

THE GOOD SHEPHERD, HIS SHEEP
AND UNDERSHEPHERDS



“There is no one method that works for all teachers or situations. The Spirit is essential in guiding us to use our own preparation, experience, personality, knowledge, and testimony in any particular teaching situation.”

—President Boyd K. Packer

College of Language and Letters

BYU-Idaho

FEED MY LAMBS

LANGUAGE AND LETTERS



SEPTEMBER 6, 2007

BYU-IDAHO

**“FEED MY LAMBS”
THE GOOD SHEPHERD, HIS SHEEP,
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College of Language and Letters

“The Parable of the Good Shepherd”	John 10
“Seek Learning by Faith”	Elder David A. Bednar
“Principles of Teaching and Learning”	President Boyd K. Packer Elder L. Tom Perry
“Teaching and Learning in the Church”	Elder Jeffrey R. Holland
“Examples of Great Teachers”	President Thomas S. Monson

BYU-IDAHO LEARNING MODEL

Learners and teachers at BYU-Idaho:

1. Exercise faith in the Lord Jesus Christ as a principle of action and power;
2. Understand that true teaching is done by and with the Holy Ghost;
3. Lay hold upon the word of God—as found in the holy scriptures and in the words of the prophets—in all disciplines;
4. Act for themselves and accept responsibility for learning and teaching;
5. Love, serve, and teach one another.



**“A RESERVOIR OF LIVING WATER”
ELDER DAVID A. BEDNAR**

“Not only are we blessed to have these scriptures so readily available to us today, but we also have the responsibility to use them consistently and effectively and to drink deeply from the reservoir of living water. . . I now want to review with you three basic ways or methods of obtaining living water from the scriptural reservoir:

1. **Reading** a book of scriptures from beginning to end,
2. **Studying** the scriptures by topic,
3. **Searching** the scriptures for connections, patterns, and themes.”

**CONNECTIONS, PATTERNS, THEMES,
AND APPLICATIONS**

We will work together to understand and apply the concepts within these readings by creating small group Wiki responses.

Connections. How do these articles connect to each other? How do these articles connect to other readings?

Patterns and Themes. What patterns, cycles, and processes do the authors of these articles discuss? What overriding or specific concepts or themes/topics do these articles cover?

Applications. How do these articles pertain to real-life classrooms? How do these articles strengthen learning and teaching?

