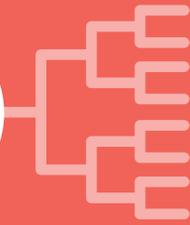


NONE



## ACTIVITY

FIND

TAKE

TEACH



## MY FAMILY: STORIES THAT BRING US TOGETHER BOOKLET

The purpose of this activity is to fill out the *My Family: Stories That Bring Us Together* booklet and enter information into FamilySearch.org.

Participants will have the opportunity to feel the Spirit and recognize how it draws them to their living family and recent generations.

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### TIME:

30–40 minutes

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### MATERIALS NEEDED

- Booklets for each class member
- Pens and pencils

#### *Optional Materials:*

- Paper for participants to write down additional ideas
- Smartphones, tablets, or computers for class members to use (please see the Technical Guide for family discovery day organizers for tips on improving the Internet connectivity)
- Photos or family artifacts to illustrate a story to share with the class
- Computer and screen to demo FamilySearch.org
- Online booklet (<https://familysearch.org/myfamily>)

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### PREPARE

- 1. Review the activity instructions.
- 2. Gather all materials needed for the class.
- 3. Fill out your own booklet. Pay attention to what you feel and what ideas come to you.
- 4. Prayerfully select a story or example to share about your experience or about a person in your booklet.
- 5. If available, gather materials such as photos or family artifacts to illustrate the story.
- Optional:* Train others so they can roam the class and answer the members' questions as the members fill in their booklets. Have your helpers fill in their own booklets and share their experiences with you.
- Optional:* You may want to ask a helper to share an experience with the class.
- Optional:* You may want to set up computers or mobile devices if the bandwidth in your building permits and have the class fill out their booklet directly online at [www.familysearch.org/myfamily](http://www.familysearch.org/myfamily).

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## CONDUCT THE ACTIVITY

We encourage you to modify this activity as needed and to use your own ideas and creativity as you accommodate to the needs and the interests of the people in your area.

### Step 1: Introduce the Activity

If you have not already done so, hand out a *My Family: Stories That Bring Us Together* booklet to each class member.

Briefly point out how the booklet is organized. (Tell them to start with themselves and work back through their generations, writing as much as they can remember.)

**Optional.** If booklets cannot be handed out to each participant, use the one-page template located at the end of this document to print and pass out to each member.

### Step 2: Fill out Four-Generation Pedigree Chart

Have class members turn to the back of the booklet and enter the names they know into their four-generation pedigree chart. Have them include as many birth or death dates as they can remember. Have them underline the names of those that have passed away. Have them circle the names of those who have passed away that need their temple work done. Ask class members to focus on finding the vital information they need (birth or death date) to take these names to the temple. Class members do not need to fill out all of the information at once. They can focus on one family member at a time.

**Optional.** Invite them to write down the names of any other ancestors (aunts, uncles, cousins) who have passed away that need their temple work completed. Have them focus on at least one of these names to take to the temple.

### Step 3: Fill in the *My Family: Stories That Bring Us Together* booklet

Ask participants to turn to the front of the booklet. Encourage class members to fill in as much information about themselves and their family members as they can remember.

Ask the class members to pay attention to what they feel as they fill in the booklet. Let them know that ideas may come to them about how to get more information

or what to do next. Point out that it is one way the Holy Ghost helps us. Encourage them to write these ideas down.

Have the class members begin filling in their booklets. Roam the class, and answer questions as they arise. Allow approximately 20 minutes for class members to work on their booklets.

### Step 4: Share Experiences as a Group

Before concluding the activity, invite class members to share their experiences filling out the booklet. Discuss how participants felt as they shared and learned stories about their families.

### Step 5: Enter Information in FamilySearch.org

Explain that the information class members wrote in the booklet must be added to FamilySearch.org to submit names for temple ordinances and to preserve the information for their families, including future generations. If class members do not have access to a computer or are not able to enter the information on their own, identify family history consultants who will be able to help enter the information for them.

**Low Bandwidth Options.** If internet connection is slow you might consider having everyone write their stories down on paper or use a word processing program to later copy and paste the information into FamilySearch. You might also allow class members to rotate through one computer, taking turns entering their information.

### Step 6: Invitation

Invite class members to take the booklet home and finish filling it out, to talk to other family members to help as needed, and to teach others to fill out the booklet. Remind class members they do not need to fill out the entire booklet to submit a name for temple ordinances.

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## ADDITIONAL IDEAS FOR CONDUCTING THE ACTIVITY

The following are optional ideas for this activity.

**Idea 1:** As you begin the activity, have participants turn to the four-generation page. Give everyone two to three minutes to see who can enter all the names (dates could be bonus) of their ancestors in their four generations. After the time is up have those who were able to add at least two names raise their hands. Then three names, four names, five names, and so forth all the way up to all 15 names in their four-generation chart.

**Idea 2:** Have your booklet (or a page of your booklet) complete for the presentation. Show the audience your booklet (possibly project it on a screen) and tell them about the ancestor you are showing them. Share how this ancestor has been an example to you.

**Idea 3:** Have participants use tablets, phones, or computers to enter information in their online booklets.

