for it and refraining from repeating it.

Testing: Sample Item -- Oral evaluation
Tell your parent what repentance is. Be sure to tell what each of the parts are.

Objective: The student will recognize and list the steps of repentance.

Generality: The steps of repentance are
1. Realize - know you've done something wrong
2. Regret - be sorry for what you did
3. Repay - make all possible repair of damage
4. Reform - not do the wrong thing again
5. Recite - ask the person you sinned against and Heavenly Father to forgive you.

Instance Specifications:

Type I
Description: Use case-study type examples in which the students are asked to identify numerically and topically each of the steps of repentance.
No. examples - 2   No. practice - 4   No. test - 1
Sample Item: Pedro has been feeling very bad about lying to his mother yesterday. He knew it wasn't right to lie, but he was afraid she would punish him if he told the truth. He decided to go tell her he had broken the flower vase. He could save his allowance to help buy a new vase. He asked her to forgive him for lying and told her he wouldn't do it again. That night as he was saying his prayers he asked his Heavenly Father to forgive him for lying.
MCS: Two examples to familiarize the student with what is required of him. The irrelevant attributes of type of sin will be varied through the examples and practice items.

Testing: Sample Item -- List the five steps of repentance.

Classification RU/D
Segment C-3

Objective: Given a series of situations requiring repentance the student will describe the procedure to follow to repent in each situation.

Generality: The steps of repentance are the same for most of our sins.

Instance Specifications:

Type I
Description: A series of situations requiring the student to describe how to repent of the sin in each. The first situations will have some of the steps of repentance in them, but this will become progressively less and hence require progressively more from the student.
No. Examples - 2   No. Practice - 6   No. test - 0
Sample Item: Juanita's mother told her to come straight home after school. Juanita went to Maria's house to play dolls before going home. When she finally got home, she told her mother her teacher had kept her after school to help straighten up the classroom. To repent of the lie Juanita would have to--
1. Realize it is wrong to tell lies and to disobey her mother;
2. Regret - be sorry for lying and disobeying;
3. Repay - tell her mother she is sorry for lying to her and for disobeying her;
4. Reform - not lie or disobey her mother again;
5. Recite - ask her mother and Heavenly Father to forgive her.

MCS: One example to help the student see how to respond to the practice items. The irrelevant attributes of the type of sins will be varied through the examples and practice items.

Testing: This segment will be tested with Segment C-2.

Classification RU/D

Segment C-2

Objective: Given a series of case studies, some requiring repentance and some that don't require repentance, the student will select those that require repentance and describe how the repentance would be accomplished.

Generality: We have to sin before we need to use the steps of repentance.

Instance Specification:

Type I

Description: Examples and nonexamples of sin in case studies. The student has to decide which are the examples of sin and then describe how he would repent of that sin.

No. Examples - 2   No. Practice - 5   No. Test - 5

Sample Item:

<table>
<thead>
<tr>
<th>Sin</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your best friend has painted a picture. She asks you what you think of it. You don't like the picture, but you don't want to hurt her feelings, so you tell her you like the</td>
<td></td>
</tr>
</tbody>
</table>
picture. (This is a sin because you told a lie. To repent you would have to:
1. Realize you have lied
2. Regret - be sorry you have lied
3. Repay - apologize to your friend for lying to her
4. Reform - not lie anymore
5. Recite - ask your Father in Heaven to forgive you for lying.)

Not Sin

Your best friend has painted a picture. She asks you what you think of it. You don't like the picture, but the colors are pretty, so you tell her, "The color is beautiful."

MCS: One example to help the student see how to respond to the practice items. The type of sins will be varied in the examples and practice items.

Testing: Sample Item -- Decide if the person in the following case study has sinned. If he has, explain what he must do to repent.

Your mother and the lady next door are best friends. They are always borrowing things from each other. One day, when no one was home next door, your mother went in the neighbor's house and came out with a cup of sugar.

Classification RU/D

Objective: Given a real-life situation requiring repentance, the student will follow the necessary steps to repent.

(Note: This is the educational objective which segments C-5 through C-2 are trying to achieve. The parent will determine if it has been achieved by observing the future behavior of the student.)
APPENDIX C

Sample Lesson from First Phase of Course Development
When you finish this Segment, you will be able to tell what repentance is.

Repentance means to:
1. Stop doing something that is wrong.
2. To say you are sorry for having done it.
3. To ask for forgiveness.

Listen to the cassette tape for Lesson C, Segment 5 or have your parent read the script from page 4 of the Parent Helps Booklet.

One of the steps in getting ready to be baptized is repenting of the sins you have already committed. It is important when you try to repent to really be sorry for what you have done. Repentance is necessary if you want to prepare to return to your Heavenly Father.

Directions: If the person in the practice problem has repented, draw a smile face ☺ in the circle.

If the person didn't do everything the book worm said he should to repent, draw a sad face 😞 in the circle and write what he forgot to do on the lines.
Repentance
Sammy is sorry he tells lies. He says he is trying to repent from lying by not telling any more lies and by asking the people he lied to and his Heavenly Father to forgive him.

Not Repentance
Sammy is sorry he tells lies. He says he is trying to repent from lying by not telling any more lies.

This isn't repentance because he hasn't asked the people he lied to or his Heavenly Father to forgive him.

Repentance
Julie took some money from her mother's purse to buy candy at the store after school. When

1 While Karen and her mother were shopping for groceries, Karen took a package of gum and put it in her pocket. Later her mother asked her where she got the gum she was chewing. Karen told her she had taken it from the store. Karen told her mother she was sorry for taking the gum. In her prayer that night Karen asked her Heavenly Father to forgive her for stealing the gum.

2 Juan and his older sister Martha were playing by the swing. Juan was swinging when Martha decided she wanted to swing, so she pushed him out of the swing. When Juan landed on the ground, he cut his knee and scraped his
1

This is not repentance.
Karen didn't say she wouldn't steal again.
her mother found out about it, Julie said she was sorry and wouldn't do it again. She asked her mother to forgive her. That night she prayed to Heavenly Father and asked Him to forgive her.

**Not Repentance**

Julie took some money from her mother's purse to buy candy at the store after school. When her mother found out about it, Julie said she wouldn't do it again. She asked her mother to forgive her. That night she prayed to Heavenly Father and asked Him to forgive her.

This isn't repentance. Julie hasn't told her mother she is sorry for having taken the money.

hand. When Juan's mother saw what had happened, she told Martha she should repent of being mean to her brother. Martha told Juan she was sorry and said she wouldn't do it again. She asked Juan and her Father in Heaven to forgive her.

Tom's mother told him to hurry home after school because she wanted to go shopping. After school Tom stopped at Mark's house and played, before he went home. When Tom got home his parents punished him for not minding and they told him he should repent. Tom told his mother he wouldn't do it
2. This is repentance. All three parts of the definition are present.
**Repentance**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Segment</th>
<th>Repentance</th>
<th>Student Learning Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>5</td>
<td></td>
<td>Page I-C-5-7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Terry's teacher caught him looking at Mary's paper during a spelling test. Terry told his teacher and Mary he was sorry and promised them he wouldn't do it again. He asked his teacher, Mary and his Father in Heaven to forgive him.</td>
</tr>
<tr>
<td>4</td>
<td>Jennifer was helping her mother do the supper dishes. When she accidently dropped a plate, Jennifer said a bad word. Jennifer's mother told her she should repent of swearing. Jennifer told her mother she was sorry and that she wouldn't do it again.</td>
</tr>
<tr>
<td>5</td>
<td>Mike took a pencil from on top of Karen's desk at school. He started so bad about it that he decided he needed to repent. He said a prayer and...</td>
</tr>
</tbody>
</table>
3. This is not repentance. Tom didn't say he was sorry for not minding.

4. This is not repentance. Jennifer didn't ask her Heavenly Father or her mother to forgive her.
thing that was wrong and he didn't ask Mary to forgive him.

Return to the left side of page 1, Segment 5, and do the practice problems.

asked his Father in Heaven to forgive him.

Place a star at the beginning of this Segment and then go on to Segment 4.
This is not repentance. Mike didn’t say he wouldn’t do it again, or tell Karen he was sorry for taking her counsel.
APPENDIX D

Sample Lessons from Student's Learning Guide

The student's material for Lesson Five and for Lesson Ten are included here. The complete Student's Learning Guide, Parents' Booklet, and Cassette Tapes will soon be available through the Independent Study Program of Brigham Young University.
LESSON FIVE: FAITH

ITEMS NEEDED
1. Song Cassette and Song Booklet
2. Pencil or marker
3. Parents' Booklet
4. Cassette tape player
5. Book of Mormon

DEVOTIONAL
Song: Use the Song Cassette and the Song Booklet to sing Song No. 3, "Teach Me to Walk In The Light" (B-45, Sing With Me)

Prayer: Have a prayer with your parent.

Scripture: "... if you have faith you hope for things which are not seen, which are true." (Alma 32: 21)

GOAL
When you finish this part of Lesson Five, you will tell your parent what it means to have faith.

Directions
The teaching instructions for the rest of this lesson are in the Parents' Booklet, Part A, Lesson Five.

Please don't try to do the rest of this lesson until your parent can help you.
MAIN IDEA

"... if you have faith you hope for things which are not seen, which are true." (Alma 32:21)

EXPLANATION

Faith is a blessing given to us by God as a reward for doing what He wants us to do. The more we obey His will, the more faith He will give us. Faith means to believe in something that is true, even when you can't see it. When you ask for a special blessing, Heavenly Father will reward your faith by saying "yes" if it is His will and if it is for your best good.

EXAMPLES

Carefully read each of the following examples. Be sure you understand why it is an example of faith or why it is not an example of faith. The "Helps" comments will help you understand each example.

If you don't understand an example, ask your parent for help.

Example One

Faith  Not Faith
(Example One, Continued)

You plant a carrot seed, believing that it will grow to become a carrot.

This is faith, because it is true that carrot seeds do grow to become carrots, and you planted the seed, believing that it would grow.

Example Two

Faith  Not Faith

A seed has grown, and you have a carrot from that seed.

Even though it is true that the seed became a carrot, this is not faith, because the seed has already grown and become a carrot which can be seen -- so there is no hope present.

* * * * * * * * * * * * * * *
You break your toy car. You plant it in the garden so it will grow a new toy car.

This is not faith because the thing being hoped for is not true. New toy cars do not grow in gardens.
Example Four

Faith Not Faith

You give your broken toy car to your father, believing that he can fix it.

This is faith, because you are hoping for something you can't see (the fixed toy). It is also true that fathers can fix some broken toys.

When you see why each of these stories is or is not faith, you are ready to do the practice problems.

Directions: Read each story. If the story is an example of faith, draw a circle around

Faith

If the story is not an example of faith, draw a circle around

Not Faith
Practice One
Faith  Not Faith

Your parents tell you that your Grandma is coming to visit you tonight. She is your friend. You are happy. She tells you stories.

Practice Two
Your Grandmother came to visit you last night. She told you a bedtime story. She is your friend. It makes you happy when she comes to visit.

* * * * * * * * * * * *

Practice Three

Faith  Not Faith

Your father has taken you fishing. You have never seen any fish in the river. Your father says he has caught fish here before.
Practice Four

Faith Not Faith

You had so much fun fishing with your dad that you decide to go fishing again. You try to catch fish in the wading pool in your back yard. You can't see any fish, but you believe they are there.
Practice Five

Faith  Not Faith

Your Primary class is putting on a play about Joseph Smith. You would like to be Joseph
Smith. You plan to study his part so well that you will know it better than everyone else.
The teacher will surely pick you.

* * * * * * * * * * * * * * *

Practice Six

Faith  Not Faith

Your Primary class is putting on a play about Joseph Smith. You would like to be Joseph
Smith, but you know the teacher will pick someone else. You never get to do anything
special.

* * * * * * * * * * * * * * *

Answers

Ask your parent to review the Practice
Problems with you. The correct answers may
be found at the end of this lesson, page 21.
You are now ready to do the "What Do You Know" part of this lesson.

Directions: Read each story. If the story is an example of faith, draw a circle around Faith. If the story is not an example of faith, draw a circle around Not Faith.

Problem One

Faith          Not Faith

It's time for your favorite show to be on t.v., so you turn on the television set.
Your parents said they would give you $2.00 if you do your work all week so you can go to the movie on Saturday. You work hard all week, looking forward to going to the movie on Saturday.
Problem Three

Faith   Not Faith

Your favorite food is cantaloupe. You want to plant some in the garden, but you can't get any cantaloupe seeds. You decide that you will plant some watermelon seeds and then pray to Heavenly Father that cantaloupe will grow instead of watermelon.

* * * * * * * * * * * * *

Problem Four

Faith   Not Faith

You want to go to the circus, so your father gave you two dollars. He said you could earn it when you got home from the circus by mowing the lawn.

* * * * * * * * * * * * *

Answers

The correct answers to these problems may be found in your Parents' Booklet, Lesson Five, page 25. Tell your parent why you chose the answer to each problem, then tell your parent what it means to have faith.
Prayer

Have a closing prayer with your parent.

* * * * * * * * * * * * * * * * * * *

STAR

You have finished five lessons. You may now put a star in the box on the cover of this booklet for Lesson Five!

* * * * * * * * * * * * * * * * * * *

ANSWERS, PRACTICE PROBLEMS (pp. 14-17)

Practice One

Faith Not Faith

You are hoping that Grandma is coming. You have not seen her yet. It is true that she is coming.

* * * * * * * * * * * * * * * * * * *

Practice Two

Faith Not Faith

Grandma is here, so there is no hope and she has been seen.

* * * * * * * * * * * * * * * * * * *

Practice Three

Faith Not Faith

You hope there are fish in the river. You have not seen them. Your father has caught some, so you know it is true that there are fish there.

* * * * * * * * * * * * * * * * * * *
Practice Four

Faith  Not Faith

You hope you can catch fish in the wading pool. You have not seen any fish in the pool. But, it is not faith because it is not true that there are fish in the pool.

* * * * * * * * * * * * * * * *

Practice Five

Faith  Not Faith

You hope you will get the part. You don’t have it yet, so it is not seen. If you learn the part better than anyone else, and if it is Heavenly Father’s will for you to have the part, it is true that you will get the part.

* * * * * * * * * * * * * * * *

Practice Six

Faith  Not Faith

You don’t have hope.

* * * * * * * * * * * * * * *
LESSON 10: OUR CHOICES AFFECT US

ITEMS NEEDED
1. Song Cassette and Song Booklet
2. Parents' Booklet
3. Cassette tape player
4. Bible
5. Pencil or marker

DEVOTIONAL
Song: Use the Song Cassette and the Song Booklet to sing Song No. 4, "Let's Be Kind to One Another" (B-68, Sing With Me)

Prayer: Have a prayer with your parent.

Scripture: "... whatsoever a man soweth, that shall he also reap." (Gal. 6: 7)

GOAL
When you finish this lesson, you will tell your parent why it is important for you to make good choices each day.

REVIEW
1. Put the following words in the right places in the drawing below:

right wrong choices free agency
2. Tell your parent why the following story is, or is not, an example of free agency.

While Karen was at the Cub Scout Circus, her mother told her she could buy something to eat. Karen could have either a hot dog or a hamburger. She finally decided to get a hot dog.

* * * * * * * * * * * * *

**MAIN IDEA**

Every day we decide what will happen to us by the choices we make.

**NOTE**

Before you do the rest of this lesson, have your parent tell you how to do the examples (see Parents' Booklet, page 45).
It is Spring, and everyone has been playing baseball. You don't have a baseball of your own. You have been saving part of your allowance each week so that you can buy one. On the way home from school, you find a baseball with Bobby Barnes' name on it. What would you do?

A. You would keep the baseball. (Go to Frame Two.)

B. You would take the baseball to school the next day and give it to Bobby Barnes. (Go to Frame Three.)
After you had the baseball about a month, you left it out one night. Your father found it the next day when he was mowing the lawn, and you got in trouble for not giving the ball back to Bobby Barnes. (Go to Frame Four)

You took the baseball to school and gave it to Bobby Barnes. Bobby thanked you and invited you to play catch with him. Bobby became one of your best friends. (Go to Frame Four)
Yesterday was your birthday. One of the presents you were given was a new pair of shoes just like the ones that many of the kids at school have been wearing.

As you are getting ready for school, you look out the window and notice that it is really a cloudy day. You know that if it rains and you get your new shoes wet, they will be ruined. You still have your old shoes and you could wear them one more day. All of the other kids will probably be wearing shoes like your new ones. What would you do?

A. You would wear your old shoes.
   (Go to Frame Six.)

B. You would wear your new shoes and hope it doesn't rain.
   (Go to Frame Five.)
They were so wet that it took two days for them to dry out. After your shoes were finally dry, you put them on and tried to walk in them. The leather had become so stiff that when you walked, the top of one of the shoes cracked all the way across the toes! Your new shoes were ruined because you wouldn't wait for a dry day to wear them.

( Go to Frame Seven.)

You chose to wear your old shoes. The rain started during the morning; it rained all day. When you got home after school, your old shoes were soaking wet. Since your new shoes were dry, you were able to wear them to Primary. Your Primary class had a special surprise birthday party for you. If you had worn your new shoes to school, they would have been wet, and your mother would have been angry and not let you go to Primary.

( Go to Frame Seven.)
John and Sally are your best friends. They have each asked you to come to their house to play with them after school. You are afraid that if you go to John's house, Sally will get angry. If you go to Sally's house, John's feelings may be hurt. What would you do?

A. You would go to Sally's house.  
   (Go to Frame Nine.)

B. You would go to John's house.  
   (Go to Frame Eight.)

C. You would invite both John and Sally to your home.  
   (Go to Frame 10.)
You chose to go to John's house. The next week when Sally had a special party for her friends, she didn't invite you because she was still angry with you. (Go to Frame 11.)

You chose to go to Sally's house to play. This really hurt John's feelings. On Saturday, John's parents told him he could ask you to go with their family to the zoo. John told them that you didn't like him any more, and he didn't have a friend to take to the zoo. (Go to Frame 11.)
You asked both John and Sally to come to your house to play after school. John and Sally had a good time playing with your toys, but you felt left out. It seemed like they didn't want to do the things you wanted to do. (Go to Frame 11.)

You have Primary tonight right after school. Nora Nonmormon is your new friend at school. She is not a member of the Church and she doesn't go to Primary. She has asked you to come over to her house to play after school. You know Nora will be angry if you don't go with her. You also know your mother will be angry if you don't go to Primary. What would you do?

A. You would go to Nora's house. (Go to Frame 12.)

B. You would go to Primary. (Go to Frame 13.)

C. You would ask Nora to go to Primary with you. (Go to Frame 14.)

You went to Nora's home and really had a good time playing with her. When you got home, your mother said you couldn't play with anyone for two weeks because you had skipped Primary. (Go to Frame 15.)

You chose to go to Primary. This made Nora mad. She told all of her other friends that you were a Mormon. She also said that Mormons felt they were too good to play with other kids. Her friends believed her, and soon they were all teasing you by calling you names. (Go to Frame 15.)
You asked Nora to go to Primary with you. She had a good time, and wants to go again next week. Some day she may even join the Church. (Go to Frame 15.)

The choices you make every day decide what will happen to you.

Your family job is to pick up the toys in the family room, and to vacuum the carpet. What would you do?

A. You would play first and do your job later. (Go to Frame 16.)

B. You would do your job first and play later. (Go to Frame 17.)

C. You would play, and not do your job at all. (Go to Frame 18.)

You chose to play first and then do your family jobs. You had just started your jobs when your mother said she was going to the store. She wouldn't let you go with her because your jobs weren't finished. (Go to Frame 19.)
You chose to do your jobs first and to play later. After your jobs were finished and you were starting to play, your mother asked if you would like to go to the store with her. Since your jobs were finished, you were able to go. You didn't have time to play, but going to the store with your mother was fun. (Go to Frame 19)

You chose to play and not to do your family jobs. After supper your mother said that everyone who had done their jobs could have ice cream and cake. Since you had played instead of doing your work, you didn't get any cake or ice cream. When the rest of the family got dessert, it made you wish that you had done your jobs. (Go to Frame 19)
Your father asks you to clip the long grass around the edge of the yard. You would have to miss your favorite t.v. program if you clip the lawn today. Tomorrow is Saturday and you could clip the lawn then. What would you do?

A. You would watch your t.v. program today and clip the lawn tomorrow. (Go to Frame 20)

B. You would miss your t.v. program and clip the lawn today. (Go to Frame 21)

You decided to watch your t.v. program today and clip the lawn Saturday. Saturday morning, your father and brother go fishing. You can't go with them because the lawn hasn't been clipped. (Go to Frame 22)
You missed your favorite t.v. program so that you could help your father. On Saturday, he is able to take you and your brother fishing because you have helped him get the yard work done. (Go to Frame 22)

Ask your parent to talk with you about “Choices” (See Parents’ Booklet, page 46).
<table>
<thead>
<tr>
<th>SUMMARY</th>
<th>Tell your parent why it is important for you to make good choices each day.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* * * * * * * * * * * * * * * * * * *</td>
</tr>
<tr>
<td>Prayer</td>
<td>Have a closing prayer with your parent.</td>
</tr>
<tr>
<td></td>
<td>* * * * * * * * * * * * * * * * * * *</td>
</tr>
<tr>
<td>STAR</td>
<td>Well done! You have finished the first two lessons in Part B. Put a star in the box for Lesson 10 on the cover of this booklet.</td>
</tr>
</tbody>
</table>
APPENDIX E

Sample Lessons from Parents' Booklet

The parents' materials for Lesson Five and for Lesson Ten are included here. The complete Student's Learning Guide, Parents' Booklet, and Cassette Tapes will soon be available through the Independent Study Program of Brigham Young University.
LESSON FIVE: FAITH

ITEMS NEEDED
1. Song Cassette and Song Booklet
2. Pencil or marker
3. Student's Learning Guide
4. Cassette tape player
5. Book of Mormon

DEVOTIONAL
Song: Use the Song Cassette and the Song Booklet to sing Song No. 3, "Teach Me to Walk in the Light" (B-45, Sing With Me)

Prayer: Have a prayer with your child.

Scripture: "... if you have faith you hope for things which are not seen, which are true." (Alma 32: 21)

GOAL
When your child finishes Lesson Five, he will tell you what it means to have faith.

TEACHING INSTRUCTIONS
Have your child read the Main Idea to himself. Ask him to explain the words "not seen," "hope" and "faith." Lead him to a correct understanding of these words. Have your child tell you in his own words, the meaning of the Main Idea. It is not necessary that his understanding of the scripture be accurate. The lesson will take care of any problems which may exist in that area.

MAIN IDEA
"... if you have faith, you hope for things which are not seen, which are true." (Alma 32: 21)
Have your child read the Explanation of the Main Idea. Tell him that we can test a situation to see if it involves faith by checking to see:

1. if hope is present;
2. if it is not seen;
3. if it is true.

Explain that all three of these conditions must be met if the situation involves faith.

Explanation

Faith is a blessing given to us by God as a reward for doing what He wants us to do. The more we obey His will, the more faith He will give us. Faith means to believe in something that is true, even when you can't see it. When you ask for a special blessing, Heavenly Father will reward your faith by saying "yes" if it is His will and if it is for your best good.

TEACHING INSTRUCTIONS

Examples

Have your child find page 10 in his Student's Learning Guide. Tell him to read each example to decide if it is an example of faith. Then he should read the "Helps" comment to see why it is or is not an example of faith. It is important that he read each of the four examples and that he understands why each is or is not an example of faith.

Practice

When your child understands the examples, he should work the practice problems on pages 13-17 of his Student's Learning Guide. The correct answers to the practice problems may be found on page 21 of his Student's Learning Guide.

After reviewing the practice problems with you, your child is ready to do the "What Do You Know" problems. He should do them independently.
<table>
<thead>
<tr>
<th>What Do You Know?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answers</strong></td>
</tr>
</tbody>
</table>

When the "What Do You Know" problems have been completed, your child should explain each choice to you. The correct answers to the "What Do You Know" problems are listed below:

**Problem One:** Faith

This is an example of faith because the child is hoping his favorite t.v. show will be on. It cannot be seen until it has been turned on. If the t.v. works properly, it will be true.

**Problem Two:** Faith

The movie does exist and if your parents honor their promise, it is truth. Looking forward to the movie is hope. The movie cannot be seen until he is at the theater.

**Problem Three:** Not Faith

Hope and the not seen parts are both in this example. But, the thing being hoped for is not true. Therefore it is not faith.

**Problem Four:** Not Faith

The circus does exist, so the truth is in this example. But the hope and not seen parts are missing, because the child has seen the circus.

Discuss with your child any problem he has done incorrectly. Be sure he understands how to identify examples of faith.

Conclude this part of Lesson Five by having your child tell you what it means to have faith.

* * * * * * * * * * * * * * * * * * * * *

**Prayer**

Have a closing prayer with your child.
Unit I, Part B

LESSON TEN: OUR CHOICES AFFECT US

ITEMS NEEDED
1. Song Cassette and Song Booklet
2. Student's Learning Guide
3. Cassette tape player
4. Bible
5. Pencil or marker

DEVOTIONAL
Song: Use the Song Cassette and the Song Booklet to sing Song No. 4, "Let's Be Kind to One Another" (B-68, Sing With Me)

Prayer: Have a prayer with your child.

Scripture: "... whatsoever a man soweth, that shall he also reap." (Gal. 6:7)

TEACHING INSTRUCTIONS
Explain to your child that this scripture means that the things we do in our life will determine the blessings our Heavenly Father can give us. If we obey His commandments, He can bless us. If we don't obey His commandments, He can't give us blessings.

* * * * * * * * * * * * * * * * *

GOAL
When your child has completed this lesson, he will tell you why it is important that he make good choices each day.

* * * * * * * * * * * * * * * * *

REVIEW
1. Have your child put these words in the right places in the drawing which follows (right, wrong, choices, free, agency): 102
2. Have your child tell you why the following story is or is not an example of free agency.

While Karen was at the Cub Scout Circus, her mother told her she could buy something to eat. Karen could have either a hot dog or a hamburger. She finally decided to get a hot dog.

Answer: This is not an example of free agency because Karen is not choosing between obedience and disobedience to God's commandments.

Every day we decide what will happen to us by the choices we make.

The two examples and four Practice Problems in this lesson are arranged in a programmed sequence. As your child chooses a solution to a situation, he will automatically eliminate the other alternatives. It is important that you help him understand that the situations don't always have a "right" and a "wrong" alternative. The alternatives represent possible consequences of his decisions rather than "right" or "wrong" answers.

Each of the small numbered sections of this lesson sequence are called "frames." When your child chooses one of the alternative answers to a situation, he should go to the frame identified by the directions in the parentheses following the answer he chose.
If your child has trouble reading the situations, you may need to assist him so he will have a successful experience with this lesson.

After your child has completed the programmed sequence of frames, he will come to you and ask you to tell him about "choices." Explain that the choices we make in our lives determine what happens to us. Sometimes the things that happen are good and other times they aren't so nice. Put a small stone in one hand and a reward (i.e., gum, candy, money, etc.) in the other. Show the items to your child, then put your hands behind your back and mix up the two items. Have your child choose which hand he wants. Give him the contents of that hand. (Do not give him the contents of the other hand--the strength of the lesson is in his receiving only the contents of the hand he chose.) Now relate his choice of hands to the choices we make in life, and explain that we must live with the consequences of the choices we have made.

* * * * * * * * * * * * * *

SUMMARY

Have your child tell you why it is important for him to make good choices each day. (His response should include reference to the fact that the choices he makes effect his future life.)

* * * * * * * * * * * * * *

Prayer

Have a closing prayer with your child.
APPENDIX F

Fry Readability Formula Results and Instrument for Cloze Test
### Fry Readability Formula Results

**Parents' Booklet**

<table>
<thead>
<tr>
<th>100-word sample, page</th>
<th>Sentences per 100 Words</th>
<th>Syllables per 100 Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>7.5</td>
<td>138</td>
</tr>
<tr>
<td>72</td>
<td>11.9</td>
<td>143</td>
</tr>
<tr>
<td>58</td>
<td>10.1</td>
<td>134</td>
</tr>
</tbody>
</table>

**Totals:** 29.5 415

**Mean:** 9.8 138

**Estimated Grade Level:** Fifth

**Student's Learning Guide**

<table>
<thead>
<tr>
<th>100-word sample, page</th>
<th>Sentences per 100 Words</th>
<th>Syllables per 100 Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>11.2</td>
<td>128</td>
</tr>
<tr>
<td>45-46</td>
<td>12.0</td>
<td>158</td>
</tr>
<tr>
<td>88</td>
<td>14.8</td>
<td>118</td>
</tr>
<tr>
<td>22</td>
<td>15.25</td>
<td>115</td>
</tr>
<tr>
<td>103</td>
<td>11.8</td>
<td>145</td>
</tr>
<tr>
<td>33</td>
<td>17.4</td>
<td>131</td>
</tr>
</tbody>
</table>

**Totals:** 72.45 795

**Mean:** 12.1 132.5

**Estimated Grade Level:** Third
Practice Cloze

You have earned $2.00 by helping your neighbors. You want to buy _____________ book that costs $1.90. _____________

father reminds you that _____________ need to pay $.20 _____________. If you pay the _____________ you won't have enough _____________ to buy the book. _____________ would you do?

A. You _____________ buy the book now _____________ wait to pay your _____________ later.

B. You would pay _____________ tithing now and wait _____________ buy the book later.

C. _____________ would buy the book _____________.

You wouldn't pay any tithing.
Your Age: __________________
Your Birthday: _______________

It is Spring, and everyone has been playing baseball. You
don't have a ____________ of your own. You ____________ been
saving part of ____________ allowance each week so
___________ you can buy one. ____________ the way home
from ____________, you find a baseball ____________ Bobby
Barnes' name on ____________. What would you do?

A. ____________ would keep the baseball.
B. ____________ would take the baseball
___________ school the next day ____________
give it to Bobby ____________.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

You kept the baseball ____________ played catch with
it ____________ home. You were afraid ____________ take it to
school ____________ Bobby Barnes might see ____________.

After you had the ____________ about a month, you ____________

it out one night. ____________ father found it the ____________

day when he was ____________ the lawn, and you ____________
in trouble for not ____________ the ball back to ____________

Barnes.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
You took the ________ to school and gave ________ to Bobby Barnes. Bobby ________ you and invited you ________ play catch with him. ________ became one of your ________ friends.

* * * * * * * * * * * * * * * * * * * * * * *

Yesterday was your ________. One of the presents ________ were given was a ________ pair of shoes just ________ the ones that many ________ the kids at school ________ been wearing.

As you ________ getting ready for school, ________ look out the window ________ notice that it ________ a cloudy day. You ________ that if it rains ________ you get your new ________ wet, they will be ________. You still have your ________ shoes and you could ________ them one more day. ________ of the other kids ________ probably be wearing shoes like your new ones. What would you do?
APPENDIX G

Demographic Data and Performance Data of Experimental and Control Groups
DEMOGRAPHIC DATA AND PERFORMANCE DATA OF
EXPERIMENTAL AND CONTROL GROUPS

Experimental Group:

<table>
<thead>
<tr>
<th>Subject</th>
<th>July '79</th>
<th>Fall '79</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Age</td>
<td>Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>3</td>
<td>24</td>
<td>22</td>
<td>-2</td>
</tr>
<tr>
<td>2*</td>
<td>7</td>
<td>3</td>
<td>22</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>3*</td>
<td>7</td>
<td>3</td>
<td>22</td>
<td>33</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>2</td>
<td>18</td>
<td>14</td>
<td>-4</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>3</td>
<td>26</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>3</td>
<td>28</td>
<td>18</td>
<td>-10</td>
</tr>
<tr>
<td>7*</td>
<td>8</td>
<td>3</td>
<td>22</td>
<td>29</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>3</td>
<td>34</td>
<td>26</td>
<td>-8</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>3</td>
<td>26</td>
<td>22</td>
<td>-4</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>4</td>
<td>30</td>
<td>26</td>
<td>-4</td>
</tr>
<tr>
<td>11</td>
<td>9</td>
<td>4</td>
<td>18</td>
<td>10</td>
<td>-9</td>
</tr>
<tr>
<td>12*</td>
<td>9</td>
<td>4</td>
<td>10</td>
<td>37</td>
<td>27</td>
</tr>
<tr>
<td>13*</td>
<td>9</td>
<td>4</td>
<td>26</td>
<td>37</td>
<td>11</td>
</tr>
<tr>
<td>14*</td>
<td>9</td>
<td>4</td>
<td>22</td>
<td>34</td>
<td>12</td>
</tr>
<tr>
<td>15</td>
<td>9</td>
<td>4</td>
<td>26</td>
<td>22</td>
<td>-4</td>
</tr>
</tbody>
</table>

Total: 122 50 354 394 40
\[ \bar{x} = 8.13 \quad 3.3 \quad 23.6 \quad 26.3 \quad 2.7 \]

Experimental Sub-Group:

<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>49</td>
<td>21</td>
<td>124</td>
<td>200</td>
<td>76</td>
</tr>
</tbody>
</table>
| \[ \bar{x} = 8.17 \quad 3.5 \quad 20.7 \quad 33.3 \quad 12.7 \]

* Indicates membership in the Experimental Sub-Group which correctly completed the course.
Control Group:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Age</th>
<th>Grade</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>7</td>
<td>3</td>
<td>30</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>3</td>
<td>14</td>
<td>6</td>
<td>-8</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
<td>3</td>
<td>30</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>8</td>
<td>3</td>
<td>18</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>8</td>
<td>3</td>
<td>22</td>
<td>17</td>
<td>-5</td>
</tr>
<tr>
<td>F</td>
<td>8</td>
<td>3</td>
<td>18</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>G</td>
<td>8</td>
<td>3</td>
<td>18</td>
<td>4</td>
<td>-14</td>
</tr>
<tr>
<td>H</td>
<td>8</td>
<td>3</td>
<td>18</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>I</td>
<td>8</td>
<td>3</td>
<td>22</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>J</td>
<td>8</td>
<td>3</td>
<td>18</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td>K</td>
<td>8</td>
<td>4</td>
<td>26</td>
<td>25</td>
<td>-1</td>
</tr>
<tr>
<td>L</td>
<td>8</td>
<td>3</td>
<td>18</td>
<td>4</td>
<td>-14</td>
</tr>
<tr>
<td>M</td>
<td>8</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>N</td>
<td>9</td>
<td>4</td>
<td>14</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>O</td>
<td>9</td>
<td>4</td>
<td>18</td>
<td>6</td>
<td>-12</td>
</tr>
</tbody>
</table>

Total: 106 42 280 236 -27
\[ \bar{x} = 8.15 \]
\[ \bar{\text{posttest}} = 3.2 \]
\[ \bar{\text{pretest}} = 20 \]
\[ \bar{\text{gain}} = 16.9 \]
\[ \bar{\text{posttest}} - \bar{\text{pretest}} = -2.1 \]
APPENDIX H

Pretest and Posttest Instruments
BORN OF WATER AND
OF THE SPIRIT

PRETEST

Introduction

I am going to read some stories to you. Please listen carefully to each of them. Then I will ask you to mark your paper. Please don't guess at the answer. If you are sure of the answer, then mark it; if you aren't sure, mark the question mark. Please put your name at the top of the paper. Please put your telephone number at the top of the paper.

Story One

Directions: As I read the following story, listen to see if the man in the story had faith in Jesus Christ.

Story One: A man's servant was very sick. The man went to see Jesus and asked Jesus to heal his servant. Jesus wanted to go to the man's home to heal the servant. The man told Jesus that if Jesus would just say the servant was healed, he was sure his servant would get well (Matt. 8: 5-13).
Directions: Now look at your paper and find the hand with the pointing finger that says, "Story 1." The Story-One finger is pointing to a smiley face, a sad face, and a question mark. If you think that the man in Story One had faith in Jesus, put an X on the smiley face. If you think that the man didn't have faith in Jesus, put an X on the sad face. If you don't know if the man had faith in Jesus, put an X on the question mark.

Questions:

a. What does an X on the smiley face mean?
b. What does an X on the sad face mean?
c. What does an X on the question mark mean?
d. How many X's should you mark after Story One?

Remember not to guess. If you aren't sure of your answer, put the X on the question mark.

Story Two

Directions: Now listen to Story Two and decide if Bob's father has faith in Jesus.

Story Two: Bob's father lost his job because the company he worked for closed. The Bishop asked him to help with some work on the welfare farm. Bob's father told the Bishop he couldn't because he had to look for a new job.

Directions: Look at your paper and find the pointing finger for Story Two. Put an X on the smiley face if Bob's father had faith in Jesus. Put the X on the sad face if his father didn't have faith in Jesus.
Put the X on the question mark if you don't know whether or not he had faith in Jesus.

**Story Three**

**Directions:** Now listen to Story Three to see if Sally has faith in Jesus.

**Story Three:** Sally's doctor told her she had bone cancer. The doctor said she would probably die within a year. Sally's father and the Home Teachers gave her a blessing. When she went back to the doctor, the bone cancer was gone and she was completely well.

**Directions:** Find Story Three on your paper. Put an X on the smiley face if Sally had faith in Jesus, on the sad face if she didn't have faith in Jesus, or on the question mark if you don't know.

**Story Four**

**Directions:** Now listen to Story Four to see if Jimmy is using free agency.

**Story Four:** Jimmy went to a movie with his parents. His father gave Jimmy 50¢ to buy something to eat. Jimmy had to decide whether to buy popcorn or candy. He finally bought some candy.

**Directions:** Find Story Four on your paper. Mark an X on the smiley face if you think Jimmy used free agency. Mark an X on the sad face if you don't think Jimmy used his free agency. Mark an X on the
question mark if you don't know whether or not Jimmy used his free agency.

**Story Five**

**Directions:** Listen to Story Five to decide what you would do, and to see if you use free agency in this story.

**Story Five:** Your mother has been home canning fruit all day. You have been playing outside with your friend. It is getting close to suppertime and your dad will soon be home from work. If you go in the house, your mother will ask you to help her by washing the canning dishes. If you stay outside, supper will be later, but you will get to play longer and you won't have to help mother with the dishes.

**Directions:** Find Story Five on your paper. You now have three choices of what you may do, A, B, or C. Listen while I read all three answers to you. Then, as I read the answers the second time, mark an X on the answer you would choose to do.

**What will you do?** (Read answers twice)

A. You decide to play outside until your mother calls you for supper (0 points).

B. You decide to go in now and offer to help mother with the dishes (2 points).

C. You decide to play outside a little longer. You can go in later and offer to help your mother when most of the dishes have been done (1 point).

**Directions:** Now mark an X on the smiley face if you think you were using free agency. Mark an X on the sad face if you don't
think you used free agency. Put an X on the question mark if you don't know whether or not you used free agency.

**Story Six**

**Directions:** Listen to Story Six to decide if Johnny has done the things he should do to repent of his sin.

**Story Six:** One day when Johnny was in a store with his parents, he took a plastic water gun without paying for it. He knew it was wrong to take the gun. Later he started feeling badly because he had taken the gun. He decided he would never steal anything again. That night in his prayers, he asked his Heavenly Father to forgive him.

**Directions:** Find Story Six on your paper. Mark an X on the smiley face if you think Johnny has done everything he should do to repent. Mark an X on the sad face if Johnny didn't do everything he should do to repent. Mark the X on the question mark if you don't know if he did everything to repent.

**Story Seven**

**Directions:** Listen to Story Seven carefully to decide if Ken has sinned.

**Story Seven:** Ken promised his Primary teacher he would help her pull the weeds out of the flower gardens at the Church on Saturday afternoon. Saturday morning a friend asked Ken to go swimming with
him that afternoon. Ken decided swimming would be more fun than pulling weeds, so he went with his friend.

Directions: Find Story Seven on your paper. If you think this is not a sin, put an X on the smiley face. If you think it was a sin, put an X on the sad face. If you don't know whether or not it was a sin, put the X on the question mark. (Pause here until the papers have been marked.) If you thought it was a sin, write on the lines the things you should do to repent of it.
POSTTEST

Introduction

I am going to read some stories to you. Please listen carefully to each of them. Then I will ask you to mark your paper. Please don't guess at the answer. If you are sure of the answer, then mark it. If you aren't sure, mark the question mark. Put your name at the top of the paper. Put your telephone number at the top of the paper.

Story One

Directions: As I read the following story, listen to see if Jesus' disciples have enough faith in Jesus.

Story One: A man's son was crazy. The man took his boy to Jesus' disciples and asked them to cure the boy. They tried, but they could not cure the boy (Matt. 17: 14-21).

Directions: Now look at your paper and find the hand with the pointing finger that says "Story 1." The Story-One finger is pointing to a smiley face, a sad face, and a question mark. If you think that the disciples in Story One had enough faith in Jesus, put an X on the smiley face. If you don't think the disciples had enough faith in
Jesus, put an X on the sad face. If you don't know whether or not they had enough faith, put an X on the question mark.

Questions:

A. What does an X on the smiley face mean?
B. What does an X on the sad face mean?
C. What does an X on the question mark mean?
D. How many X's should you mark after Story One?

Remember not to guess. If you aren't sure whether or not they had faith, put the X on the question mark.

**Story Two**

Directions: Now listen to Story Two and decide if John has faith in Jesus.

*Story Two:* John's grandmother is very sick in a hospital in another town. He doesn't have enough money to go visit her unless he uses the money he has saved to pay his tithing. John decided to use the tithing money and then pay it back later.

Directions: Look at your paper and find the pointing finger for Story Two. Put an X on the smiley face if John had faith in Jesus. Put the X on the sad face if John didn't have faith in Jesus. Put the X on the question mark if you don't know whether or not John had faith in Jesus.

**Story Three**

Directions: Now listen to Story Three to see if Shirley's brother has faith in Jesus.
Story Three: Shirley's brother hurt his back in a motorcycle accident. The doctors told him he would never be able to walk again unless they operated on his back. They said he might even die. Shirley's father and Home Teacher gave her brother a blessing. After the operation her brother still can't walk. He will have to spend the rest of his life in a wheelchair.

Directions: Find Story Three on your paper. Put an X on the smiley face if Shirley's brother had faith in Jesus, on the sad face if her brother didn't have faith in Jesus, or on the question mark if you don't know whether or not Shirley's brother had faith.

Story Four

Directions: Now listen to Story Four to see if Ken is using free agency.

Story Four: Ken is a Cub Scout. Ken's ward is having their monthly Cub Scout Pack Meeting at the same time his brother is playing a baseball game. The other members of his family are going to the baseball game to watch his brother play. Ken's father will take Ken to the Pack Meeting on his way to the baseball game. Ken's parents have left the choice of going to the Pack Meeting or to the baseball game up to him. Ken decided to go to the baseball game with his family.

Directions: Find Story Four on your paper. Mark an X on the smiley face if Ken's choices involved free agency. Put an X on the sad face if the choice didn't involve free agency. Mark the X on the
question mark if you don't know whether or not Ken's choices involved free agency.

**Story Five**

**Directions:** Listen to Story Five to decide what you would do, and to see if you are using free agency in this story.

**Story Five:** Your Sunday School teacher has asked for two volunteers to help with the opening exercises in Sunday School next week. He needs one person to give an opening prayer and one person to lead the opening song. You and a girl in the class are the only ones who can lead music, but you don't like to lead music. You enjoy saying prayers.

**Directions:** Find Story Five on your paper. You now have three choices of what you may do: A, B, or C. Listen while I read all three answers to you. Then, as I read the answers the second time, mark an X on the answer you would choose to do.

**What will you do? (Read the answers through twice.)**

A. Wait until someone else has volunteered so you won't have to help your teacher (0 points).

B. Volunteer to lead the opening song (2 points).

C. Volunteer to say the opening prayer (1 point).

**Directions:** Now mark an X on the smiley face if you think you used free agency. Mark an X on the sad face if you don't think you
used free agency. Put an X on the question mark if you don't know whether or not you used free agency.

**Story Six**

Directions: Listen to Story Six to decide if Suzie had repented of her sin.

**Story Six:** As Suzie was walking to Sacrament Meeting, she saw Sally playing in the park. Suzie stayed in the park and played with Sally instead of going on to Sacrament Meeting. After Sacrament Meeting was over, Suzie went home. Later she felt what she had done was wrong, but she was afraid to tell her parents. Suzie decided she would never do that again. She prayed and asked her Heavenly Father to forgive her.

Directions: Find Story Six on your paper. Mark an X on the smiley face if you think Suzie has done everything she should do to repent. Put an X on the sad face if Suzie didn't do everything she should to repent. Mark an X on the question mark if you don't know if she did everything to repent.

**Story Seven**

Directions: Listen to Story Seven carefully to decide if Sue has sinned.

**Story Seven:** Sue's teacher has had her hair cut. Sue doesn't like it. Sue thinks it makes her teacher's face look fat and dumpy. Her
teacher asks Sue how she likes her hair. Sue tells her she thinks it really looks nice, so that she won't hurt her teacher's feelings.

Directions: Find Story Seven on your paper. If you think Sue did not sin, put an X on the smiley face. If you think she did sin, put an X on the sad face. If you don't know whether or not it was a sin, put the X on the question mark. (Pause here until everyone has marked his paper.) If you thought it was a sin, write on the lines the things Sue should do to repent of it.
## PRE/POST-TEST ANSWER SHEET

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Story</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Smiley" /></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Sad" /></td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Question Mark" /></td>
<td><img src="image" alt="Question Mark" /></td>
<td><img src="image" alt="Question Mark" /></td>
<td><img src="image" alt="Question Mark" /></td>
<td><img src="image" alt="Question Mark" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Faith</th>
<th>Not Faith</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story 1</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 2</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 3</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 4</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 5</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 6</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Free Agency</th>
<th>Not Free Agency</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story 1</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 2</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 3</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 4</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 5</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 6</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Repentance</th>
<th>Not Repentance</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story 1</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 2</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 3</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 4</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 5</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
<tr>
<td>Story 6</td>
<td><img src="image" alt="Smiley" /></td>
<td><img src="image" alt="Sad" /></td>
<td><img src="image" alt="Question Mark" /></td>
</tr>
</tbody>
</table>
Story 7

Not Sin  Sin  I don't know.
THE DEVELOPMENT AND EVALUATION OF A CHILDREN'S
GOSPEL PRINCIPLES COURSE

Lynn R. Applegate
Department of Instructional Science
M. S. Degree, April 1980

ABSTRACT

This thesis is the description, defense and critique of a course developed to teach gospel principles to 7- through 9-year-old children. The development process through which the course went, its formative evaluations and summative evaluation are described. The summative evaluation employed the pretest-posttest control group design. Thirty children, ages 7 through 9, were in the evaluation. After the pretest, 15 of the children were taught the 19-lesson course by their parents during a 23-day period. A statistical comparison of the mean pretest-posttest gain scores for the experimental and control groups indicated that the experimental group could significantly more accurately identify examples and nonexamples of faith, agency, and repentance (.1 level). A sub-group of the experimental group, who went through the course as per instructions, had a mean gain score that was significant at the .005 level when compared with the control group.

COMMITTEE APPROVAL:

Grant Von Harrison, Committee Chairman

Paul F. Merrill, Committee Member

Grant Von Harrison, Department Chairman