

# Youth Family History Discovery Camp

## Manual



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To prepare for this camp watch my two RootsTech presentations:

<https://www.familysearch.org/en/rootstech/session/empowering-and-fortifying-youth-through-family-history-discovery-experiences>

<https://www.familysearch.org/en/rootstech/session/more-than-a-tree-a-simple-universal-guide-in-getting-to-know-our-ancestors> with Samantha Olsen and Christine Francis

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Each Coordinator should be familiar with all parts of this manual

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## Section A: Camp Introduction

### Overview Organizing and Executing a Youth Family History Discovery Camp



A Youth Family History Discovery Camp is held for two hours each day for a week-long family history camp for youth ages 11-18. The camp is held at FamilySearch Centers. Family history consultants and/or willing adult helpers are present to assist the youth one to one engaged in the following:

- FamilySearch.org activities
- games, timelines, mapping
- Memory book activities
- Turning hearts towards family past, present and future sharing discoveries
- Devotionals bearing testimony on how ancestor's lives influence us
- Creating a Family legacy video

At the end of the week an open house is held for the families involved and a dinner of traditional foods are served, games are played, family search activities enjoyed together, awards given and student projects shared. By the end of the week, the youth will have learned research skills, created content for their ancestor honoring video, identified themselves as a member of an eternal family, and connected living family by conducting interviews, using the take home and share assignments to talk together.

Examples of specific camp activities include:

1. Daily Family History Challenges
2. Upset the Relative Basket, Fact or Fiction, Speed Connecting games
3. Creating Memory Books to organize all their Family History Discoveries
4. Computer skills, editing techniques
5. Creating life sketches for themselves and ancestors who were ready to go to the temple.

Youth participants came away with a better understanding of who they are and where they fit in their extended family experience. They gain an appreciation of what their ancestors went through and overcame. Finally, they dispel the notion that family history is for old people and boring. Instead, experiencing fun, exciting and spiritual family history discoveries.

Be sure all the committee Coordinators have access to this manual and encourage them to review it before they start working on their responsibilities. This will help them respond to questions from those they are helping to be involved in camp.

## **SECTION A: A Camp Introduction**

STAFF RESPONSIBILITIES - Overview

IT'S A TEAM EFFORT

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Committee Members and their roles for camp:

Section D Directors: Director keep everything going. You will arrange for a team of coordinators and meet together regularly to make sure all pieces of camp are prepared for, executed and followed up with. A Director needs to know how to create a laboratory atmosphere where all are excited to participate in listening to Heavenly Father in this work.

- Conduct Staff meetings every morning to give and hear feedback from helpers and offer pointers as needed.
- Work with Volunteer and Camper/Parent Coordinators matching up campers and helpers.
- Lead Devotionals.
- Conduct the Open House, thanking all the helpers, and handing out Campers' certificates (made up by Marketing Coordinator).
- Provide each camper with a homework assignment called "Take Home and Share, Bring Back and Share"
- Oversee every part of camp
- Keep all the activities to the allotted time. You will be the timekeeper each day so everyone can stay on schedule. Write this time schedule on the board each morning
- Communicate with parents through email two different evenings of camp.
- Make sure you have access to the building and Family Search Center (FSC).
- Set up for camp and take down daily. Using the FSC requires the FSC to have the desks cleared each day for patrons to use after camp. (Unless you have a separate classroom in the FSC)
- Send the flash drive, memory book, and hacky sack home with campers after Open House. Keep the rest of the non-shelf-life supplies for next year's camp.
- Make a follow-up plan with the High Council Representative on these ideas and how you, helper/volunteers and campers can help with Temple and Family History work in the future in your ward and community. Prepare for next year's camp—this year.



Committee Members and their roles for camp continued:

Section E Marketing/Technology Person – (This could be the Stake Communications Director).

- Provides all the marketing materials and works with stake/wards on inviting youth to participate.
- Monday teaches the students some computer skills
- Demonstrates how to make a video (Friday).
- Takes photos and videos and creates a video of camp to show for Open House.
- Gives the video to parents who would like a copy and provides a copy for Stake TFH committee and Stake Presidency.
- Creates certificates for director to hand out at Open House.
- Collect camper's and volunteers "permission to use image" forms. Camper's forms will be in the hands of the Parent/Camper Coordinator.
- You will need to get the Volunteer's/helpers image permission forms.

Section F Instructors:

- Teaches curriculum.
- Writes the "Daily Challenge" on the board.
- During Staff meeting the instructor will go over how to do any of the Instructor's portion of the "Daily Themes and Detailed Curriculum" with camp (Section B) Volunteers/Helpers. (i.e..... adding memories, how to split screens, and open new tab, etc.)
- The instructor can also be the person who gives the volunteers training on Sunday evening before Camp so everyone is on the same page.
- Each Challenge will be taught at the same time to helpers as well as campers by the instructors.



Committee Members and their roles for camp continued:

Section G HELPER/VOLUNTEER COORDINATOR: You are in charge of finding Helpers who are willing to come keep the kids focused, follow the curriculum, and try to help the kids learn.

- These helpers don't need to know everything as they will learn alongside the campers, through staff meetings and a Sunday evening pre-camp training. If they have read through all the handbook and watched the suggested links they should feel excited and ready to learn and help the kids focus on instruction and activities.
- They need to be interested in what the kids are discovering, enjoy the campers, and commit to being at camp from 9:30-12:15 every day of camp. These helpers could come and help set up for open house (4-7 Friday evening of camp) Open house participation is optional.
- Helpers could also be part of the camp committee as a coordinator.
- They will also need to be at volunteer training the Sunday evening before Camp (taught by the Instructor).
- Make sure all helpers have watched the Church Youth protection training and get their live- scanned (fingerprinted and form turned in at a live scan facility) before camp. I believe those who have done this training in the past year are ok to help. Have them turn in the receipt from the live scan facility to their Ward's Ward clerk for reimbursement. One helper per camper. (The High Council Rep will provide assistance on as needed)
- Try to commit to the same helper all week long. Makes a huge difference in the camper's experience.
- You will help the volunteers to understand what is to be expected from them.
- They will help campers with Daily Challenges and Discovery Challenges.
- They will also play supporting role in all other devotionals, games, and activities.
- They will also help the campers create a video on Friday with all the content they have saved to their flash drive. The Marketing/Tech coordinator will demonstrate.
- You will work with the Director and Parent/Camper Coordinator matching campers and volunteers.



Committee Members and their roles for camp continued:

Section H Camper/Parent Coordinator: This person should be the liaison between the director and campers/parents. Please communicate through parents, not directly with campers.

- You will send out introductory e-mails, registration packets, recruit campers if needed, get the kids prepared for the first day of camp with their legacy box, creating FamilySearch.org accounts and populate trees in FamilySearch.org.
- You will also provide collected signed registration packets to give to Director. We don't want any youth to come who doesn't want to come.
- You will make sure parents know the youth will need to do an interview on Wednesday's camp day in the afternoon of evening.
- This Coordinator can also team up with Directors in doing follow-up camp surveys and interviews of the kids and their experience with camp.
- You will also make sure the families are aware of and attend with extended family the open house and bring a traditional family dish to share with all camper's families for dinner.
- You will give copies of release forms to Marketing/Technology Coordinator of who can be photographed/videoed and to the Director.
- **MAKE SURE GAMES/ACTIVITIES Coordinator know if a camper has any food allergies.**

Section I HIGH COUNCIL REP:

- Communicate with the Stake Presidency and Stake YW/YM leaders, Ward youth leaders to encourage their help and support in holding the camp.
- Communicate on the importance of the camp to the stake leaders.
- Communicate with Stake Council of the camp success and how the youth can help gather Israel moving forward in the Stake. Consider inviting the Camp Director to report to the Stake Council.
- Clear permission to hold the camp.
- Add the Camp to the Stake Calendar.
- Reserve building/rooms (Family Search Center, Cultural Hall, Kitchen).
- Provide a budget of \$20 per camper for supplies and snacks. The Camp Prep Coordinator will be collecting supplies for the camper's stations and will need reimbursement. The Camp Games and Activities Coordinator will also need reimbursement for snacks and Mapping, Timeline Activities.



Committee Members and their roles for camp continued:

Section I HIGH COUNCIL REP (cont.)

- You will help the Open House Coordinator set up and take down the Open House and provide thank you communication for all the volunteers.
- You will provide directions to the Volunteer coordinator on how to make sure all volunteers are youth protected trained and live scanned.
- You will coordinate with FamilySearch Center Director(s) on holding the camp in the FSC. This includes making sure the center hours are adjusted to accommodate camp. A temporary sign of hours will need to be added to building and FSC doors and the FS wiki needs to reflect adjusted hours.

Section J CAMP PREP COORDINATOR:

- Purchase camper's station supplies
- Copying and distributing T-Th daily handouts for campers to glue into memory books. Each camper should have a manilla folder to hold these handouts until they are ready to glue them into their memory books.
- You will need to create a memory book for each camper with 10 tabs attached and Monday's handouts glued in to the first pages of book before tabs begin
- Provide a sample memory book to Instructor to show on Monday.
- You will set up the stations at the Sunday evening training with all the supplies. I would buy one or two more sets of supplies for last-minute campers wanting to participate (You can always use them next year).
- You could also serve as Coordinator for the Open House.



Committee Members and their roles for camp continued:

Section K Open House Coordinator:

- Make sure the cultural hall and kitchen and FSC (Family Search Center) is reserved. (High Councilman should do the reserving).
- Set up and take down including dinner tables and any decoration for the tables, buffet tables, provide plates, silverware, water, napkins, dishing up spoons. Help the Marketing/Technology coordinator set up audio visual for the camp video making sure all cords are properly secured with painters tape for no tripping.
- Provides buffet table decoration and extension cords and warming crock pots if needed. Each family could bring their own warming device or serving tray/bowl to share with campers and their families. You should probably have a few extra power strips for several electric warming devices.
- Provides a salad bar if not enough main dishes coming
- Run the buffet table serving people.
- Keep everyone to the timetable for Open House.
- Provides large trash cans at the buffet table.
- Pours water.
- Takes trash out to dumpster.
- Make sure all doors are locked, and all areas of use are cleaned at the end of the Open house.
- Make sure campers take home their station items including flash drives, memory books. Keep the little cow bells, earphones, glue sticks, pens and small cloth balls (rewards) for next year's camp.
- Make sure you have enough helpers to help set up and take down

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Committee Members and their roles for camp continued:



Section L Games and Activities Coordinator:

- Provides and sets up and takes down all games, mapping/timeline / Who's Who...? (get handouts from Camp Prep. Coordinator if not already glued into the camper's memory books), activities, and snacks.
- Runs the games including Friday evening with family. Each game/activity will also create a reward system (small cloth balls) not only for participating but by participants asking, "Who does what, when, where... Follow-up questions." (We are trying to teach them not just to win a game or participate, but to develop communication skills and listening skills by asking follow up questions all the time).
- You also need to run the game at the Open House.
- Give a bag full of award points in the form of small colored cloth balls for each camper's helper/volunteers to distribute every time they make a discovery, (From the Camp Prep Coordinator). Don't forget they can still add award points (balls) at Open House by participating and your scoring. You could count at the end of the week all the balls and make sure their total Discoveries are mentioned at the Friday night open house when they award certificates. These balls will need to go to the Camp Prep Coordinator to use for next year's camp points.
- You will provide and set up/take down daily snacks get reimbursed from Stake – save receipts. Make sure no campers have any allergies before buying snacks. (Check with parent/camper coordinator to see what is on their registration).

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The following coordinators do not need to participate in daily camp but should be at the training Sunday evening. They should also be available to attend the Friday evening camp to help set up, run, and take down:

Volunteer Coordinator  
Parent/Camper Coordinator  
Camp Prep Coordinator  
High Counsel Rep.

Camp Directors could invite the Stake Presidency member of TFH and over youth program to join us at the Open House and enjoy an evening of accomplishment and discovery with the campers and their families. They may want to add a tribute to all helpers. The High Council Rep could do this as well.

## Section A: A Camp Introduction

Typical Daily schedule for camp:



Each helper should receive a “Daily Themes and DETAILED DAILY curriculum” schedule from the Instructor during the 9:30 staff meeting each morning with specific instructions on what to help the campers discover. Each helper also awards points for everything the camper discovers. This is in the form of small colored cloth balls deposited in a plastic cup at their station. Director, Instructor, Games and Activity Coordinator set up camp each morning at 9:00. And take down after camp. Daily Schedule and time allotted to each activity is written in the corner of the board by the Director.

Daily Challenge (written on chalkboard by Instructor): 15 minutes This can include computer skills, Family Searching skills, project creation skills.

Prayer, devotional: 10 minutes First day talk to them about the need to pray before and during this family history discovery. Introduce the devotional as a time to share stories of families and bear testimony how these stories influence their life right now or knowing them how it may help them in the future.

Discovery Challenge: 20-50 minutes: What can they find out about their family? Each day will be a specific challenge. (This is where they start not only learning about their family but how to create content for family end-of-the-week ancestor honoring slide/video show and print out discoveries (photos, stories, newspaper articles from family search or photos they have brought in) to add to their Memory books which will be provided for them). They may also learn computer skills during this time.

Snack, adding to timelines/maps break: 10 minutes

Game: 20 minutes: The games instructions can also be added to their memory books to go home and play with family. There are very specific researching skills these games will allow them to practice (unbeknownst to themselves)

Discovery Challenge: If there is time we will add another challenge.

Wind up day: Take Home and Share/Bring back and share: 3 minutes: Each camper is expected to go home and turn hearts in family by sharing what they discovered. They will be given a homework assignment (We call it “Take home and share and bring back and share”). We will have the Campers ask a daily prompt to their parent on the way home so they can come back and share during devotional or during games the next day. For instance: “Did any relative in our family have to go through a really hard trial?” We also expect them to bring more family photos each day for content on Ancestor Honoring Video and Memory Book. They will be adding content for these two projects all week.



Monday:

1. Developing research skills (labeling all files, notes, to create pathway for retrieving information later. Assigning Tasks to be accomplished later with more skill)
2. Computer skills (folders, splitting screen, clipping photos, resizing, and printing)
3. Navigating Family Search Home page – Taking a tour of the family – becoming familiar what is already on your own fan and who these people are
4. Learned a little about each of the other campers, introductions – Speed Connecting Game
5. Started to learn how to ask good questions, not only for research skills, but for interviewing skills.
6. Mapping where ancestors came from.
7. Devotionals create a safe atmosphere where campers can talk and listen to one another and express how those stories provide us safety nets, resilience, direction and help us listen to Heavenly Father, learn forgiveness and grow empathy, putting their own problems into perspective.
8. Especially go home and turn living family hearts to one another by sharing family discoveries.

Tuesday:

1. Create content for memories, video slide show, memory book. Adding to timeline and editing skills as we scan our photos into folders.
2. Devotional – starting to share our family’s stories and how it affects us, using follow up questions to broaden out the stories – making sure those stories are on Family Search on Wednesday. Make 3-word bullet points in our memories books to remind us of the stories we are discovering.
3. Adding to timeline and exploring what life was like for family members.
4. Discovering family in FS Activities – using discoveries as content for projects
5. Learning about the shared tree. People make mistakes in the FamilySearch.org tree. We are learning how to make sure we don’t make mistakes and how to fix other’s mistakes. This helps us to find more family, and creates patience and empathy. Fact or Fiction game.
6. Discovering and grounding our identities in family, the Savior, and that we are children of God. Visual representation as well as a written sketch.

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Summary of what campers will discover  
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Wednesday:

1. Learned how to do an interview, how to attach it to Family Search. Kids are challenged to go home and do one with a family member.
2. Story telling – devotional and follow up questions “Heavenly Father what do you want me to learn today from my family’s history?”
3. Discovering their own detail page – analyzing what is missing, and inputting data. Add life sketch to their own detail page.
4. Attaching more memories to family search.

Thursday:

1. Discovering the memories currently attached to their fan and gathering content for projects. Learning very personally who these people are. Creating projects for the future to honor these ancestors.
2. During the game we share how interviews went, what they learned and the stories they found on their fan chart.
3. Most importantly we will discover how to access “ordinance ready”, view and learn about the people they are going to take to the temple. They clipped out computer-generated life sketches and glued them to the back of the ordinance card. They started learning about how taking a person for their first time and what it must feel like for that person. How that will change their own experience in the temple.

Friday:

1. Help a friend or relative how to discover their family.
2. Created the ancestor honoring slide show.

Friday evening: 5-6 p.m.

Families bring a traditional dish to share. Each camper shares with parents at their desktop their ancestor honoring slide show, and their memory book. Played a little game with family: “Who’s who?” Showed family the FamilySearch.org “Family Activities”. Each camper will take home their thumb drives, hacky sack, memory book. In the cultural hall we will play one of the camp games with family, and hold a little dinner where a slide show of the camp will be shown. Kid’s or parents will be encouraged to share with their table stories of their ancestor’s, families. The family’s will share the back story to the traditional dish. The campers will be presented with participation certificates honoring their particular talents in Family History.

## Section A: A Camp Introduction

### Goals for camp:

1. Identity
2. confidence
3. skills to help others
4. games and snacks
5. pay it forward competitions
6. turn heart to living family by sharing discoveries
7. Experiment in the laboratory of FH as a way to practice listening to Heavenly Father
8. Continue after camp with FH discovery tasks: commit/pray/teach others
9. Create exciting projects for family as a way to preserve their family's history
10. Feel confident to help others in ward with their FH journey (during RS/EQ/Adult/Youth Activities)
11. Connect living generations
12. Start a club at High School to invite friends to participate
13. Expand their experiences in the temple as they come to know their family
14. Provide each ward with a whole camp of activities they can break down in bite sizes to include the rest of youth
15. To create lightkeepers and family recorders of the youth
16. Open up their heart with greater empathy for others on social media
17. Have an internet hobby that brings the Spirit into hearts
18. Develop curiosity about others
19. Patience with others
20. Forgiveness of others
21. Realigning goals of how to spend their time
22. Aiming to be on the covenant path and help others on the covenant path.
23. Prepare them for missions. They see the link of their service in this work. Being a vicarious savior on the other side of the veil. Easy to help someone else living to see the eternal nature of missionary work on either side of the veil.
24. Using the apps (phone as well) to listen to Heavenly Father (Elder Gong speaks on)
25. Serving older folks by interviewing.
26. Using their social media skills to record and share true stories
27. Play, laugh, tell and listen to family's stories, learn how to be interested in other's stories and learn from them.
28. Feel the spirit in the computer help them distinguish between real world living and virtual world living. Also to distinguish between Heavenly Father's voice in this work and the adversary's voice on the internet. Feel empowered to do missionary work on internet by sharing their family's stories – social media.
29. Help campers to develop the skill of keep trying again and again (as well as pray again and again).
30. A comfortable place for adult volunteers to ease into being a consultant



## Section A: A Camp Introduction

### 6 Inspirational links



To help inspire and strengthen your desire to include Temple and Family History Work in every member's ministering toolbox. But particularly the youth.

<https://www.familysearch.org/en/rootstech/session/empowering-and-fortifying-youth-through-family-history-discovery-experiences>

<https://www.familysearch.org/en/rootstech/session/the-impact-forum?lang=eng>

<https://newsroom.churchofjesuschrist.org/article/rootstech-how-family-history-can-strengthen-youth-missionary-work-and-connection>

<https://www.churchofjesuschrist.org/media/video/2024-01-0030-your-story-is-worth-remembering-a-short-rootstech-film?lang=eng>

<https://www.churchofjesuschrist.org/media/video/2014-06-0001-redeeming-the-dead-redeemed-me?lang=eng>

Getting to know the ancestor you take to the temple and making sure their immediate family is included in ordinance ready. Helping others find their family. Teaching a class on how to get to know family:

<https://www.familysearch.org/en/rootstech/session/more-than-a-tree-a-simple-universal-guide-in-getting-to-know-our-ancestors>

If any of these links are no longer available google You-Tube with the title of the link (Usually at the end of each link)

Section A: A Camp Introduction  
Youth speaking in Sacrament meeting after camp  
(With permission to share)



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One of my goals this summer was to attend our stake's family history camp for youth. I wasn't sure what to expect or how fun it would be, but it turned out really awesome!

I now understand better what the Spirit of Elijah is. In the scriptures in Malachi chapter 4, we learn that the prophet Elijah was sent to turn the hearts of the fathers to the children and the hearts of the children to their fathers. This is an important part of Heavenly Father's plan of happiness. I learned a few things about this from camp.

- First, I learned more about who I am and how I am connected to my ancestors. We learned how to use Family Search and I spent a lot of time looking at stories of my ancestors.
- I learned that one of my great grandfathers, John, was one of the first in my family to immigrate to the US from Switzerland. He was very musical and so was his family. One of his talents was yodeling. I like music a lot and I think this is a way I am like my great grandfather, John. And, I am working on my next sacrament meeting musical number so watch out - it might be yodeling!
- I also learned more about where I got my name. Another one of my great grandfathers had my same first name. He was from Denmark. He made brooms and played the violin. His son, Hans, was the first member of his family to join the church in Denmark.
- My great-grandpa Ted was an Allied aviator in WW2. He was shot down over occupied France and saved through the French Resistance. This obviously took a lot of courage. But there is a lesser-known story from his life that I think shows a different kind of courage.
- Ted grew up on a farm. On part of the farm, his father grew some grapes which he started to turn into wine to sell for money. Ted and his mom got worried when his dad started to drink the wine. This is what Ted said in his journal:  
"Mother was very concerned. So, after praying, I went down, took the ax and knocked the end out of six or seven 55-gallon barrels of wine and let it run out on the floor of the cellar and seep into the ground. That nearly got me thrown out of the family and killed by my dad.

That was quite a crossroad in my life to make a decision that regardless of the consequences, I was going to do what I knew was right."

I hope I can have the same courage as my Grandpa Ted in all things.

Section A: A Camp Introduction  
Youth speaking in Sacrament meeting after camp  
(With permission to share)



Page 2 of 2

We learned stories of our ancestors who had interesting jobs, who did something stupid, and who experienced a miracle. We learn from their stories, both the good and the bad. But the spirit of Elijah is more than just connecting with the stories of our ancestors. It's serving our ancestors through temple work. President Russell M. Nelson declared, "Anytime you do anything that helps anyone—on either side of the veil—take a step toward making covenants with God and receiving their essential baptismal and temple ordinances, you are helping to gather Israel."

I found a name when I was at family history camp that I can take to the temple this summer. It was a lot easier than I thought. I did a little research on who the person was. His name is James and he was born in 1875 in Lancashire, England. His wife's name was Florence.

Another cool part of the camp was that each youth had a one-on-one helper all week. My helper was Sister Clarke. Many of the helpers were older members of our stake. They really took the time to get to know us and made us feel important. I liked that it connected people who are young like me with the older generations from our stake and it was interesting to hear their stories, too.

Our family history camp ended with a bang. Our families all came together for a dinner and everyone brought food from their ancestors. I made Struesselkuchen which is a German crumb cake from my German ancestors that we eat every Christmas Eve. It made our house smell like Christmas in July. We showed our families everything we had learned during the week and shared our family stories.

I am very thankful for the members of our stake who put on the camp. They put so much time and effort into making this such a good experience.

I definitely want to keep doing more family history and serving more in the temple. I am grateful that because of Jesus Christ, families are forever and I will have the chance to meet these great grandpas someday. As the proclamation to the world on the family says: "the family is central to the Creator's plan for the eternal destiny of His children." Just as we are genetically linked to our ancestors with things like musical talent or appearance, we are also spiritually linked to our ancestors. We are from different times and generations but we are learning together. I wonder if my ancestors are maybe even learning something from my life and seeing how things have played out over time in our family. We are all learning how to be more like our Heavenly Parents and how to be a heavenly family.

In the name of Jesus Christ, Amen



Prep Coordinator will set up the following on Sunday Evening:

Supplies for Family Search Center (FSC):

1. Whiteboard or chalkboard for “Daily challenges and Daily time schedule” in FSC with markers/chalk and eraser. Your FSC or the church building should have a rolling chalk board you can use.
2. Name tags and pens to sign in
3. Extra colored papers, markers, colored pencils, fun stickers to decorate memory books (composition book)

Individual computer station supplies (1 per camper):

1. Large plastic/paper cup to hold supplies (below), gather points (small cloth balls)
2. Pen, pencil, glue stick
3. Cheap flash drive
4. Cheap headphones (\$1.00 a piece - for use when putting music to weeklong video)
5. Cheap scissors
6. Small cheap little cowbell
7. Cheap hacky sack. Have them write their name on it. This is for the kids to use during Fact or Fiction game on Wednesday.
8. One composition book divided into 10-tab sections and labeled (See Memory Book Labels list as you will be attaching the labels to each camper’s memory book and all Monday handouts glued in)

Copy handouts for each day per camper. (see Section C “Summary of Daily handouts for Games and Activities” of this manual) Paper clip separately each day’s handouts and give the whole stack to each camper in a folder to sit under memory books.

I’ve given you an example of what the stations should look like the one on page 17

Games/Activities coordinator will set up the following on the Sunday evening before camp:

1. Huge map of world and a huge map of United States attached to hallway wall or bulletin board. Individualized colored push pens or very small stickers for each camper (push pens/small stickers for mapping will need to be set by computers for each camper to use for the mapping activity)
2. Games instructions for each camper (please print out all the activities/games instructions for each camper).
3. Whiteboard or chalkboard for cultural hall with camper’s names for score keeping with markers/chalk and eraser. You may be able to erase and use the Daily



Games/Activities coordinator (cont.)

Challenge” portion of the Camp Chalkboard. Don’t erase the Daily Schedule information.

4. Snacks (This could be kept in a closet/cupboard in the FSC and set out in the morning on a table in the hall.)
5. Speed Connecting Room with long banquet table and chairs for campers if you need more than one banquet table, make sure they are connected together to make one long table. (All the rest of the games can be set up each day before staff meeting).
6. Have ready the timeline that will go out in the hall everyday starting Tuesday (provide individualized colored round stickers (about  $\frac{3}{4}$ ” diameter) to each camper at his station.

Directors, please set up Sunday evening and check every day:

A ream of paper in the printer

Please set up a chair for each helper behind the camper’s chair.

Have Daily “Take Home and Share, Bring Back and Share” assignments printed out for each camper and available to hand to the campers at the end of the day.

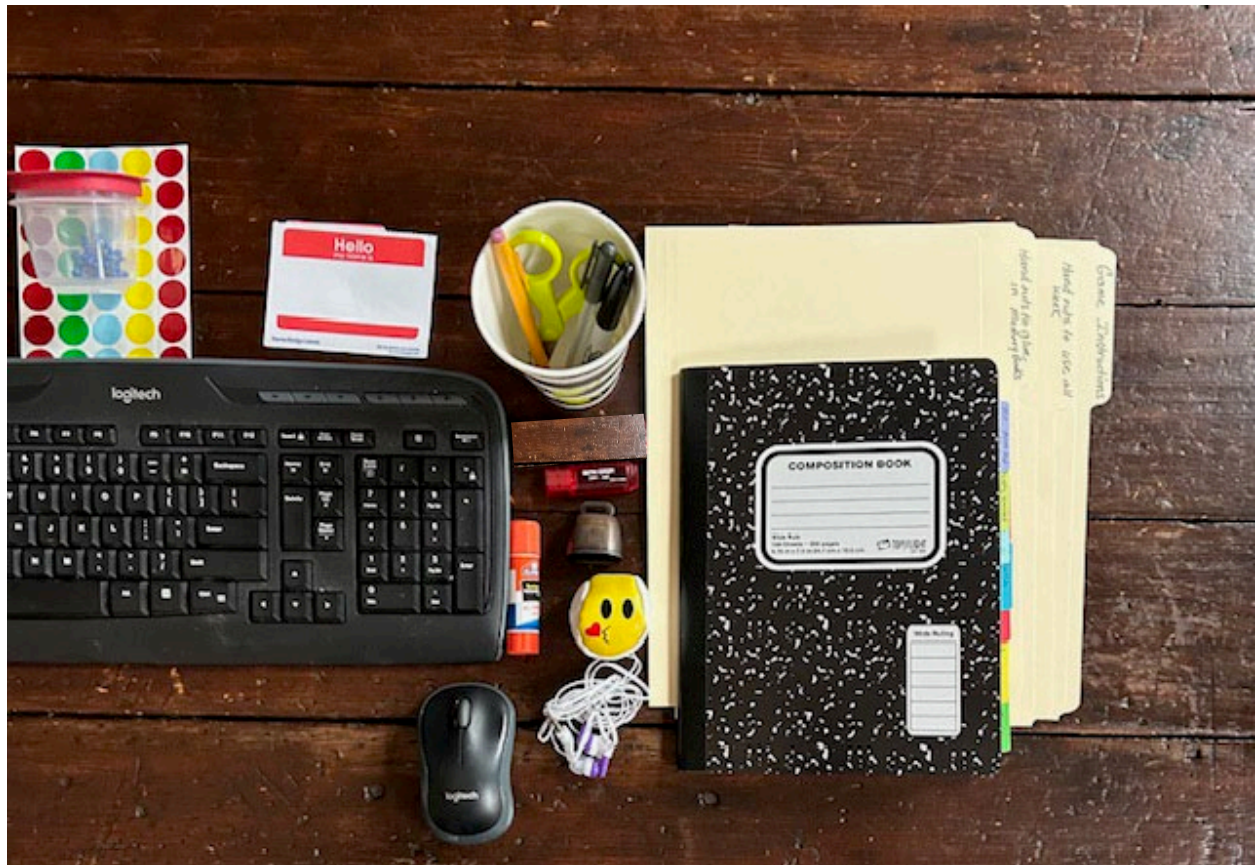
Please make sure you have all the camp registration information from the Camper/Parent Communication Coordinator available every day in case of an emergency. Keep it available in the FSC every day.

Also have the whole camp manual available every day in case of questions or more printing of handouts.

Write on the board the daily schedule and time allotments for each activity found in Section B of this Handbook

Instructors, please write on the board Sunday evening and every morning starting Tuesday before staff meeting: the “Daily Challenge.” Extract this information from “Detailed Daily Schedule and who does what.” Double check the Camp Prep Coordinator to make sure each station has all its supplies. This is what should be at each station. The glue, flash drive, bell, hacky sack, ear pods should be inside each cup. And all the handouts should be in correct folder for each camper.

Section A: A Camp Introduction  
SUNDAY EVENING BEFORE CAMP SET UP  
Page 3 of 3



## Section B: Daily Themes, Detailed Curriculum

Monday

Daily Overview Schedule and who does what

Time Schedule to be written on board



Page 1 of 5

Kids sign in every day in Family Search Center (FSC) name tags

Introduction to camp: Cultural Hall DIRECTOR – 10 minutes

Game: in same separate room Games/Activities Coordinator – 20 minutes

Daily Challenge – FSC Helpers/Marketing-Tech Coordinator/Games and Activities Coordinator - 15 minutes

Computer Skills – FSC Helpers/Marketing-Tech Coordinator – 15 minutes

Devotional/prayer – Hallway Directors – 20 minutes

Discovery Challenge – FSC Helpers/Instructors – 30 minutes

Snacks/maps/Who's Who game – Hallway – Games/Activities Coordinator – 10 minutes

Wrap up – Hallway – Director – homework

## Section B: Daily Themes, Detailed Curriculum

Tuesday

Daily Overview Schedule and who does what

Time Schedule to be written on the board

Page 2 of 5



Kids sign in every day in Family Search Center (FSC) name tags

Daily Challenge – FSC Helpers/Instructors 15 minutes

Devotional/prayer – Hallway Directors – 10 minutes

Discovery Challenge – FSC Helpers/Instructors – 30 minutes

Snacks/maps/Timelines– Hallway – Games/Activities Coordinator – 10 minutes

Game – Cultural Hall – Games/Activities Coordinator – 20 minutes

Identity Challenge – FSC Helpers/Instructor – 35 minutes

Wrap up – Hallway – Director – Go home and share/bring back

## Section B: Daily Themes, Detailed Curriculum

Wednesday

Daily Overview Schedule and who does what

Time Schedule to be written on the board

Page 3 of 5



Kids sign in every day in Family Search Center (FSC) name tags

Daily Challenge – FSC Helpers/Instructors 20 minutes

Devotional/prayer – Hallway Directors – 10 minutes

Game – Cultural Hall – Games/Activities Coordinator – 20 minutes

Discovery Challenge – FSC Helpers/Instructors – 30 minutes

Snacks/maps/Timelines– Hallway – Games/Activities Coordinator – 10 minutes

Discovery Challenge - What's missing in the details – FSC

Helpers/Instructor – 30 minutes

Wrap up – Hallway – Director – Go home and share/bring back

## Section B: Daily Themes, Detailed Curriculum

Thursday

Overview Schedule and who does what

Time Schedule to be written on board

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Kids sign in every day in Family Search Center (FSC) name tags

Daily Challenge – FSC Helpers/Instructors 10 minutes

Devotional/prayer – Hallway Directors – 10 minutes

Temple Discovery Challenge – FSC Helpers/Instructors – 40 minutes

Snacks/maps/Timelines– Hallway – Games/Activities Coordinator – 5 minutes

Discovery Challenge - What's missing in the details – FSC  
Helpers/Instructor – 30 minutes

Activity – “Getting to know your ancestors by examining their sources” FSC –  
Helpers/Instructors – 25 MINUTES

Wrap up – Hallway – Director – Go home and share/bring back

## Section B: Daily Themes, Detailed Curriculum

Friday

Overview Schedule and who does what

Time schedule to be written on board

Page 5 of 5



Kids sign in every day in Family Search Center (FSC) name tags

Daily Challenge – FSC Helpers/Instructors/Marketing-Tech  
Coordinator - 20 minutes

Missionary Discovery Challenge – FSC Helpers/Instructors 20 minutes

Devotional/prayer – Hallway Directors – 10 minutes

Snacks/maps/who's who game – Hallway – Games/Activities  
Coordinator – 5 minutes

CREATING AN ANCESTOR HONORING VIDEO – FSC Tech/Marketing  
Coordinator and Helpers 30 minutes

Sharing Ancestor Honoring Videos – FSC EVERYONE – 35 minutes

## Section B: Daily Themes, Detailed Curriculum

### DETAILED Monday Curriculum

Theme: Using Multi-media tools and FamilySearch.org to discover and preserve Family History overview. Sharing Family History stories/getting to know each other  
Page 1 of 3



Kids sign in every day in Family Search Center (FSC) name tags  
Introduction to camp: in Cultural Hall DIRECTOR – 10 minutes

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Welcome to Family History Discovery Camp. Please introduce yourself and tell us what you like to do when you aren't discovering your ancestors.

You have all been called to gather Israel on both sides of the veil and we are going to help you discover your deceased family and connect to your living family with their stories. Don't forget to remind the campers to connect Heavenly Father's help in all their discoveries

Please bring family to a Camp Open House – bring a traditional dish. Show your 2 projects, play a game together, eat, and watch a summary of your camp. FH awards. 5-6:30- be on time or early, we need every minute of the 2 hours.

1. During camp you will spend a lot of time gathering "content" for both an ancestor honoring video you will produce and a memory book.
2. You are going to have a lot of fun.
  - a. You need to bring family photos. This will be a major part of your video and memory book.
  - b. Bring in any story about your ancestors/family that you'd like to share (funny, spiritual, embarrassing, inspirational, scary)
  - c. You will be interviewing each other about family and you will need to interview a relative on Wednesday evening to come back and share. Decide who that will be and ask them to schedule Wednesday to do that interview.
  - d. When you arrive each morning – "Daily Challenge" on board – go to computer and get started
  - e. Each day you will be earning a lot of points for completing these challenges (small cloth-colored balls awarded by your helpers – feel free to ring the cow bell each time you discover something new)
  - f. You may also earn points during activities, and a "Discovery Challenge" but not only completing but every question you ask that gets you more information about your family can earn you more points.
  - g. You can earn more points by asking follow-up questions in everything you are participating in such as games. You've been given a list of "Who, What, when, where Follow-up questions" you may want use.

Let's get started with a Speed Connecting game to get to know each other.

Game: in Cultural Hall Games/Activities Coordinator – 20 minutes

Prep Coordinator will have the memory books ready with tabs and Monday's handouts glued in. They will have a folder available for each camper a packet of games/activities to glue into Memory Books that they will be playing all week so they can take them home and play with family or their youth group. The games/activities will be separate documents labeled with the day the campers will be using them. You are welcome to share copies of the extra games/activities that I have provided in the Games and Activities Coordinator to the campers for their use at home

Daily Challenge – FSC Helpers/ and Games and Activities Coordinator - 15 minutes This should be written on the board by instructor before staff meeting:

1. Sign in and create a name tag with name and whatever country their ancestors are from, then go to other room for Camp Introduction and "Speed Connecting" game
  - A. After 15 min of Speed Connecting return to FSC and prepare computer stations. Write your name on cup (for points: Cloth colored little balls), hacky sack (for games) and thumb drive (storing project content)
  - B. Create a folder on thumb drive labeled:

## Section B: Daily Themes, Detailed Curriculum

DETAILED Monday Curriculum

Page 2 of 3

Daily Challenge (continued)



- a. “Video/slide show” and or “Memories”: You are creating content for your memory book and a Video Slide Show that will be honoring your ancestors.
  - You will be bringing photos from home to scan in for your video slide show and you may want to print out these photos to add to your memory books.
  - Record FS username and password to memory book for quick retrieval.
2. Prepare Memory books: Games and Activities coordinator show example of what a memory book looks like – the Camp Prep will create the sample. Explains to campers they will also be collecting content all week for ancestor honoring video as well as for their memory books. You will also be creating brief life summaries of these ancestors, so you should start taking notes in your memory book of what you are discovering. Print out 5 generations of your fan chart from FS (Family Search) and glue into memory Book.
3. Google “Family Search.org” in Chrome located at the bottom of the computer screen. “Sign in” to Family Search with username and password. (Before you go home, please sign out of your Family Search Account each day)

Computer Skills – FSC [Helpers and Computer/Marketing Tech Coordinator](#) – 15 minutes

Create a folder on flash drive – Video and Memory Book (explain difference between file and folder) Teach the following:

- A. Computer skills: Splitting screen, clipping photos from FS to save for content, scanning photos brought from legacy box all for content for projects.
- B. Research skills: Labeling all files, notes to create a “pathway” to find their way back (see “Pathway” handout)

As the camper’s create content for video or memory book, please label every file they add to folders on flash drive. When saving every photo, document, audio, or story to the folder, please save with the following information as a file title: (They should have these 5 labeling steps in their Memory Books called “Pathway” handout)

  - a. The relatives first name
  - b. The relatives last name
  - c. PID# and
  - d. Birth/Death years.
  - e. How related

Devotional/prayer – Hallway [Directors](#) – 20 minutes

Devotionals begin with prayer. Campers and helpers are in a circle standing in the hallway.

Director explains that devotionals help us stop and think about what it is we are discovering and inspiring the other campers through sharing. Your interest in other’s stories will create a bond between you and the other campers. Use the Handout “Who, what, when, where...Follow Up questions to ask” when others are sharing. Every day we will be having a devotional. Bring what you are learning from home and share with us during devotional. This is a time to talk about how thin the veil is, How we need to listen to Heavenly Father to do this work and get to know our ancestors, how much they need us and how much we can learn from their lives. Invite each camper to share their legacy box with heirloom and story or photo from legacy box they brought. After you share what inspires you about your ancestor, feel free to say, “In the name of Jesus Christ Amen” as you are probably sharing your testimony.

## Section B: Daily Themes, Detailed Curriculum

### DETAILED Monday Curriculum

Page 3 of 3

Discovery Challenge – FSC [Helpers/Instructors](#) – 30 minutes back at computers

How good of a detective are you?



- A. Start with FS Home page tour (How do you find FS home page, yourself, your tree – Look under “Recents” to find yourself and your tree)
- B. FAN: Go through first 4 steps of “8 steps to Discovering your family” just on fan. (“8 steps” is already glued into your memory book.)

Ask: What’s there? What’s missing? in each of the 4 views. What could you add? Ask ? and set tasks in your Memory Book . Helpers: Refer them to their “8-steps to Discover your Ancestors” hand out. These are Basic steps to help guide your research. Ask helpers to use this 8-Step Guide in all stages of discovery.
- C. Exploring Tree views (Be sure to start clipping and adding content to video all through these challenges.)

(This is the belt next to the fan in upper right corner of page): Ask broad questions so kids can make basic observations on what they are seeing. What are some tasks the kids could assign themselves to explore later. (Connect their fan with the memory book – START TAKING NOTES IN Memory book about where their ancestors are from, who needs attention – Set \*Tasks\* for later more in-depth discovery). Here is where a volunteer can help. The kids make the discoveries while you write in their Memory book to start creating a research log of information on what they are discovering, questions they have, (make sure you create a “Pathway” using the handout with each family member’s research.) What are the 4 different views? Ask questions about what they show you.

  - Are there people missing from your part of the tree?
  - Where were your ancestors born?
  - Who has stories, who needs more stories on your tree? (Start from right side of fan and open a detail page and look at their stories/photos – clip and drag any content (photos or stories in your Memory book folder on USB label the file with pathway info. Campers may choose to print out stories from FS to glue into memory books)

Snacks/maps/Who’s Who activity – Hallway – [Games/Activities Coordinator](#) – 10 minutes

Snacks are eaten in the same time period as the Maps Activity is being explained by Games/Activities Coordinator. Each camper will have a unique set of colored pushpins to identify a birth of an ancestor they learned about during camp that day.

The Games/Activities coordinator will also explain weeklong discovery experience called “Who’s Who?” activity we will start building on as we go throughout the week. They will be creating this little game for their family to play at Open House on Friday evening but they will need to find the answers for themselves first all week. It should be left in their station packet of handouts to work on randomly as time permits throughout the week. The campers will create a list of ancestors on one page with Name, Year of birth and Death and PID#. This list will eventually be choices for family to use to fill in the “Who’s Who...? Activity sheet showing how well family knows their ancestors.

Wrap up – Hallway – [Director](#) – GO HOME AND SHARE – COME BACK AND SHARE ASSIGNMENT (this handout is in Section C) pass it out. Director makes these copies for campers.

Bring family photos tomorrow. Specify if your mom want’s the photos back. No more than 3 or 4 each day. We are going to add these photos to desk top project folders and glue them into memory book. Originals go home Share with your family what you learned and see if you can find any more stories about your ancestors to share with the other campers tomorrow. Ask on the drive home: “Was there someone in our family/ancestors who went through a really tough time? Tell me about it.”

THANKS FOR COMING EVERYONE. SEE YOU TOMORROW JUST BEFORE 10. Don’t forget to bring content (photos, stories) tomorrow to share.

## Section B: Daily Themes, Detailed Curriculum

### DETAILED Tuesday Curriculum

Theme: Eternal Identity through Discovering Ancestors –  
learning from their lives

Page 1 of 2



Kids sign in every day – wear a name tag with birth country of ancestor(s)

1. Daily Challenge in Family Search Center - Helpers and Instructor - 15 minutes written on the board by instructor. Time Schedule written on the board by Director
  - A. Scan in Photos you brought
  - B. Edit photos into separate files
  - C. label or title the file with name, birth, death year and PID#
  - D. Save to folder on thumb drive
  - E. Print and glue into memory book anything you would like, label with person's info and make discovery notes and tasks you need to go search later or questions you have about that ancestor
  - F. Create dots for timeline project with grandparents/great grandparents names and birth/death year to be added to timeline in the hall during snack time.
  
2. Devotional/prayer – Hallway Director - 10 minutes in a circle  
“it’s a time to share testimony on how family influences life – living and deceased.” Share an ancestor’s story that has impacted your life. (veryyyyyy brief). Then ask the kids to share an ancestor’s or living relative’s story that has impacted their life. Encourage them to end their remarks “In the name of Jesus Christ Amen.” Helpers: Please resist the urge to share your personal stories, rather ask the campers questions to get them to share their stories.
  
3. Discovery Challenge – FSC Helpers and Instructor – 30 minutes  
Don’t forget to connect Heavenly Father’s help in all their discoveries  
FamilySearch Activities – Challenge (make notes in memory book on discoveries and clip pictures for slide show – don’t forget to add “Pathway” information as you save each file. Add names birth/death to dots for timeline Activity.) Don’t forget to award points (small cloth balls deposited in cup – At the end of the day all the balls can be deposited in a large jar to visually show all the discoveries made)  
Also don’t forget to fill out “Who’s Who? Sheet.”
  - a. All about me? Choose 3 things to record in memory book
  - b. Famous relatives pick 3 to open up and learn more about. How are you related? Take notes in memory book, clip pictures and add to slide show or print out. Assign follow up tasks.
  - c. Where I am from? Write down how many ancestors were born in other countries or clip and print out map. Do the same for immigrants and converts. Click on “My Heritage” and clip what percentage are you from what countries and print out and paste in memory book. You may also google earth to find an ancestor’s home. (Found on Draft Registration, Death Certificate, Census) You can also google address and click on “images” clip and paste into your memory book and save to video folder
  - d. Compare a face – clip and print, glue in memory book. You may also try coloring a photo in “My Heritage”. You will need to use the helpers or instructors My Heritage login information. Probably not time for coloring.
  
4. Snack, Map- bring dots of ancestors to timeline in hall– 10 min Games/Activities help them with timeline activity and they can add more push pins to map

## Section B: Daily Themes, Detailed Curriculum

DETAILED Tuesday Curriculum

Page 2 of 2



5. Game – “Upset the Relative Basket” Cultural Hall– Games/Activities Coordinator - 20 minutes  
Upset the Relative basket has two goals (Points can be gotten from achieving both)
  1. Help the kids get to know one another by sharing their ancestor’s stories.
  2. Learn how to ask follow up questions to show interest In one another’s stories (have the campers bring in the “Follow up questions” handout into the cultural hall).
  
6. Identity Challenge – FSC -. Helpers/Instructor - 35 min  
Instructor will talk about how this world has an Identity crisis. Temple and Family History can help you find your identity as a Child of God, a Disciple of Christ and a member of an eternal family. Each of us have a key role to helping our family get back to our Heavenly Father. Each of the campers have a chance to use their Memory Books as a way to artistically and uniquely describe themselves. We have included identity prompts in the handouts for the kids to cut up and display on memory books. They can also write their own “brief Life History” on their own detail page to hand down to future generations. We can also do the same for our ancestors -- Creating a brief life history for our ancestors also helps them become more real, though we can’t see them.
  - a. Creating an identity on the cover of your memory books. Decorate the front of your book with name, things you like to do, stickers, word strips that describe you.
  - b. Use the words from the list and the quotes to glue on memory book
  - c. Have them fill out: “I am.... Sheet.” And glue into book
  - d. Circle Words that describe you. And Glue into book
  - e. Pick an ancestor and open “About” on their detail page. This is a computer-generated life sketch. You may learn more about them and write what you learn in book. Don’t forget to ring bell and be awarded points by helpers for all you are discovering
  - f. Speak into recorder or write a “memories stories” through FS on your own detail page. Tell a story that helped your testimony, tag and add a photo I like to ask them to write one line they know to be true, take a photo and tag on own detail page. Or ask them to write about all the things they are grateful for.
  - g. Please write a very brief life sketch about yourself. Paste into memory book and Add to your own personal page.
  
7. Go home and Share/Come back and share- FSC Director On the Car ride home ask your Mom, about her mother. Ask her to describe your grandmother to you. Follow up with Who, what, when, why, how questions. Bring any photos you would like to include in the slide show and memory books. Bring any story you want to share with us tomorrow and come a little early. **MOST IMPORTANT: PLEASE ARRANGE WITH A FAMILY MEMBER TO DO AN INTERVIEW WEDNESDAY AFTERNOON (PARENT, SIBLING, GRANDPARENT).** We will be practicing how to do that interview Wednesday morning with a partner.

## Section B: Daily Themes, Detailed Curriculum

### DETAILED Wednesday Curriculum

Page 1 of 2



Theme: Connecting and preserving living family history. 8 steps to guide you in getting to know your ancestor. Filling in details and creating a brief life summary of discovery

Wednesday Schedule: Don't forget to connect Heavenly Father's help in all their discoveries

Kids sign in – name tags with ancestor's birth places.

1. Daily Challenge – FSC Helpers/Instructors - 25 minutes Written on the chalkboard by instructor. ASK KIDS WHAT THEY ENJOYED LEARNING ABOUT YESTERDAY? (URING CAMP AND FROM FAMILY. Did they spend any more time at home on FamilySearch? Add to Who's Who ? questions. Don't forget to ring bell and be awarded points in cup 2 min.
  - A. Scan in photos from home. Add to video folder/memory folder. 5 min.
  - B. Preparing for your interview. 5 min  
Circle the questions from the Interview list that you want to ask.  
Choose the appropriate Who what when where why how questions to follow up during the interview.
  - C. Open up Libre in bottom of screen (far right icon) type: "One thing you know to be true." Save to Flash drive folder. Go to own detail page and add that memory. 5 min
  - D. Fill out some of the blank round stickers with names of ancestors, Birth/Death years, to attach to timeline in hall during snack time (helpers can write this for the campers). 3 min.
  - E. Pick some ancestors' photos you would like to include in your video. Clip and add to flash drive folder "video" folder. Don't forget to label the files with name, birth/death years, PID# 5 min
2. Devotional/Prayer – Hall – Director - 10 minutes in a circle - What story can you share today? (Bring "Who what when where why questions" to use after someone shares). Start out asking what each of them are discovering about their ancestors?: Ask: 1. What does Heavenly Father's voice look like in this work? 2. What are some of your living Family experiences in sharing ancestor's stories with one another? 3. What skills are you learning in Family Search or on the computer? 4. How would you help teach others? (family, neighbors, older folks, siblings, friends, Make the point that finding new ancestors can be difficult to take to the temple. Sometimes we get stuck. Don't hesitate to stop any time in your discovery and asking Heavenly Father to direct you.
3. Game – "Fact or Fiction" – Cultural Hall Games/Activities Coordinator: 15 minutes (have the campers use the Follow up questions who, what....)  
Research takes a lot of examining what is truly factual and what is not. After the game, go back and make notes in memory book about the True stories – use 3-word bullet points to remind you of what stories you want to attach to Family Search in "Memories"

## Section B: Daily Themes, Detailed Curriculum

### Detailed Wednesday Curriculum

Page 2 of 2



4. Discovery Challenge: FSC – Helpers/Instructor - 30 minutes Interviewing each other. Use “How to hold an Interview” sheet to conduct the interview
  - A. Open your own detail page find “Memories”
  - B. “Add Memories” – Audio – Give it a title – Start Recording – Save
  - C. Now hold your interview:
    - a. Interviewing the person sitting next to you. (you will need to be in front of their FS page)
    - b. Use 4 questions from the list to ask the other person. Remember one person conducts the interview (asks the questions) on the other’s FS account The person who is answering is where the interview is being recorded.
    - c. Ask at least one follow up question (who, what, when, where, why, how) 1 point for every question asked.
    - d. Write down in your memory book one person you are going to interview at home.
      - i. Use at least 5 questions and more follow up questions.
      - ii. Report how many points you earned during that interview.
      - iii. Audio record on that person’s cell phone on their family search account.
      - iv. Record no more than 4 minutes.
      - v. Save to their personal detail page.
5. Snack, timeline, maps – Hall – Games/Activities Coordinator 10 minutes bring STICKERS WITH ancestors RETRIEVAL INFORMATION ON (with name, birth and death year) and pushpins for mapping your ancestors.  
Bring your fan and add more ancestors to timeline and maps
6. Discovery Challenge – WHAT’S MISSING IN THE DETAILS? FSC Helpers/Instructors -20 minutes use “8 Step to Discover your Ancestors” use 7 of the steps on your own detail page.
  - a. Find your own detail page (write your PID # in your memory book)
  - b. Open “Details” section
    - Fill in “Vitals”
    - Fill in “other information”
    - Fill in “Family Members”
    - Find out what “living” means vs deceased or permanent record
    - Make a list of ancestors that you would like to fill in the details for or just to learn more about. Make a note of Tasks in the notes section of your memory book. See if anything is missing. Add any questions you may have about this ancestor.
7. Go Home and Share – come back and share: FSC – Director - Do your interview, Bring any other photos tomorrow that you might want to scan into your family Video/Slide Show. Be prepared to share during Devotional anything new you found out about your family member.

## Section B: Daily Themes, Detailed Curriculum

Detailed Thursday Curriculum

Page 1 of 2

Theme: Discovering the ancestor you take to the temple

How to examine Sources to learn more about your ancestors



Kids sign in every day in Family Search Center (FSC) name tags – include ancestor's birth countries on name tags

Daily Challenge: FSC Helpers/Instructor – 10 minutes write on chalkboard before staff meeting. Scan in any photos from home to folders. Add photos from phone or photos brought in to video folder, Memory book. (Don't forget to add "Pathways": information name, birth and death year and PID#.)

Devotional/Prayer: Hallway Directors – 10 minutes Don't forget to encourage them to remember Heavenly Father's help in all their discoveries

Share how getting to know ancestors will impact their experience in the temple. Ask the campers to share about the interview they did yesterday and what did they learn they didn't know before.

Temple Discovery Challenge – FSC Helpers/Instructor – Take a person, not just a name. 40 min

Let's access ordinance ready to know the person we are taking to the temple and make sure all their immediate family has their temple work done. Imagine if you just joined the church and you got to go to the temple right away? Wouldn't it be amazing to take your grandparents/great grandparents, who had died, to receive their baptismal ordinances? Your experience becomes really personal when you know the person you are taking. So, let's get to know the ancestors we are taking to the temple and make that a habit for any person you get to perform baptisms for. They are all real people living on the other side of the veil and they really need you. (Use the 8-Steps to Discovering your Ancestor" handout). At this point you may use my class at RootsTech 2025 entitled: More than a Tree: A Universal Guide to getting to know your ancestors" to have them do this exercise:

<https://www.familysearch.org/en/rootstech/session/more-than-a-tree-a-simple-universal-guide-in-getting-to-know-our-ancestors>

1. Open Home page on FamilySearch. Open another tab with the same home page
2. Split screen and have the Home page duplicated on either side of the monitor
3. Open "Temple" on left side of screen
4. Choose "Ordinance Ready"
5. Choose male or female
6. Choose Baptisms and Confirmations
7. Choose one of the 4 people to open on the right of the screen (choose the one with the most information).

Make notes in memory book on everything you discover. (Remember to ring cow bell and receive points for all discoveries. Fill in the "Who's Who?" Activity Sheet)

- Click "Learn about (Johnny Smith)..."
- Write down under "Temple" tab in your Memory book: the name, birth/death and places, their PID # of the four people you will do baptisms for.
- Click "View Relationship". Write down how they are related to you under "Temple" tab in your memory book. (Click arrow back to get back to detail page)
- Fill out circles with names and birth/death years to add to TimeLine in the hallway.
- Click on sources and learn about the person. Does all the information in the sources line up with the information on the person's detail page?
- Choose "About" and click on the computer generated "Brief Life History of (example: Johnny Smith) Click on "MORE"

## Section B: Daily Themes, Detailed Curriculum

Detailed Thursday Curriculum

Page 2 of 2

Theme: Discovering the ancestor you take to the temple

How to examine Sources to learn more about your ancestors



Making notes of discoveries Continued:

- Take a look at the family members. What do you notice about them? What's missing? Write tasks to do to fill in missing information. Write down who may have these answers. Write down any questions you may have about them all in your memory book.
- Read and discuss with helper about the person you will be taking to the temple.
- Copy the Brief Life History and paste into Libre document at the bottom of the screen.
- Print out the Brief Life History, sizing to fit on back of the ordinance card.
- Click on "Ordinances" and "Print" click on "Print Family Name Cards" uncheck all ordinances you won't be helping them with and "Print contact Information . . ." Click on "Print" Click on "Continue" (Print by clicking on the printer in the top right-hand corner of the web page)
- Glue the Brief Life history onto the back of the ordinance card.
- X out of all tabs but "Ordinance Ready" tab.

You can help your parents when they serve in the temple by doing a little discovery on the people they take and print out a brief life history to glue onto the back of their ordinance cards. Make sure you check all family (spouse, kids, siblings, parents) ensure they have their ordinances reserved or done. If not you can reserve and repeat steps 11-8 on their profile page. Repeat steps above for each person you reserve ordinances for. You may be able to bring a whole family to the temple.

Snacks – MAPS/TIMELINE – Hallway – Games/Activities Coordinator – 5 minutes

Discovery Challenge: Bringing your ancestors to life – FSC – Helpers/Instructor – 30 minutes

- Starting from right to left Open Fan and pick a story to read of an ancestor.
- On their detail page click on "Memories".
- Find the memory, and open
- Copy and paste story. Add it to Libre and print it out and add it to your memory book.
- Add photos of ancestor that should be added to slide show by clipping, dragging and dropping into Video Slide show folder. (Make a copy of each photo to print out and add to your memory book). Always label any notes in your memory book, files on computer or photos on the computer with the ancestor's PID # and when they were born and died and your relationship to them.
- You can also copy and paste/crop in Libre the computer-generated life sketch and save it to your video folder.
- Please use the sticker-colored circles to label each ancestor they learn a story about to attach to the Timeline in the hallway.

Repeat with other ancestors as often as we have time for.

Activity – "Examine sources to get to know your ancestor" FSC – Helpers/Instructors – 25 minutes

See instructions for this game in your folder. (Games/Activities Coordinator won't need to be in charge of this.)

Take home and share, bring back and share: FSC Directors

Share a story about an ancestor you discovered with your family on the ride home. Schedule a time to go to the temple to do baptisms/confirmations for your ancestors. Work on memory book at home, bring any other photos you want to use in your slide show. Remind parents to bring a traditional dish to the Open House tomorrow evening. If you'd like you can bring photos, and a special heirloom to decorate your family table. Please plan to stay after and help clean up. Friday morning is all about finishing up your two projects. Come a few minutes early if you can. Don't forget to bring back your flash drive, if you take it home!!!!

## Section B: Daily Themes, Detailed Curriculum

DETAILED Friday Curriculum

Page 1 of 2



Theme: Help others connect to their family. Blessings of knowing your Family History. Creating an Ancestor Honoring Video.

Kids sign in every day in Family Search Center (FSC) name tags – don't forget to ring the bell and be awarded with points.

Daily Challenge: FSC Games/Activities Coordinator - 20 minutes

Create a list of ancestors for family to choose from tonight at Open House for the "Who's Who Activity." You should have been filling in the blanks all week with name, birth and death year and PID# Your family will need a blank copy for them to fill in at Open House using the list you give them. This list should not be in order of the sheet questions. Use this activity to teach family who is who.

Missionary Discovery challenge: FSC Helpers/Instructor – 20 minutes (Don't forget to connect all their discoveries to Heavenly Father)

Help a friend have a discovery experience.

Who are you going to help? Connect to their family past, present and future. Bring your family in the FSC or ask a consultant to come to your house. What would you want them to see?

Or help a friend connect to their relatives, past, present, and future. You can find their deceased family on your FS account. Practice on yourself first with these steps and then repeat for friend.

- a. Look in your memory book and find your great grandmother's name, spouse, birth year and death year, parents' names
- b. Go back to your home page and Find Your great grandmother
- c. Click on the "Family Tree" drop down and click on "Find"
- d. Fill in your great grandmother's name, Place, and year of birth – click on "Search"
- e. Find your great mother and click on her name. Make sure it is the right person. (Same spouse, same parents). If you can't find her look to the right where you can add more information. Add a parent or spouse name and try again.

Now you are ready to show your helper how to find their family and be interested in what they find. Ask them who, what, when, where, why, and how questions about these ancestors.

See if you are related to your friend's ancestor.

GO HOME AND TEACH EVERYONE YOU KNOW HOW TO FIND THEIR FAMILY ON-Family Search.org.

Devotional: Hall Director 10 minutes.

Share testimonies of what this camp has taught you and how it has turned your heart to your family and how it has helped you claim the blessings given to us from our Apostles if we engage in this work. Could they help their family discover family just like you did this week? Go back to your ward, find your TFH Leader and ask them how you can help the kids and the adults in the ward with accessing ordinance ready, taking a person to the temple and help a friend find their family. I will need campers to help me teach those 3 things to my Ward TFH Committees in October.

## Section B: Daily Themes, Detailed Curriculum

DETAILED Friday Curriculum

Page 2 of 2



Snack: add last minute stickers and push pins to map and timeline. Hall Games and Activities Coordinator - 5 minutes

CREATING AN ANCESTOR HONORING VIDEO – FSC Tech/Marketing Coordinator and Helpers - 30 minutes

Tech Coordinator will teach kids how to create a video using the computer's tools. The kids need to be reminded they can have fun creating, but they also need to remember they are paying honor to these ancestors. The video ought to be between 3-4 minutes.

Tips: Including a whole page of story printed will probably be too much information to digest for the watchers of the videos. Include maps of where ancestors lived, the fan, photos, death records, a very brief life sketch (2 sentences) for each of the ancestors. These photos should have been collected into their flash drive. We had one kid work for an hour on his and then erased it and we couldn't get it back so they do need to save and title it carefully. (They are so fast!) Remind them to take their memory books, flash drives, hacky sack home after Open House tonight

Use the content they've been collecting all week. Put together everything including photos and create your video show.

Sharing Ancestor Honoring Videos – FSC EVERYONE - 35 minutes

Take Home and Share, Bring Back and Share: COME TO OPEN HOUSE TONIGHT DIRECTOR: 5:00-6:30 - Bring family, food, family heirloom – bring memory book back to use to decorate the tables. Bring any photos of living or deceased family to decorate the tables. If you take your video home after camp, be sure to bring it back tonight!!! Come 10 minutes early and stay to help clean up. How many people are coming? Come with answers and follow up questions to use during "Upset the Relative Basket" game. We will play this game with your family. Please share during dinner memories surrounding the traditional food you brought with the table you are sitting at. Go home and put those memories on FamilySearch.

SEE YOU ALL TONIGHT 5-6:30

## Section C: Summary of Daily Handouts for Games and Activities

Page 1 of 4



Monday:

Theme Using Multi Media Tools and FamilySearch.org to discover and preserve Family History overview. Sharing Family History stories and Getting to know each other. We helped the kids get started in learning how to research by providing the following handouts and gluing them into Memory books before camp:

1. Pathways to find yourself back. In research we tend to go down rabbit holes and get lost on the websites we are visiting. Leaving breadcrumbs of where we were and where we got to is a pathway is the first step in research notes. We broaden that out later to include adding pages we visited and what is the result of our observations of those pages.
2. Follow up questions – Who, what when where... All the campers and adult helpers had these questions in their hands to ask follow up questions to any page they visited, or any story told in game playing or daily devotional family storytelling. This is a good skill for all campers to learn.
3. Who's Who? Activity. This handout was to help the kids have some place to start in recording some of the stories they will learn about their ancestors to share with their family during open house at the end of the week. We are teaching them how to take notes on their discoveries. The family should have a blank one to fill out at the open house. The campers will create a list in a different order than the questions of what they found all week and will help their family fill in what they don't know. The directions can be glued into the memory book but the blank sheet will need to be loose. Copy two: One for all week and one for family to enjoy.
4. Speed Connecting Game: They loved this game. It is similar to speed dating. It helps them get to know each other and also a place where they can start sharing their knowledge of their living and deceased family.
5. Mapping Activity: This activity took place during snack breaks each day of camp. They were learning more and more about where their ancestors were from as the week went on. It was a good activity to do with their family during the open house.

## Section C: Summary of Daily Handouts, Games and Activities

Page 2 of 4



### Tuesday:

Theme: Developing Identity through Discovering Ancestors - learning from their lives. We helped the kids learn about their ancestor's identity and their own inherited identity as children of Heavenly Father. This is the day we had them work on their memory books. The handouts were to be added to those memory books. The Upset the Relative Basket Game was a great game to move their bodies as well as learn about some of the stories of one another's ancestors. The Who, What, When .... Follow up questions are great to ask, and kids are awarded individual points for asking questions showing interest in what each other is sharing. Use the following handouts to glue in or on memory books

1. I am... use some of these statements to decorate memory books
2. Tuesday Quotes: Inspiring quotes to be glued onto memory books about the benefits of knowing your family history and the promised blessings given to those of us who engage in Temple and Family History Work
3. What Words describe you...: and your ancestors/living family. Identifying your potential strengths and gifts to glue onto the front or inside of the memory book to show the key role the youth have in gathering Israel using these gifts.
4. Timeline: The campers add stickers with ancestor's names to this timeline during snack time. It helps them appreciate what these ancestors had to live through and honoring them by recognition. These discoveries can be transferred back into their memory books where they can record some of these stories.
5. Upset the Relative Basket Game: This was their favorite game. We repeated this game with their family members participating at the Open House. Include the follow up questions for more points

Family Search.org Activities: They loved these activities. But we couldn't do all of them this week. We did "Famous Relatives" "All About Me" and their favorite were "Compare a Face" and "Picture my Heritage" (They wanted to do that the rest of the week. I will warn you. We didn't encourage that since it could end up being mindless screen time). It's a good one to do with the family during the Open House on Friday)

## Section C: Summary of Daily Handouts, Games and Activities

Page 3 of 4



### Wednesday:

Theme: Connecting and preserving Living Family History 8-Steps to help you Get to know your ancestor research methodology - filling in details and creating a brief life summary of discovery. Use the following handouts:

1. How to hold an interview: The kids had a blast interviewing one another and learned how to listen using the follow up questions Who, what, when... They were laughing pretty hard at some of the questions. They should have already been prepped to arrange for an interview at home with a grandparent, parent, sibling, Aunt, etc. Some grandparents were there helping them all week, so they could practice after camp on this day recording it and adding it to that person's personal profile page. It could be something to do during the Open House as well.
2. 8 Steps to discovering your ancestors. This handout should be used every time anyone sits down to research. It also should be used to get to know the ancestors that you will be serving as you take them to the temple. Please see my RootsTech Presentation 2025 on line to understand how to help campers get to know their ancestors: <https://www.familysearch.org/en/rootstech/session/more-than-a-tree-a-simple-universal-guide-in-getting-to-know-our-ancestors>. This is the best thing to use in training helpers and should be available to them all week. (This is how I train consultants).
3. Fact or Fiction game: This game was developed to help the campers learn that all information on FamilySearch may not be correct and it is important for them to examine all the evidence to ensure they are not adding information that is incorrect to their ancestor's profile page.

### Thursday:

Theme: Discovering the ancestor you take to the temple. How to read examine sources to learn more about them and practice creating a brief life history summary of what they discover. We used this activity to help them individually click on their ordinance ready ancestors' profile pages and discover who exactly they were going to serve in the temple. After discovering

## Section C: Summary of Daily Handouts, Games and Activities

Page 4 of 4



### Thursday (cont.):

those people and reading all their sources and detail information, they created a brief life history, printed out the ordinance card and glued the brief life history on the back. We talked a lot about how that can personalize their experience in the temple.

Getting to know your Ancestors by examining their sources. Learning how to examine sources to get to know your ancestors - Use the follow up questions “Who, What, Where and the timeline to paint a clearer picture of these ancestors. This could be made into a game by having them switch computers and answering only one of the questions per computer and see who can get done the quickest. At the end everyone could contribute to a collective brief life history on the handout. This was the game for the day.

### Friday:

Theme: Help others connect to their family. Blessings of knowing their Family History creating an Ancestor Honoring Video. This day was completely devoted to creating their ancestor honoring video. We broke it up by having a daily devotional where they could share what they have learned and daily snack. We also had for snack time an ice cream sundae celebration on Friday morning. You could throw in another game, but the video producing was a lot of work for most of them, and they were very interested in completing that to show their family at Open House. (No Handouts)

### Friday evening Open House:

Theme: Sharing with family what Campers learned. Ancestor Honoring Video.

FamilySearch.org Activities. Going over Who's Who? worksheet to see how much family knows about family. Looking at the map and timelines. Sharing family favorite traditional foods Marketing Coordinator shows a summary of Camp video and awarding camper their certificates.

Follow up questions  
WHO, WHAT, WHEN, WHERE,  
WHY AND HOW?????

Who was there?  
Who started it?  
Who fixed it?  
Who complained?  
Who helped?



What caused that to happen?  
What did you do about it?  
Did you ever have that happen again?

What would you do differently?  
What did you learn from it?  
When were you able to.....  
When did help arrive?  
When were you able to recover?

Where were you at the time?  
Where were your family members?  
Can you laugh about it now?

Why did it happen?  
Why couldn't anyone help?  
Could you have done anything about it?

How did that change your view in the future?  
How does it help you now?  
How many did it affect?  
Do you have any advice for me?

Split this document in half and glue one half in each of the campers memory books

Follow up questions  
WHO, WHAT, WHEN, WHERE,  
WHY AND HOW?????

Who was there?  
Who started it?  
Who fixed it?  
Who complained?  
Who helped?



What caused that to happen?  
What did you do about it?  
Did you ever have that happen again?

What would you do differently?  
What did you learn from it?  
When were you able to.....  
When did help arrive?  
When were you able to recover?

Where were you at the time?  
Where were your family members?  
Can you laugh about it now?

Why did it happen?  
Why couldn't anyone help?  
Could you have done anything about it?

How did that change your view in the future?  
How does it help you now?  
How many did it affect?  
Do you have any advice for me?

## Section C: Summary of Daily Handouts for games and activities



### SPEED CONNECTING GAME Set up:

This game will be the first daily Challenge on Monday of camp:

You may need to ask everyone to come into the cultural hall where chairs will need to be set on either side of a banquet size table or two tables. One chair for each person.

Director will introduce everyone (campers and helpers). After doing “Relatives around me” the Speed Connecting Game will commence.

Game/Activities Coordinator will conduct the game. 20 min only.

For each game this week, please have the campers bring and use the “Follow up questions” sheet available with all their handouts. These “who, what, when, where, why, how” questions you will get the listener to ask more questions and receive more points for asking. We want to get them really listening to one another and feeling heard.

### SPEED CONNECTING GAME:

#### Instructions:

This is like a speed dating game. Only use two minutes for each person to ask questions of the other person. That means four minutes per round. Then switch chairs by moving to the left one chair. All campers on one side of the table will start the questions. Please encourage the listening camper to ask more questions

You will need to ring the bell to switch questioners after 2 minutes. Ring the bell after 4 minutes to move chairs to get a new camper.

Every camper gets a list of instructions/questions

Asker: Ask questions about ancestors to the other camper (2 minutes): (below are some suggested questions) You can choose what you would like to ask the opposite person. For every question you ask, you receive a point. Use your “Follow up questions” to get more points.

Teller: The teller gets a point for every question answered

1. What relatives in your family are you closest to? Why?
2. Are you named for a relative? What kind of person are or were they? What is the definition of your name?
3. What qualities do you admire in your family members?
4. Do you have any relatives that went through hard times? Tell me their story.
5. Do you have an heirloom that has been passed down in your family: recipe, clock, piece of art, jewelry, etc. Why is it important in your family? Tell me the story behind it.
6. What traits do share with another family member?
7. Is there anyone famous in your tree? Who?

Now switch and the other person asks questions for 2 minutes

Section C: Summary of Daily Handouts for Games and Activities

Monday Handout: Pathway to find your way back

How to recover tasks, web pages, organize notes and files

I gave one of these to each camper to keep at desk to help them

keep track of their research. Glue into memory book for campers

(This sheet will be cut up for 3 campers)



Everything we save needs a pathway back to recover.

Label all files on computer and any notes you take on  
ancestors or tasks you give yourself with the following:

- The relatives first name
- The relatives last name
- PID#
- Birth/Death years
- How related

Everything we save needs a pathway back to recover.

Label all files on computer and any notes you take on  
ancestors or tasks you give yourself with the following:

- The relatives first name
- The relatives last name
- PID#
- Birth/Death years
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Everything we save needs a pathway back to recover.

Label all files on computer and any notes you take on  
ancestors or tasks you give yourself with the following:

- The relatives first name
- The relatives last name
- PID#
- Birth/Death years
- How related

## Section C: Summary of Daily Handouts and Activities



### Monday Handout:

#### 8 Steps to get to know your ancestors

Camp Prep Coordinator: Glue into memory book before camp

To become a good researcher, you need to extract information off of every page you visit in your Family Search Discovery. Use the following steps over and over to learn more about your ancestors.

Start with your own fan chart and answer questions 1-4. Then after step 4 go to your own profile page and repeat all the questions 1-7.

Do the same questions 1-7 for each person in your immediate family.

1. **What's there?** (Don't forget to pray to know what Heavenly Father wants you to discover)
2. **What's missing?** (Make a list).
3. **What can you add?** (fill in details Memories will be done on Tuesday)
4. **What questions do you have?** Assign yourself tasks to go home and find answers come back and put in all the answers.
5. **What do your sources tell you?** (learning how to examine sources to create a brief life history)
6. **Create a brief life history on yourself (or your loved one)** (On your phone hit the + sign and create your brief life history or a relative)
7. **Check out immediate family** – repeat steps 1-7 for each person in your family.
8. **Go to the temple and do all 7 steps for each person you are taking to the temple.** After you create a life history on every member of the family, make sure each has her/his ordinances reserved – print out the ordinance cards with the life history glued to the back of each person you are taking to the temple. (This will be talked about on Thursday of camp.)

### FOOTSTEPS THROUGH TIME

1620	1760-1840	1775-1783	1800-1815	1830	1844
Mayflower lands in New England	INDUSTRIAL REVOLUTION	FRENCH REVOLUTION	NAPOLEONIC WARS	Church of Jesus Christ of Latter-day Saints Organized	Joseph Smith & Hyrum Smith die at Carthage, Illinois
	1776 - Declaration of Independence			1839-1846 - Nauvoo Settlement & Nauvoo Temple	

1861-1865	1878-1920	1918-1919	1929-1939	1939-1945	1947-1991	1955-1975
CIVIL WAR	WOMEN'S SUFFRAGE MOVEMENT  1920 - 19 <sup>TH</sup> Amendment Passed	Spanish Flu Epidemic	GREAT DEPRESSION – Crash of US Stock Market	WORLD WAR II  1941 - Pearl Harbor Attacked	THE COLD WAR 1961 - Berlin Wall Built 1987 - Ronald Reagan "Tear down this wall" speech	VIETNAM WAR 1963 - President Kennedy Assassinated 1968 - Martin Luther King Assassinated 1969 - Astronauts Armstrong & Aldrin walk on the moon
	1914-1918 World WAR I				1954-1968 - U.S. CIVIL RIGHTS MOVEMENT	

1990-1991	2001	2003	2003 - 2011	2005	2012	2020
"Desert Storm" – Persian Gulf War	September 11 Attacks	Space Shuttle Columbia Explosion	Iraq War	Hurricane Katrina	Hurricane Sandy	Covid 19 Pandemic





# Canada



## Section C: Summary of Daily Handouts for Games And Activities

### Directions for Who's Who? Activity



Campers to work on all week with helpers between activities and instruction when they have extra time.

On Monday you will receive a blank "Who's Who?" Activity Sheet to fill in all week with your camper.

On Friday, please have camper prepare a list of names filled in that activity sheet. Not in the same order as what they filled in. Be sure to include PID #, birth and death year and full name.

During the open House the Camper's family will use the list of names to figure out who belongs to what blank on the blank "Who's Who?" Activity sheet. See if the family can match up all the names with the right blank spot.

Section C: Summary of Daily Handouts for Games and Activities  
Monday & Friday  
WHO'S WHO? Activity Sheet (2 copies)



Camper's will use this worksheet all week to discover ancestors who have experienced the things on the left side of the page.

Please fill in the blanks anytime you discover these types of ancestors during the week. (Award points for each blank filled in). Please add their full name, PID # birth, death year and how they are related to you. You may or may not find all 20. By the end of the week, campers will need to create a separate list of ancestors from this filled-in sheet that fit these 20 descriptions but are not in the same order as this sheet. Your family will be given the personalized list camper's created all week on Friday evening along with a blank version of "Who's Who?" worksheet to match up ancestor with experiences listed below.

Who did.....???

1. This ancestor experienced.... (from memories)\_\_\_\_\_
2. I look most like..... (ancestor from "compare a face" and "my heritage" activity)\_\_\_\_\_
3. Our family is related to..... (famous person activity)\_\_\_\_\_
4. Who is our courageous pioneer?..... (famous person activity) \_\_\_\_\_
5. What country(s) did most of my ancestors come from? (from "generations" and "my heritage")\_\_\_\_\_
6. This ancestor was from this state....\_\_\_\_\_
7. This ancestor worked .... (whatever occupation) \_\_\_\_\_
8. This ancestor lost .... (a child, more than one child, a spouse) before they died.... \_\_\_\_\_
9. This ancestor lived during the 1918 Flu Pandemic.....\_\_\_\_\_
10. This ancestor immigrated to United States from..... \_\_\_\_\_
11. This ancestor had (13, 10, etc. --a lot of children).....\_\_\_\_\_
12. This ancestor joined the church.....\_\_\_\_\_
13. This Ancestor was courageous because....\_\_\_\_\_
14. I want to be like.....\_\_\_\_\_
15. This ancestor fought in \_\_\_\_\_ war. ....\_\_\_\_\_
16. This ancestor died of (death certificate)...\_\_\_\_\_
17. I can be better than this ancestor In my choices because...\_\_\_\_\_
18. This ancestor is my favorite because\_\_\_\_\_
19. I couldn't believe this ancestor did....\_\_\_\_\_
20. I can relate to this ancestor because...\_\_\_\_\_

## Section C: Summary of Daily Handouts for Games and Activities

### Monday Mapping Activity:



- Decorate a bulletin board in the hall next to the FamilySearch Center. (see photo below)
- Provide a separate color of small push pins for each camper: see sample supply list.
- Order two laminated maps one of world and one of United States/Canada to help decorate the bulletin board.
- If you do not have access to a large bulletin board come up with an alternative using very small colored stickers.

During snack time out in the hall invite the campers to bring their pushpin/stickers into the hall to add where their ancestors were born or lived. Do this every day for the new ancestors they discover.



If the bulletin board is not attached to the wall, you may have to take down the maps each day so other visitors to the church don't mess with it.

## Section C: Summary of Daily Handouts for Games and Activities

### Tuesday Handout (Identity)



I am

My Family is

My family helps me

I help them by

I love to

I have a testimony of

I am proud of

I'm grateful for

I'd like to get better at

I'm curious about

## Section C: Summary of Daily Handouts for Games and Activities

### Tuesday Handout: Inspiring Family History Quotes



“You’re never alone, even during what you think are your weakest moments, you have thousands of years of powerful ancestors within you—their infinite strength is always ready for you to discover and clothe yourself in.”

*“Family History offers a healing influence and an assurance that each person is precious in the eyes of our Heavenly Father. We learn better, who we are, where we come from and are blessed with a clearer vision of where we’re going. When individuals and families search out their ancestor’s inspiring actions and words, they will receive strength and direction for their own lives.”*

*-President Dallin H. Oaks*

*“Please remember that you are never and will never be alone. And I would add that these ministering angels know who you are. They care for you. They love you. They will become a vital part of the fortification of your home.” -Elder Gary E. Stevenson*

*“I invoke a special blessing on you parents, you youth, and you children, that each of you will find joy and be blessed in every other aspect of your life as you fulfill the obligation that has been sent from heaven.” -Elder Quentin L. Cook*

## Section C: Summary of Daily Handouts for games and activities

### Tuesday and Friday



#### Upset the Relative Basket Game

Tuesday as well as for Open House with families playing. Set up: Large circle of chairs facing inward one for each participant minus 1. (The helpers played as well as the campers).

White board for score keeping. A point is awarded for person stuck without a chair and the story told on the prompt as well as for every follow-up question from the sitters.

Rules: The Person who doesn't claim a chair is stuck in the middle and will answer the "What, Where, when, why, how follow up questions" from the rest of the chair sitters (Whoever asks a follow up question, gets a point).

(Have the prompts below available to give each person that is stuck in the middle to call out).

Prompts: The Person in the middle starts out with **any** of the following prompts. You can also include talking about a living relative as well as an ancestor:

All who have an ancestor that experienced something really difficult **SWITCH**

All those with ancestors that were born in the United States **SWITCH**

All who have an ancestor that experienced a miracle **SWITCH**

All those with ancestors that were born in another country **SWITCH**

All those who have younger siblings, **SWITCH**

All those who still have grandparents or great grandparents living **SWITCH**

All who have an ancestor who was a pioneer **SWITCH**

All those who have been to a family reunion **SWITCH**

All who have an ancestor that served in the military or fought in a war **SWITCH**

All those who have a funny family story to share **SWITCH**

All those who have ever had a funny or an embarrassing moment **SWITCH**

All those who love pizza, ice cream or soda **SWITCH**

All who have an ancestor who served a mission **SWITCH**

All who have an ancestor that came from poverty **SWITCH**

All those whose parents met at BYU **SWITCH**

All who have an ancestor that received a priesthood blessing **SWITCH**

All who have had ancestors that did something really stupid **SWITCH**

All those whose ancestors' lived during the 1918 Influenza **SWITCH**

## Section C: Summary of Daily Handouts for games and Activities

### Tuesday Handout: (Identity)

What words describe you?

What words describe your living family members?

What words describe some of your ancestors?



strong

resilient

kind

generous

inventive

loyal

athletic

musical

smart

honest

hardworking

persistent

patient

faithful

forgiving

quiet

outgoing

interesting

unique

blessed

happy

helpful

humorous

clever

imaginative

artistic

## Section C: Summary of Daily Handouts for games and Activities

### Tuesday Timeline Activity

#### Directions



Produce a timeline.

- Provide each camper with small unique colored circle stickers about ½” diameter to write ancestor’s names and Birth year-Death year.
- Just google: “How to create a Time line”. Page 43 is an example but very limited.
- You will be taping that across the hall wall with painters tape. Please take down each day and put up in the morning.
- You will be the one to show them how to add to the timeline every snack time.
- The volunteers will talk with them about what was happening during their ancestors lifetimes and how that might have impacted what they went through.



## Section C: Summary of Daily Handouts for Games and Activities

Fact or Fiction

Wednesday

Page 1 of 2



**Set up:** Chairs and painters tape shaped boxes on the cultural hall floor. The closest boxes to the campers will be about 1" X 2'. You can switch around the boxes however you want. I would recommend setting up the closest boxes at least 6 feet away from campers chairs. They can stand in front of their chairs to throw the hacky sack into the box they think is the answer. See photo for an example of how it could look.

**Playing:**

Starting with the person being IT on one end of the line and work rounds to the other end of the line. You probably will only get 4 or 5 players being IT. Make sure all campers have labeled their hacky sack with their name.

One person at a time is IT. That person chooses a question from the list (everyone gets a copy of the list below and a copy of the "Who, what, where...follow up questions"). You can't choose a question that has already been answered. The person who is IT stands near the circles and reads one of the questions and then answers (either truthfully or a made-up/fiction answer). The rest of the chair sitters stand and decide whether the IT person's story is truth or fiction. All at the same time chair participants throw their hacky sack into A "Fiction" or "Fact" square. The IT person tells if the story is true or false. Points awarded for hacky sacks in the correct square guessed.

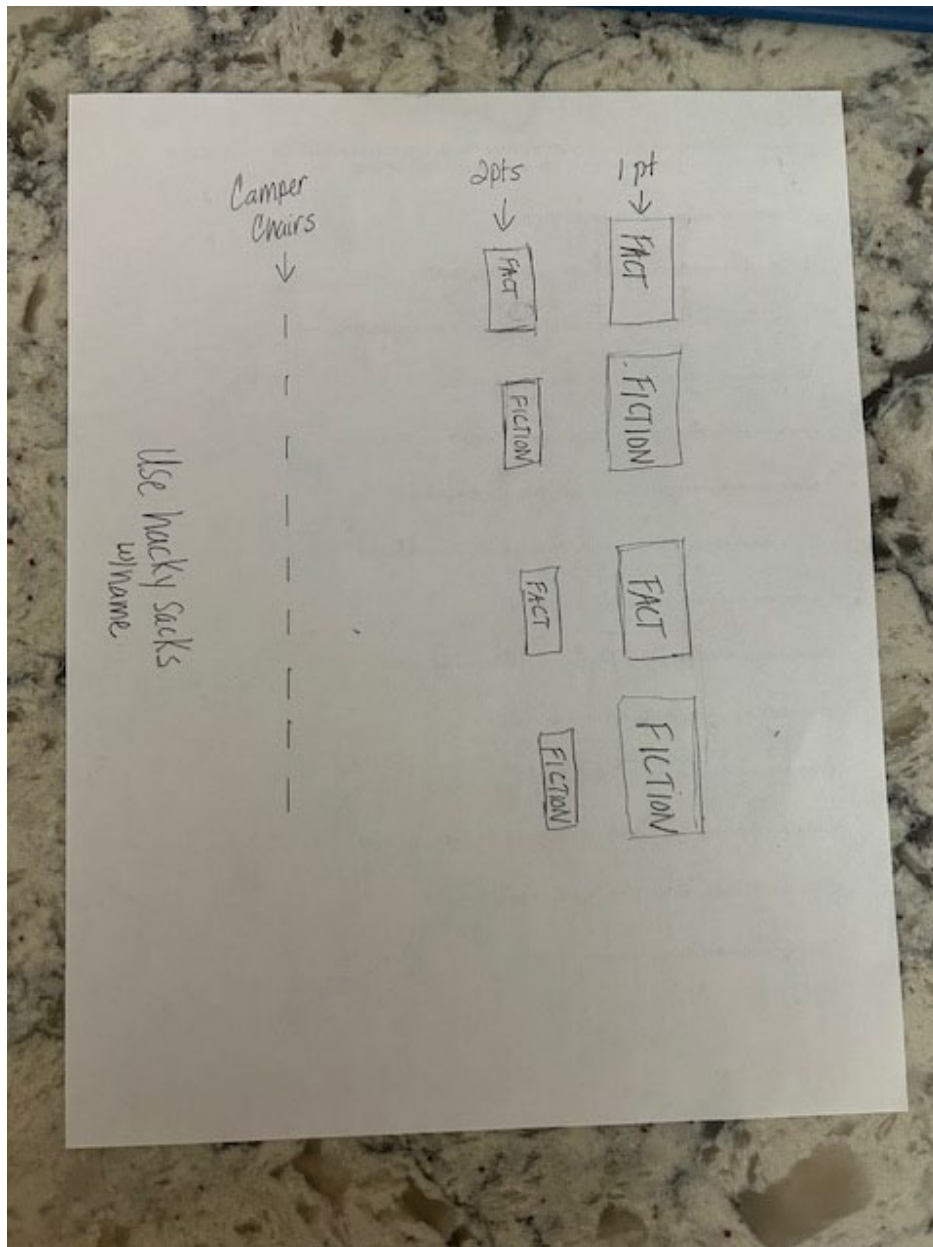
The chair sitters can earn extra points for every follow up (who, what, when, where why, how – these are more specific list of questions that just the words who, what, when where why) question the person asking gets another point. The IT person also gets a point for every answer given. Everyone call out to score keeper how many total points they earned.

**Questions:**

1. What did an ancestor do when there was nothing to do?
2. What were family traditions your ancestor's family loved to do?
3. What did your grandmother do well?
4. What does your grandfather do well?
5. What was an ancestor good at?
6. What places did your ancestors live in?
7. What ancestor do you most look like?
8. What ancestor do act most like?
9. What do you admire in an ancestor?
10. What surprised you about an ancestor?
11. What scary thing has happened to an ancestor?
12. What trial did an ancestor have to grow through?
13. If you could go visit an ancestor's homeland where would that be and why?
14. Are you related to someone famous? Who is that?

Wednesday Fact or Fiction  
Page 2 of 2

Set up on cultural hall floor



## Section C: Summary of Handouts for Games and Activities

### Wednesday Activity



#### HOW TO HOLD AN INTERVIEW:

Prepare your questions and follow-up questions in advance. Below are a number of questions you could ask. You probably should limit the questions to ask from 4-6 questions with follow up questions for each of their responses (Use “Who, What, When, Where, Why How..Follow-up questions”). It can only be 4 minutes long if you are using FS recording option on the phone or computer.

Arrange for the interview in advance. You can do it in person or over the phone. If you do it over the phone you are going to need two phones. One for talking and receiving answers and one for recording. When we record in Family Search, you must be logged into the account of the person you are interviewing. You can record on the recorder app on a cell phone. If you do this, please make sure you upload the interview from the phone onto FamilySearch in “memories.”

Relax and make the person you are interviewing comfortable. You can always erase and start again.

It's all about them,..... not about you.

After everyone is ready, You will need to start the recorder. Please introduce the person you are interviewing: »Hi.we.are.here.to.do.a.special.interview.with.((((((((((((((((((Janice.Finnegan);.Thanks.for.allowing.me.to.interview.you;.I'd.like.to.ask.you.a.few.questions.about.your.life; ..

- Start with the first asterisk\* question in the interview (below)
- Include the middle asterisk\* question in the interview (below)
- End with the last asterisk\* question and thank them for their time (below)

#### Questions:

\*What ancestor do you know most about and what is it that you know.

What makes you laugh?

What are you most proud of?

What has been hard in your life and how have you found resolution?

\*Have you ever had any miracles in your life, or known a family member who has experienced one?

How do you forgive someone?

If you could have a perfect day, what would that day look like?

Where have you traveled to and where would you like to travel to?

Who fixes things in your life?

How did you meet your spouse?

If you could be a teenager again, what would you have done differently?

What are you most grateful for?

What is your favorite thing to do when there isn't anything to do?

Have you ever been embarrassed or surprised by something?

\*Do you have any advice for me?

Thank you for taking the time to do this interview.

## Section C: Summary of Daily Handouts for Games and Activities

### Thursday Activity

#### Examine Sources to get to know Ancestors



- Game: How to read a source to get to know your ancestor
- Every Camper should have this sheet to write as many answers as possible. 15 minutes to play (5 minutes to create a brief life history on this person)
- One point for every answer
- Two points for every piece of information beyond the answers (use follow up questions “Who, What, When, Where, Why and How.. “)
- Only spend 2 minutes on each source. At the end of examining their sources, write a brief life history about this person.

To practice everyone please open to a profile page of a great grandfather or grandmother with a lot of sources attached.

Where does it show on their detail page about How you are related to this ancestor?

Open “About” on their profile page: This is not a source but created from the sources and data imputed onto this ancestor’s personal profile page.

1. List 3 historical events that were going on in during their lifetime.

Now open “Sources” on their profile page

Look for an obituary. Click on the image:

1. What 3 things did you learn about them?

Find a census on this person: (look at the top for column explanations)

1. Who was the head of the household?
2. What did the head of household do for a living?
3. Was he/she married or single? What did he/she do for a living?
4. Where was this ancestor born? Where were his/her parents born?
5. How was this person related to the head of the household?

Find a Draft registration if a male ancestor (look at image on both pages)

1. What does this person look like?
2. Who is he living with? Address? (can you find this place on Google Earth?)
3. Where was he living?
4. Who is his employer?

Open Find a Grave (after answering) go back to FamilySearch.org (the FS tab should still be open)

1. See if you can find any family member referred to and how are they related to one another?
2. How many siblings or children does this person have?

Marriage Record:

1. Who did this person marry?
2. Where was this person born?
3. Who were their parents?

At the end of the game: Ask who got the most answers? (helpers award points) Can anyone add more information than was asked?

Write a brief life history from what they learned. What should you include? Everyone could share their brief life history on what they learned about their ancestor from the sources.



Dear Directors,

You are the heart and soul of this camp. You are going to be convincing a lot of people to help. You don't have to do everything but you need to have the overall view of camp. Organize a committee to take on some of the burden so this camp can continue to run each year including new youth and bringing back youth from the previous year to help. You will need a committee of 9 including yourself to help you organize camp, get campers ready, advertise, run games, run devotionals, set up, take down, reserve space, take photos/videos, run the open house at the end of the week, invite helpers to volunteer and provide student supply needs. You will also need to follow up with camp. This camp will build up excitement in Temple and Family History work in your wards and stakes. Each of these committee members/coordinators will have their specific assignments which is included in this handbook.

I've included links in this handbook that could help you inspire some of the Ward and Stake Youth leaders on how important it is to encourage the youth in your stake to participate in Family History. (My presentation from RT 2024 will give them a good idea on how the camp looks as well as clips of the youth testifying on the importance of getting to know their ancestors and taking a person they've come to know and love to the temple for that person's first time committing to their Heavenly Father. It helps them want to be worthy to attend the temple and it broadens their personalized experience in the temple.) I believe this Family History Work is what these youth were brought to this earth at this time to do. It can be appealing to everything with what they are already interested in.

Putting together a group of adults to be coordinators for each part of camp:

They don't need to know everything and will learn alongside the campers. At the end of the camp, most of the Campers as well as Helpers will feel more confident in their ability to help others find family.

These helpers will need 1 hour of training the Sunday evening before camp and a half-hour staff meeting before camp each day to work through curriculum details of the day. They don't need to have any skill other than listening skills. I would highly recommend to have the same adult all week helping one camper. It makes a difference. I would try to include parents or grandparents of younger campers to be part of the committee.

Each Coordinator should have at least a digital copy of the whole handbook and should be invited to read the whole thing.

The helpers/committee members/campers family need to get this on their calendar NOW! The building needs to be reserved NOW! All the other details can be worked through. YOU WILL HAVE



TO GIVE EVERYONE ACCESS TO THE BUILDING AND THE FAMILY SEARCH CENTER FOR SUNDAY EVENING – FRIDAY EVENING of camp. Make sure your High Council Rep gets these things reserved NOW on the stake calendar! Please encourage all Camp Committee members to review this handbook to get the big picture view.

I would highly recommend a separate skilled genealogist to teach and answer questions as needed. It works best when the director is not be the same person as the instructor. It also helps people not to burn out. This teacher will also be the one to train the volunteers the night before camp and help get things set up for the week and write the Daily Challenge pages 19-23 on the board. The helpers can come knowing practically nothing but can end up learning how to do Family History or become a volunteer consultant for the ward or the FamilySearch Center in the future.

Director's responsibilities:

- You are the one to keep track of time allotted for each part of camp. Write on the chalkboard these time allotments pages 19-23. A sample of the schedule is included with the curriculum in this handbook.
- You will also keep time and conduct the Open House for Friday evening.
- You are the one to oversee the committee and make sure all the deadlines are met and all committee member coordinators are on top of their tasks.
- You will be the one at camp that fills in as needed.
- You should have the big picture in mind.
- You will coordinate set up and take down of training Sunday evening before camp and each day of camp. Please be prepared to set up for Monday at the Sunday evening training and take down each day of camp. T-F you will also need to set up camp along with the instructor and game/activities Coordinator and Camp Prep Coordinator. All but the Camp Prep Coordinator will need to do this every morning before staff meeting. I would recommend set up from 9-9:30 a.m. or earlier.
- Please meet with all your coordinators' committee and arrange for a Sunday evening training for all Helper/Volunteers for the Sunday before Camp. This training will include the camper helpers. Your instructor can do the training. A sample agenda for that training is included. You will be the conductor of this training.
- Give a summary of camp to Hight Council Rep at the end of the week. (See my summary of week document pages 84-87)
- You will arrange with HC to meet with the stake council and present any going forward ideas you may want to help out with. (Moving forward ideas are available in this section of the handbook pages 82-92).
- You will conduct staff meetings with opening prayer and answer questions and concerns about campers or anything that the staff needs to know. We held a staff meeting every



morning of camp to have a prayer and discuss questions or share how we felt the camp was going, and how the campers were doing. The instructor provides a copy of that day's curriculum and we discussed what that looked like and how we might help the helpers feel more confident in helping. All skills to do with computer and/or FamilySearch navigation/research was pre taught to the helpers during this staff meeting. Sample staff meetings are included.

- Make sure you have a copy of each camper's registration on site during camp in case of emergency. The Camper Parent Coordinator will be collecting these from the parents.
- Make sure you have a ream of paper in the printer.
- You give out the homework assignments (called "Take Home and share, Bring Back and share" sample homework assignments included pages 105-107)
- Work with parent/camper coordinator, make sure all permissions to video and photo the campers and registrations are done and filled out. If not, please chase parents down as they drop off to get these all done.
- You will need access to the building and to the FamilySearch Center. Arrange that with FamilySearch Coordinator or High Council Rep. Work with FSC Coordinators closing FSC during camp hours.
- The Director will be presenting certificates on Friday evening at the Open House. (You may choose to actually have each helper present the certificates to their camper. Talk to the helpers about what to award whom.) Work with the Marketing/Tech coordinator to create these certificates. I have included sample certificates and ideas in this handbook. Please make sure they are done no later than Thursday evening. Make sure that each camper's name is spelled correctly. You will need to sign them, and you might include their helper's signature as well. Don't wait! Your Marketing/Tech coordinator will make up certificates for your campers by Thursday evening. You will need to poll the helpers on Thursday and see what they think describes their camper.
- Give families invitation to come back in to FSC and we'll arrange with ward TFH leaders to come to your house. I have included a sample invitation.
- You will also be running the devotionals each day. I have included some ideas on devotionals
- You will be the one that hands out the surveys and camper questionnaires to get a better understanding of how camp can run more smoothly in the future. Ask them to give you positive feedback. Pages 88, 93-94



You will also be communicating with parents during the week of camp. Be sure you have all their contacts from the Camper/Parent Coordinator.

1. On Monday you will send an e-mail to parents sharing how much their campers are discovering (try to be specific) and invite them to help campers arrange an interview on Wednesday for homework. (email sample included) Remind them of Open House on Friday evening and to encourage the campers to bring more photos to scan in each day.
2. Thursday evening email parents with an overview of camp and remind them of the open house and to bring a family favorite traditional dish to share for the open house. (sample e-mail included).

Please get from the Camp prep Coordinator Little cloth-colored balls (award points). The helpers need to have them in their hand to award points to their camper each day for the discoveries they make. AT the end of each day the camper's will dump the balls in a large jar to show how many discoveries they are all making. The camp prep coordinator will be providing all the computer stations with supplies including a large plastic cup for all the balls.

About the campers:

Just a little word that might help you in limiting the number of kids to accept to camp:  
One camper per computer. You may be able to set up tables and kids can bring their own laptops. But remember it's very hard for a volunteer to help more than one camper at a time. So that should be considered. This camp as it stands right now might be difficult to adapt to inviting and accommodating every youth in the stake. That would be a different type of camp/event/activity. I found that the kids for this type of more intimate camp will be unique.

I personally think you should hold two camps one for 10 1/2-year-olds – 13-year-olds. These are kids that can't go on some of the 14 and up activities the stake provides each year and are less committed during the summer. The other camp can be in the middle of the summer and you will have families going many ways and that can help you limit the number of youth that can participate. Heavenly Father will bring you the ones that need and are ready to be there. Work closely with the Parent/Camper Coordinator and Volunteer Coordinator pairing helpers up with campers .

You may consider having a camp with 5 families where parents become the helper and all the kids participate. I believe you still will need a floater volunteer for each member of the family. But doesn't that sound like fun?



The ideal sweet spot age for this camp is the 10 1/2-year-olds – 13. They usually don't have camps going on in the summer. They are getting good on the computer at this point. They can take their family to the temple if not now, soon. They are at the prime age for discovering horrible things on the computer and will need these empowering Family History experiences to redirect them to the spirit. We had 13–17-year-olds as well.

Soliciting campers: We had a helper reach out to all of her friends and tell them how fun the camp was and how their kids were going to love it. She recruited about half the kids that participated in the camp that year.

A little word about previewing kids whose parents want them to come but the kids may not be interested. You may have parents who want their kids to come but the kids really aren't interested. It is important that the campers want to participate. We had a few siblings being encouraged to join who weren't sure they wanted to be there. We told the parents that potential campers would need to be committed to come all week as the seats are limited and kids that quit in the middle can be a morale buster for the whole camp. It puts a lot of pressure on the instructor to try to engage the one person who isn't sure they want to be there. It is also hard for the helper who has scheduled their time to be working with someone who is not interested in being there.. It's not a week of entertainment. (The kids do, however, find out how fun it is). We had an aunt register her nephew who was visiting from another state who just wanted to go to the beach and this camp wasn't what he had in mind for his vacation. One of the other kids had a great time but didn't really want to be spending time researching on the computer, he was more of a physical game playing type of guy. He enjoyed the camp but wasn't prepared for how much time the kids spend on the computer. (Run around games/activities were for about 30 minutes of the 2 hours. Snacks and Devotionals were another 30 minutes .) All kids who do come end up wanting to do it again.



Devotionals begin with prayer. Campers and helpers are in a circle standing in the hallway.

Director conducts. All adults helping, including the Director should share very little. Let this be a time for the kids to start learning how to share meaningful things with one another.

Monday Theme: Introducing our ancestors to one another.

Director explains that devotionals help us stop and think about what it is we are discovering and inspiring the other campers through sharing. Your interest in others' stories will create a bond between you and the other campers. Every day we will be having a devotional. Each day of camp we will give you a "Take home and share, bring back and share" assignment. Bring what you are learning from home and share with us during devotional. This is a time to talk about how thin the veil is as we discover our ancestors and how we need to listen to Heavenly Father to do this work and get to know our ancestors, how much they need us and how much we can learn from their lives. Invite each camper to share their legacy box with heirloom and story or photo from legacy box they brought. After you share what inspires you about your ancestor, feel free to say, "In the name of Jesus Christ Amen." As you are probably sharing your testimony.

Tuesday Theme: Eternal Identity

"it's a time to share testimony on how family influences life – living and deceased." Share an ancestor's story that has impacted your life. (veryyyyyyy brief). Then ask the kids to share an ancestor's or living relative's story that has impacted their life. Encourage them to end their remarks "In the name of Jesus Christ Amen." Helpers: Please resist the urge to share your personal stories, rather ask the campers questions to get them to share their stories. Encourage the other camper's and helpers to ask follow-up questions about what a camper just shared.

Wednesday Theme: Examining Ancestor's lives and Hearing Heavenly Father in your Discovery

Start out asking what each of them are discovering about their ancestors:

Section D: Director

Devotionals

Page 2 of 2



Wednesday Theme Continued:

1. What does Heavenly Father's voice look like in this work?
2. What are some of your living Family experiences in sharing ancestor's stories with one another?
3. What skills are you learning in Family Search or on the computer?
4. How would you help teach others? (family, neighbors, older folks, siblings, friends) Make the point that finding new ancestors can be difficult to take to the temple. Sometimes we get stuck. Ordinance Ready can help a lot – we'll teach you about that tomorrow.
5. Don't hesitate to stop any time in your discovery and asking Heavenly Father to direct you.

Thursday Theme: Accessing Ordinance Ready, creating a brief life sketch from sources and making sure all the ancestor's family members have their ordinances done as well.

“Take a person, not just a name”

Let's access ordinance ready to know get to know the person we are taking to the temple and make sure all their immediate family has their temple work done. Imagine if you just joined the church and you got to go to the temple right away; wouldn't it be amazing to take your grandparents, who had died, to go get their baptisms done? Your experience becomes really personal when you know the person you are taking. So, let's get to know the ancestors we are taking to the temple and make that a habit for any person you get to do baptisms for. They are all real people living on the other side of the veil and they really need you. (Use the “8 Steps to Get to know your ancestor”). At this point you may use Samantha Olsen and my class at RootsTech 2025 entitled “More than a Tree: A Universal Guide in Getting to know our ancestors”

Friday Theme: Help others connect to their family. Blessings of knowing your Family History. Creating an Ancestor Honoring Video.

Share testimonies of what this camp has taught you and how it has turned your heart to your family and how it has helped you claim the blessings given. Could you help their family discover family just like you did this week? Go back to your ward, find your Temple and Family History Leader and ask them how you can help the kids and the adults in the ward with accessing ordinance ready, taking a person to the temple and help a friend find their family. I will need campers to help me teach those 3 things to my Ward TFH Committees in October.

Section D: Director  
Daily Staff meeting  
9:30-9:50  
Page 1 of 4



### Monday Staff Meeting

Welcome by Director – Encourage helpers to remind campers that this is Heavenly Father’s work and He can help you if you ask Him.

Prayer

Instructor will Go through and explain all of Monday’s Detailed Daily Curriculum and who does what.

Instructor will Talk about the handouts that are in the memory book prepared by the Camp Prep and what to do with them.

Tuesday-Friday the Director will invite helpers to ask questions or make comments during Staff meetings about how things are going.

Director will go over awarding points for discoveries and for asking follow up questions during games/devotionals. Ring cow bells and little cloth covered balls.

Invite all the helpers to work at the kid’s pace. Encourage the kids to dig deeper and to stop and ask Heavenly Father for His help when we seem stuck and record in the memory books how He helps us in this work. They are also welcome to share these miracles at devotionals and with their families.

Questions or comments??

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Tuesday Staff meeting:  
9:30-9:50

Welcome by Director – Anyone who had a moment where the kid’s felt the spirit?

Prayer

What did your camper discover yesterday? Don’t forget to award points and help them fill in the Who’s who? Sheet

Are we starting to add content to video projects and memory books?

Don’t forget to add to “Who’s who...?” list

Instructor goes over Tuesdays Detailed Daily Curriculum and who does what:

Any Questions or comments??

Section D: Director  
Daily Staff meeting  
9:30-9:50  
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Wednesday Staff meeting

Welcome by Director  
Prayer

In Family History, the best researchers are not the ones that are most educated. The best researchers are the ones that ask the most questions. And beautifully, Heavenly Father answers. We are teaching these young people not only to find their own family and bind them together, but we are teaching them to help others find their family and bind them together. We are also helping them develop deeper thinking patterns, arousing curiosity and learning to ask relevant questions and pray before they begin to research quietly to themselves.

What insights can you share about yesterday?

Instructors: Go over Wednesday's Curriculum. Don't forget awarding points and Who's Who? Activity sheet.

Interviewing – teach them how to interview on phone and on computer

This is not in the curriculum, but helpers can tune in for themselves to the following research skill and use this in any way to help the camper's prepare them for their interview at home today:

How do we research living people? Find the person you are going to interview on your fan chart. Go to the nearest deceased relative and open their detail page and discover some information that may apply to your interview. Take a look at the timeline and see what was going on in the world during the span of their lifetime. If interviewing a grandparent, Make a note to ask mom or dad if they could share any stories about the grandparent so they know a little about their background before the interview takes place. Take a look at timeline's on their detail pages and learn a little about the world as they knew it. Look at a map – FS wiki, google earth for the address of their home. Find sources in ancestry if you have an account. Get them to go home and ask to open an ancestry account. Solutions gallery at the bottom of each FS page Home page for LDS members. Find a news article. Go further back on the fan to see what life was like in the parent's/grandparent's, etc. life.

Questions, comments????

Section D: Director  
Daily Staff meeting  
9:30-9:50

Page 3 of 4

Thursday Staff Meeting

Welcome by Director

Prayer:



We need to make up certificates for Open House; I'd love your insights to what your camper did best and what award might be given to her/him. Give them the list of ideas from Section E in this Manual Please put your camper's name to the awards that fit best or suggest one. Also give them a little survey to fill out and send back to get a better idea on how they experienced the camp.

Instructors go over Thursday's "Detailed daily Curriculum Who does what" (Below is a summary) Don't forget to award points and fill in Who's Who? sheet

1. Temple – ordinance work
  - a. Please have a conversation of how it must feel for the ancestor to attend the temple for the first time. Can we view the ordinance with that beginner's mind?
  - b. We would like the kids to teach this at our next Correlation meeting and then to their ward.
  - c. this will also be a time for them to learn more about these ancestors. So they are taking a person, not just a name.
2. Using the "8 steps to get to know your ancestor" get to know them.
3. Print out a brief life history for the person you are taking to the temple using Libre
4. Please ask questions about these ancestors
5. Show how Sources can tell part of the stories. Line the information side by side and compare (using spit screen) Use "Who, what, when, where, why, how Follow up questions" to dig deeper.
6. Ask questions on how their story impacts the kids. (We will be sharing some of these stories at devotional today)
7. If they feel uncomfortable creating a brief life history, use "About" on that ancestor's profile page, which shows a computer-generated brief life history. These will need to also be copied into Libre, cropped, and printed to fit on the back of the ordinance card.

There will be a "Examine Sources to get to know ancestors" Activity. Go over what that looks like. Pg. 58

Questions, comments

Section D: Director  
Daily Staff meeting  
9:30-9:50  
Page 4 of 4



Friday Staff Meeting

Prayer

Directors:

You all have been wonderful. What a blessing you were to camp. Please return the survey to me and let me know if I should know anything about campers or the experience of being a helper. We are looking for more consultants in the FSC and your knowledge of the “8 Steps to get to know your ancestor” will be all you need to know to help.

We will be sending a survey to campers/parents and helpers. Would you be willing to reach out to camper’s families and have a discovery experience with the family aided by camper? We’d love to have you join us for Open house tonight. No need to bring anything. Just come and if any of you want to help set up that will be about 4:00.

Instructors:

- Go over curriculum for day.
- Today we will spend most of the day helping them with videos.
- Finishing up memory book
- Creating a list for Who’s Who? Activity for their family’s to fill in during open house.
- If they want to take home their video’s to finish them, be sure to remind them to bring them back tonight!!!
- (Maybe we could put a backup on each desktop, just in case. This will need to be trashed on the Center’s computers after Open House.)

Section D: Director

Go home and share, bring back and share Challenge

Page 1 of 5



Monday

Monday: Go Home and share, Come back and share challenge - bring family photos tomorrow. Specify if your mom want's the photos back. No more than 6. We are going to add these photos to desk top project folders and glue them into memory book. (If the photos are originals, they will need to be returned home).

Share with your family what you learned and see if you can find any more stories about your ancestors to share with the campers tomorrow. Ask on the drive home: "Was there someone in our family/ancestors who went through a really tough time? Tell me about it."

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Section D: Director

Go home and share, bring back and share Challenge

Page 2 of 5



Tuesday

Tuesday: Go Home and Share – Come back and share

Question for Car Ride: “Describe your mother (camper’s grandmother) to me.” Ask follow up questions who, what, where, why, how. Record on phone audio file, title and save. Bring any photos to include in the slide show and memory book folders. Bring an inspirational family story to share tomorrow. Please arrange with someone to do an interview on Wednesday afternoon (parent, sibling, grandparent). You may also choose to decorate your memory book at home. But be sure to bring it back to Camp.

Tuesday: Go Home and Share – Come back and share

Question for Car Ride: “Describe your mother (camper’s grandmother) to me.” Ask follow up questions who, what, where, why, how. Record on phone audio file, title and save. Bring any photos to include in the slide show and memory book folders. Bring an inspirational family story to share tomorrow. Please arrange with someone to do an interview on Wednesday afternoon (parent, sibling, grandparent). You may also choose to decorate your memory book at home. But be sure to bring it back to Camp.

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Section D: Director

Go home and share, bring back and share Challenge

Page 3 of 5



Wednesday

Wednesday: Go Home and Share – come back and share: Do your interview, Bring any other photos tomorrow that you might want to scan into your family Video/slide show. If you can add them to the memory book, do that otherwise bring the photos home.

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Section D: Director

Go home and share, bring back and share Challenge

Page 4 of 5



Thursday

Thursday: Take home and share, bring back and share: BRING ANY PHOTOS TO ADD TO YOUR VIDEO/MEMORY BOOK. Share a story about an ancestor you discovered with your family on the ride home. Schedule a time to go to the temple to do baptisms/confirmations for your ancestors. Work on memory book at home, bring any other photos you want to use in your slide show. Remind parents to bring a traditional dish to the open house tomorrow. If you'd like you can bring photos, and a special heirloom to decorate your family table. Please plan to stay after and help clean up. Friday morning is all about finishing up your two projects. Come a few minutes early if you can.

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## Section D: Director

Go home and share, bring back and share Challenge

Page 5 of 5



Friday

Friday: Take Home and Share, Bring Back and Share: COME TO OPEN HOUSE  
TONIGHT: DIRECTOR 5:00-6:30 - Bring family, food, family heirloom – bring memory book back to use to decorate the tables. Bring any photos of living or deceased family to decorate the tables. If you take your video home, be sure to bring it back tonight!!! Come 10 minutes early and stay to help clean up. How many people are coming? Come with answers and follow up questions to use during “Upset the Relative basket” game. We will playing this game with your family. Please share during dinner memories surrounding the traditional food you brought with the table you are sitting at. Go home and put those memories on FamilySearch.

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## Section D: Director

**Monday's email** (be sure to attach the interview questions located in Section C)



Dear Parents,

We already love our campers! They are enthusiastic, respectful and curious. Thank you for getting them here on time. We have so much for them to do and it's so much fun!

**Today's recap:** We got them situated with the schedule, played a "Speed Connecting" game where we shared our families stories. The kids learned to ask follow up questions to get to know one another better. We started content folders for the family/ancestor honoring video and a memory book. Please send any photos or heirlooms they might want to include in their video. (Please do not send original photos as some might be glued into the memory book or you may send a printed copy. The kids can print out a black and white version at the FamilySearch Center). We worked on some computer skills and how to label files for the flash drive as they collected FamilySearch photos as well. We had our first devotional where we shared about how Heavenly Father talks to us as we do this work, how to listen to those promptings and how our ancestors' influence our everyday lives and started sharing our legacy box heirlooms, photos and stories. We started learning what our ancestors' profile pages look like and what is already there, what's missing and what we can add to their life's summaries. They are starting to learn about mapping their ancestors and their migration. They were given an assignment to talk to their living family about what they are learning and to talk about a family member or ancestor that went through a really tough time and will come back and share tomorrow during devotional. Please be sure the kids bring back Memory books and flash drives to camp every day if they brought them home.

Heads up:

**Interview: Please arrange for your camper to interview Father or mother or grandparent, Aunt Uncle older sibling, etc. On Wednesday after camp.** If grandparents are being interviewed, the questions can be altered to reflect grandparents' memories of parents as well as their own life memories. These will be recorded on their phone or on the family search website. They will have a chance to practice at camp conducting this interview and knowing how to use the FS website to do so. Record interview video on camper's phone. If that is not possible, he/she will need to use a parent's phone. Campers will know how to do this. **The interview should be only 3 minutes. Pick 4 questions to answer that will be most meaningful in a slide show.** We would like to encourage campers to make a longer video using these questions or any other stories you want to tell to preserve for your family records. These questions can be recorded in bite size pieces around the dinner table, or during Family Home Evenings or in the car. (Start thinking of your camper as the family's history recorder.) Attached is the interview sheet we will practice from in Camp tomorrow for the camper's to use at home.

We'll reach out on Thursday. Don't forget to carve out Friday from 5-6:30 with a family favorite dish/dessert to share at our Open House. All your family is welcome to join us .

See your kids tomorrow just before 10

Section D: Director

Thursday's email to parents

Be sure to attach the week's summary found in this section of the handbook



Dear Parents:

Thank you for supporting your kids in coming to the Stake Youth Family History Discovery Camp. They are priceless. I thought you might want to hear a summary of what they discovered this week in Camp so I've attached the week in review. This might help the kids remember how to navigate in Family Search going forward.

We have been having a blast. Every one of your campers worked hard and they seemed like they enjoyed every minute. We sure did! There was a lot to learn, and they surpassed my wildest expectations.

I feel very strongly that the youth need to be immersed in this work and going to the temple with their families to take these people they have come to know and love. I believe it will change all your family's lives on both sides of the veil. Please help them get to the temple as soon as possible with the family they have come to know and love.

I love this quote:

"I invoke a special blessing on you parents, you youth, and you children, that each of you will find joy and be blessed in every other aspect of your life as you fulfill the obligation that has been sent from heaven." Elder Quentin L. Cook

See you tomorrow 5-6:30 Each of your campers will be receiving a special award for all their hard work. Wear your running shoes, you will get a little flavor of the games we've been playing. Oh, and make sure you have Family Search on your phone, so we can all see how we are related.

We will also be having a sign-up sheet for reserving a spot: " Family Night at the Family History Center", where your camper can help you discover your family. We hope you will find the time to do that with us.

Make sure your camper brings the flash drive with his/her Ancestor Honor Video to Open House if they brought it home, otherwise it should be at the FamilySearch Center.

Thanks for sharing a special family traditional dish. This can be anything from Enchilada's or a special bread or dessert recipe. If you need to keep it warm, please bring the needed warming plates or crockpot, etc.

## Section D: Director

### Summary of what kids learned this week



Page 1 of 5

To attach with Thursday evening email to parents:

Here is what your kids learned this week. The Red is to emphasis some of what they really learned alongside of research and discovery skills. Please help them continue to be involved in their own family's history as well as serve others through helping them find their family's history.

Curriculum for Youth Family History Discovery Camp

To help the youth discover, connect, and help their family along the covenant path through developing Family History skills:

#### Monday:

1. **Introductions:** Create name tags with ancestor country of origin. It was fun to see them add more countries on their name tags as the days went on. **I am a member of an eternal family that is wide and far reaching. I am not alone.**
2. The First **Consultant** skill we are trying to develop is **Prayer**. We played a quick game of introductions - Devotional and how this Family History work requires a constant prayer for help. We shared our ancestors' life's (stories) and how they can help our life right now. Start the camp most important skill: **Practicing Hearing Heavenly Father's voice**
3. **Computer skills:** Created organizational files on the computer thumb drive for their projects and research **Keeping track of content**
  - a. Video/slide show and memory book project (This will be the content they will use for their video show as well as scanning to glue into memory book project)
4. **Research:** They started to learn how to research. It is important they keep a research log. We started with asking them to label everything in digital files as well as task notes of ancestors in memory book project: Creating a digital map to guide them in their research and a physical research log **to retrieve information later effectively**
5. **Research:** They learned to give themselves homework for continuing research at home. They Created notes for tasks to do at another time. They have a lot of questions that will eventually be answered, but to keep things moving they always need to return to their original focus. **Focus**, yet reminder using future prompts for how they can move ahead quickly next time and circle round back to their Family's history.
6. **Computer Skills:** Showed them how to divide computer screens and clip photos from Family Search, scan in photos and edit, file in correct place and/or glue into Memory books. **Computer Skills**
7. **Social Skills:** They learned how to ask "what, when, where, why, how and who" questions -for research skills and interviewing skills. **Social skills – I talk, you listen, you talk, I listen and we are both interested enough to keep the communication going.**
8. **Play:** Played Family games where they could have a chance to get to know one another as well as share family stories and use the follow up-questions (who, what, when...). **Family History is FUN! And everyone felt heard.**

## Section D: Director

### Summary of what kids learned this week

Page 2 of 5



#### Monday cont.

9. **Computer skills:** They learned how to navigate the home page, how to find their own portion of the tree. Website navigation – giving them **confidence to go help someone else** in Family History
10. **Research skills:** They learned the various views of fan and what their own detail page looked like. We ask on every page we visit in FS the following 4 questions: **t h i s i s t h e b e d r o c k** of research skills – but looks like a detective hunt or putting a puzzle together:
  - a. What is already on the page – what do we learn?
  - b. What is missing from the page?
  - c. What can you add?
  - d. What do you want to go home and Discover? (TASKS)
11. **Connecting with family:** They learned how to find relatives and how they are related to them, where they are from, and we mapped every day where these ancestors came from. We also worked on mapping a timeline where they can see what was happening in the world during their ancestors’ lifetime as well as their living family’s lifetime. **Developing Empathy and understanding of what ancestor’s experienced**
12. **Consultant skills:** Helpers are being trained to help kids as well. They are tasked to keep the kids focused and they award points for all the campers discoveries. These points are the form of small cloth balls. They run a bell and were awarded points to collect into a larger jar to show all the discoveries as a group of campers. This work is all about **outward facing** as opposed to inward facing.  
**Living Family Connection:** We encouraged them in devotionals to share what they are learning from their family at home and what they are discovering and sharing with family as a time to turn hearts to one another. Creating a family environment where it is **natural to refer to ancestor’s stories to help living family. Parents start asking who, what, where, why, how, when** questions?
13. **Consultant Skills:** They are learning to share with friends what they have discovered

#### **Tuesday:**

1. **Devotional** we heard stories of relatives/ancestors in the military during devotional, we talked of ancestors in POW camps, and ancestors’ who survived and didn’t survive the 1918 Flu Pandemic. We talked of pirate ancestors and ancestors who experienced miracles. Continued to learn how **ancestor’s lives can help our lives**
2. **Play:** During our Fact or Fiction game, the kids learned how to distinguish between a made-up story and fictional stories. In research they must work with all sorts of people who are contributing to the human tree. These people make mistakes, so they need to recognize what is fact and what is fiction. They had a blast. This also provided them with an opportunity to stop and **listen to Heavenly Father** as they are determining what is misinformation and what is good information.
3. **Play - Identity:** They enjoyed 4 different family activities in the Family Search Website: “Where I am from”, “All about me”, “famous relatives” and compared their face with an ancestor, that was especially entertaining. **Family History is FUN!**

## Section D: Director

### Summary of what kids learned this week

Page 3 of 5



#### Tuesday continued:

4. **Project creation:** They continued to create content for their projects which they are assembling the whole time they are here. **Return to focus** in project completion
5. **Identity:** They are discovering their own and family's identity **Spirit children of God, Child of the Covenant, Disciples of Christ, and a member of an eternal family.** Creating their memory books to share with their family helped them visualize this.

#### Wednesday:

1. **Interviewing:** We learned how to do an interview using prompts and follow-up questions (who, what, when...), how to attach it to Family Search. Hopefully the kids will go home and interview parents/grandparents. In a virtual world this activity particularly helps them practice how to **listen and share** (not just share).
2. **Devotional:** We learned some stories about ancestors whose lives were saved, a funny story about a great-grandparent who won a duel but was hung the next day. **Ancestors save us while we are saving them: "Neither they without us can be made perfect, neither we without them can be made perfect."**
3. **Discovery/ Identity:** We spent a lot of time Discovering what information was missing from their own detail page and have encouraged the campers to add missing information to their parents/grandparents and great grandparents detail page(s). **I have a role in helping my family – preserving their stories for future generations.**
4. **Identity:** They created life sketches for themselves. They learned how each person has a computer-generated life sketch based on data inputted. **What is important to record – vs. social media which is everything....**
5. **Identity:** We spent more time learning how to attach memories/photos and an interview on their own detail page. **Becoming the family Preserver.**

#### Thursday:

1. **Devotional:** Sharing stories of miracles in our ancestor's lives – **our testimonies of this redeeming work.**
2. **Project creation:** Today is another time to gathering content for their family history video/slide show. And printing out ancestor's pictures and life's stories. **Like Heavenly Father and Jesus Christ, we are creators**
3. **Play:** We played Upset the Relative basket again and learned about each other's interviews and any stories they found on their fan chart. **Play with purpose**
4. **Change Temple service:** Most importantly, we discovered how to access "ordinance ready" and view and learn about the people they are going to take the temple. They clipped out the ancestor's life sketches and glued them to the back of the ordinance card. We emphasized how important it is to **take a person to the temple**, not just a name and go do their work with beginner's eyes. They learn about their life and explored more research for the ancestor's family just before going to the temple to make sure the net caught all family who are ready. Please help your camper get to the temple to perform this lovely service. We talked very specifically about how our testimony of forever families helps our own vision and what a gift we give to those who can't claim the ordinances that would bind them to their Savior and help them on their eternal progression. Here is where we are **most able to be like a Savior to our ancestors.**

## Section D: Director

### Summary of what kids learned this week

Page 4 of 5



#### Friday:

1. **Devotional:** The best part of the week was devotional where each shared what they learned from the camp and ended with “in the Name of Jesus Christ Amen.” They bore **testimony** of how coming to know their ancestors allowed them to view their identity and their life differently. They bore testimony of how grateful they were that they were **privileged** to go and provide them with saving ordinances and help bind these people to Jesus Christ.
2. **Missionary Work/ Service/Ministering:** How to **help a family member/friend discover their family.** Accessing the worldwide tree to start their fan, create PID#'s for living family (no one can see living family's information for privacy reasons) and finding the “bridge person” (deceased ancestor) to populate the tree and start discovering family.
  - a. Tap into all the youth's clubs or your community clubs or service organizations to offer to help other's find and connect with their family/ancestors.
  - b. Consider helping campers develop an after-school family history discovery club. (We'll help)
  - c. Help your ward's Temple and Family History teach and minister to the members to help them find, connect to their family as well as help them record and preserve their own histories (Elderly)
3. **Consultants:** We challenged them to **go back to their Ward and offer** the Temple and Family History Leader their help in teaching the youth, the adults how to:
  - a. Access ordinance ready, get to know how to flesh out the person they are taking to the temple.
  - b. Expanding their experiencing in the temple by looking at their time through the eyes of the ancestor and the vicarious baptism/confirmation with the person who is receiving these ordinances for **the first time.**
  - c. Learning the great potential for missionary work as they share with a friend/family member how to simply discover **their** own family.
  - d. We also challenged them to bring in their Family to the Family Search Center and guide them to discovering the beautiful work of Family History, loving those they research and being worthy to take them to the temple.
  - e. Make a commitment to bring family to temple sooner than later.
4. **Project Creation:** Finishing their ancestor honoring video/slide show, and memory books for the Open House. **Practicing the skill of being willing to try again and again.**

**Section D: Director**

**Summary of what kids learned this week**

**Page 5 of 5**



Open House 5-6 p.m.:

1. **Living Family Gathering and Sharing:** Every Camper brings a traditional dish to share. Campers could share what tradition/memory is associated with the dish.
2. They will show their parents their own projects: videos and their memory books. **Establishing Identity as Family History**
3. We will also have campers show their family some of the activities they have been involved with including a devotional **creating own family to be able to share spiritual conversation/experience**
4. This is also a time when families can add to the timelines and talk about what some of our family members have experienced in their lifetimes. **Creating living family empathy and understanding helping heal by this common family history**
5. All the families play Upset the Relative Basket with one of the camper's leading. Use prompts and Follow-up questions. Helpers join their camper's table. **Family FUN with purpose**
6. We will have an opportunity to give them each award certificates individualized for their efforts. **Future Consultants**

THEY ARE AMAZING!! You've raised really wonderful kids!! Thank you for sharing them with us this week. We've all come to love them.

## Section D: Director

### Achievement Award Ideas



For BEST RESEARCHER: Strong task organization, connecting the complex aspects of research. Sees the wider perspective of eternal families.

For BEST COMPUTER SKILLS: arrived with all the skills necessary to sit down and get to work quickly adapted computer knowledge to FamilySearch.

For MOST ADVANCED RESEARCHER: Came ready to strengthen his research skills. He knows these people want to be found and he is finding them. Riley is our next Family History Consultant.

For BEST FOCUS: always stayed on task and completed all projects, followed assignments, and worked diligently. Brought a very timely sense of humor.

For BEST STORYTELLING: Always relating ancestor's stories to aid in his own progress. Advanced comprehension in the deeper concepts of temple work.

For BEST HISTORIAN: Understands detailed historical data and the framework of his family history in the world's history. Came strongly connected to his Ancestors.

For THE SPIRIT OF ELIJAH AWARD: Curious and thoughtful of every ancestor. Truly on fire gathering Israel.

For BEST MEMOIRIST: skilled in gathering and recording memories of family members and preserving their stories. Knows his ancestors as personal friends.

Section D: Director

Invitation to bring family back to Family Search Center



You are invited to bring your family into the FamilySearch Center or we will come to you.

Your youth can help us teach you how to discover, connect and bind you to your family.

- Attach memories to your ancestors (bring a favorite family photo)
- Learn more about the ancestors on your tree
- Take the ancestor to the temple that you've come to know and love for their first time.
- Share ancestors stories that can help you and your family in your lifetime.
- How to help a friend find their family right on your phone.

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- How to help a friend find their family right on your phone.

Section D: Director  
Summary of Stake Youth Family History Discovery Camp  
to present to Stake or Ward Council:



Page 1 of 4

We had an amazing Youth FH Discovery Camp this past week.  
The Spirit was strong! Let's keep it going!

Some observations:

The 10 1/2-year-olds were every bit as capable as the older kids in catching onto ideas of research, computer skills, focus. All felt very confident in their abilities to help others with some aspects of Family Search. With permission from their mothers, the 15-year-old and one of the 11 1/2-year-olds have time and would like to come back and help other youth for the next session. For the 11 hours we spent with them this week, they were focused and growing their testimony of the Spirit of Elijah. We had devotionals every day where they shared some of the stories of their ancestors and most were happy to pray and ask for Heavenly Father to help us grow our skills to find our ancestors. Each one of them conducted an interview with a relative and has recorded it to Family Search. They also are starting to see themselves as their family's historian. A good alternative to social media. Some of the kids don't have the typical baseball, art, or music interest, these kids are the ones we are excited to show Family History to. Often they spend their summers on their video games.

The Families' youth that participated were:

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Families' youth that are interested/registered for another session: \_\_\_\_\_

A few of the parents that expressed screen time can be a sore point, were thrilled to find family history research to be a fabulous alternative activity.

We had a grandmother come and help her granddaughter every day, hearts turning to one another.

We hope to have a cousin of the \_\_\_\_\_ family, struggling to cope with the loss of his cousin attending our 2<sup>nd</sup> session of Camp. We have hopes it will help in the "healing of that which needs to be healed – Elder Rasband The veil is very thin in this work.

We have also been asked to share with 10 other stakes how they might do this same kind of camp in their stake.

Section D: Director  
Summary of Stake Youth Family History Discovery Camp  
to present to Stake or Ward Council continued:



Page 2 of 4

Here are some ideas going forward for the Family Search Center to help the youth. (We would need guidance and support on the following):

1. Have a Family Discovery Night at the Center for one-hour discovery experiences. Ward's would have to sign up. But let's invite the camper's families first. Ask the Ward's TFH committees arrange and help in the consulting
2. Camper's helpers could come into the Family Search Center (FSC) and assist as needed. (We can train.)
3. Arrange for youth group or RS/EQ group or families to come into FSC. Ward TFH committees should take a look at the family's tree in advance and see if they can have some cool things they've discovered in the family tree. (news articles, obituaries, some of their stories and then steer the family towards those things).
4. Having another seminary day where kids can participate in a Family History Discovery experience. (I have the San Clemente Seminary Principle asking me to help her provide the following experience in the fall for both stakes in the building next to the SJHS).
  - Find Ordinance Ready on their phone
  - View Person and write up a brief life history for each of the ancestors they are performing baptisms for.
  - Make sure all of their immediate family members have their ordinances done or reserved.
  - Print out the ordinance cards and glue life history on the back.
  - How to show a friend how to find their family on their phone. (A discovery experience)
  - Start with a "Speed Connecting" game where kids sit across one another and share how their ancestor(s) have impacted their lives. Or
  - Have a Testimony meeting of family stories that have impacted, strengthened, and comforted them. (The MV ward did this a few years ago and the kids didn't want the fireside to end and asked to do it again.)
5. Have Youth share at Our Stake TFH Committee's Correlation Meeting (this is for all the ward's TFH committees on the 5th of October 7-8. (The same lesson plan above for seminary) You could also have the youth share in their own wards at Ward Council or speak in church about their camp experience.



Encouraging Ward Temple and Family History committees to participate continued:

6. Have them teach the ward TFH (Temple and Family History) committee's how to:
  - Find ordinance ready on their phone
  - View the person and write up a brief life history for each of the ancestors they are performing ordinances for.
  - Print out the ordinance cards and glue the life history to the back. Taking a person, they have spent some time getting to know
  - How to show a friend how to find their family on their phone.
  - How to involve the youth TFH committee member on Ward TFH committee's
  
7. Encourage the Ward committee's to go back to their ward's and Have youth teach their parents what they learned in Seminary, using the 5th Sunday in October teaching them about ordinance ready and getting to know their ancestors and creating a brief life history and making sure all that ancestor's immediate family is included in ordinance ready. They might add some more ward activity ideas as follows:
  - a. Have a testimony meeting of how family stories have impacted, strengthened, and comforted them.
  - b. Bringing in youth for after school Family History Clubs. Youth Run – Parent supported. These clubs can be a service club as well as a Family History research skill development club.
  - c. Eventually inviting other friends, not of our faith to come join the club and find their families.
  - d. Offer to help older people record and preserve their family History. attach memories and offer to take their family to the temple to do their baptisms and confirmations.
  - e. Open Social Media and ask” “who would like to discover their ancestors” and then help them.
  - f. Youth bring their family into the FSC to have a family Home Evening discovering their family.
  - g. Youth helping their family discover and claim the blessings that have been promised them if they do preserve family's history, learn to love those ancestors and desire to be worthy to do their ordinance work in the temple.
  - h. Of Course, schedule another 2 camp sessions each summer along with other youth activities.

Section D: Director

Summary of Stake Youth Family History Discovery Camp  
to present to Stake or Ward Council continued:

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8. Include in a Sunday School class or a youth talk or a YW/YM class the following conversation reframing their personal experience in the temple by looking through beginner's eyes using Elder Duncan's talk. "As members of the Church today, some of us may find it easy to take these glorious eternal truths for granted. They have become second nature to us. Sometimes it is helpful when we see them through the eyes of those who learn about them for the very first time." Kevin R. Duncan A Voice of Gladness April 2023 General Conference
9. You may want to be aware of how you could provide a curriculum or service project for the youth to continue to serve the elderly in their family, in the church and in their community, at their high schools by creating their own service clubs to help people connect to their family past, present and future. You will be communicating with all Family History coordinators, but especially Stake Leaders on how camp went and how they can include TFH activity ideas in the future in all stake/ward activities.
10. Concentrate the youth particularly helping the new converts and 11-year-olds going to temple, learn about their family and taking ancestors to the temple. You will be the one that asks the campers to help in training members of the stake and TFH leadership in Family History participation. You may evaluate the possibility of turning a second session of summer camp into an advanced camp for returning campers. Or turn a second session into campers bringing their family/friends and helping them as the helper/volunteer do the same camp they just did. This camp can also create a whole army of Temple and Family History Consultants to help your whole stake and area find their family

Can we reach out and invite them to participate in the FSC? There are a number of stakes in the church are asking all these youth to come help in the Family Search Center. The kids who wanted to be there are perfectly qualified to help others Log in, create an account, Find their ancestors, creating and preserving their records/stories/ photos and they would always have more advanced consultants available to answer any questions.

Section D: Director  
Survey after Camp for Campers and Helpers



We are looking for positive feedback.  
Here is the way you can help us make camp even better.

What did you like best?

Do you have any recommendations on activities for future camps?

Anything hard about camp?

What did you learn?

Who would you recommend the camp to?

Would you be interested in an advanced Family history camp?

Would you be interested in volunteering in FSC to help people get logged on and add memories to their FS tree? When there is no one at the FSC that needs help, you can work on your own family tree.

Would you want to bring your family or a sibling or parents in to help them discover and get to know ancestors who are ready to go to the temple? We can help you.

Would you be interested in forming a Family History Club after school at the FSC and inviting others to join? We can help you get started and help your friends too.



#### 80 FIND AND BIND Activity Ideas (can be modified for non-members)

Our hope is you will use this work of Temple and Family History as a ministering tool. Ask Heavenly Father: “How can we use participation in Temple and Family History as a way to meet your own needs or someone in your ward’s or your own living family’s needs?”

(Think: This person is lonely, this person has trials and stress, this person needs family healing, this person has testimony struggles, this person or family members has addiction trials, etc. This person is having a hard time hearing Heavenly Father.) Invite them to become involved with Temple and Family History it can help them along their covenant path.

Each one of these activities can be a stand-alone Discovery Experience  
Activity ideas: (In Family Search there are many “Activity” ideas to engage in)

Remember the binding goes many ways – to your ancestors, to your descendants and to your living family

D & C 128:18 “...For we without them cannot be made perfect...”:

1. Help someone log in to Family Search and start adding their family to the shared tree.
2. Interviewing parents, grandparents, neighbors, the lonely, attaching interview (oral or written) to the memories page of Family Search (FS)
3. Group games where Family History (FH) is shared (i.e.: speed dating, Matching games “Whose Who’s ancestors?” Upset the Fruit basket, Relays, Speed dating (call it speed connecting) etc. Any game can use the theme of Family History
4. Youth Firesides, where everyone brings a family story to share and bear testimony how that family member (living or dead) has influenced their life to want to be worthy to take an ancestor to the temple.
5. Give the gift of memories to grandparent/parent (StoryWorth.com is a really good way to get their memories into a book!)
6. Give the gift of memories to posterity: Write your own personal history, preserve your own memories to Family Search.
7. Use family texts to share family stories.
8. Ask ministering sister or brother about their life, make up a little booklet with their story to give them.
9. In the car, waiting at the Dr’s. office, talk to your child/sister/parent about what and who you discovered in the FS app.
10. Family History Fair– different booths to learn how to attach memories, indexing, Discovery Experiences (a Discovery Experience is finding and binding you to your living family and ancestor in any way. One on one consulting is a very helpful way to do this.)
11. Visit FamilySearch Center (FSC) 7-8 p.m. T, W, TH: Bring your whole family, RS, EQ, Youth group, SS class in to learn 5 ways to use a phone to Find and Bind Family. Or we’ll come to you.
12. Bring the missionaries/their investigators to the FSC and we’ll help them discover families.
13. Seminary class– participate in a discovery experience together. We can help you prepare.
14. Learn how to use “Ordinance Ready” in Family Search: prepare names, learn about ancestors, and do their ordinances. Glue a little life sketch or summary of their life to the back of the ordinance card Make sure the family of the person you are taking to the temple has all their ordinances done or reserved
15. Add all the blue hints after you have examined them to make sure they belong.
16. Use your Family Home Evening to learn the Family Search App. Do some of the activities, Discover and get to know your ancestors together
17. Scavenger hunts among members, take a pic and record a story for the member and attach to FS
18. Progressive dinners with theme of Family History sharing
19. Identifying new members, neighbors, friends that you may help learn about their family in FS.org



80 FIND AND BIND Activity Ideas continued:

20. Pray to know how to help someone in need by showing them their family's history.
21. Participate in a personal history writing class or run one.
22. Offer older folks help in getting their personal legacy put together. (I run a Guided-Legacy Building. Of course, I'd be happy to send you some information on how I help people put together their photos, heirlooms, stories, journals and create videos and other media to preserve it.)
23. Prepare the 11-year-olds to go to temple through a 11 to Heaven/Priesthood preview
24. Ask the Bishop if you could use a bulletin board at church to attach photos of youth going to the temple and add a little brief life history of the person along with your testimony on how your experience in the temple was personalized knowing them.
25. Provide navigating Family Search website training. (We call it the library tour of FS)
26. Provide your RS/EQ, Primary, the Ward T & FH challenges for the year/month/week in ward or organization bulletins/newsletters/social media
27. Have a "Ancestor of the Week" (remember kids in elementary school: "Star of the Week") during YW and YM or primary opening exercises
28. Baptize a Whole Ward on the other side of the Veil with Stake Youth
29. Youth can teach their family or friends how to attach memories
30. Serve your ancestors by using the FS app: "Get Involved". Indexing helps the researchers how to find new family members.
31. Cultural night: Bring recipes/traditions from ancestor's countries. teach how to attach memories
32. Heirloom night: Bring living family traditions-games, family vacations, heirlooms, photos and attach to memories
33. Use your own personal detail page to record some of your own personal histories
34. "What kind of ancestor will you be Night?": Provide prompts to record a memory such as Injuries, sport competitions, drama production memories, First bike, first stitches, family vacations, etc.) attach to your own detail page. (only you can see it). Can even add up to 10 photos to go with the story.
35. Scan small sections of ancestor's already written stories circulating around the family and add to the "story" section of Memories (there is a scan tool that makes it easy to attach or take a photo of the paragraph and add a picture along with it.)
36. Take photos of family heirlooms and attach to Memories and add the story of the heirloom. Whose it was and why is it important to the family?
37. Social Media on Family Search. The home page is all about your close ancestors. Learn who they are from the photos and documents that your living relatives have attached. You may also send them a message to learn more or organize a Family reunion.
38. Set up a story time after dinner with your family sharing stories from ancestors.
39. Use your Ancestor's stories as bedtime stories.
40. Make a big bulletin board in your house or garage full of all your ancestor's photos, and/or your own grandchildren's photos.
41. Have a bulletin board in your room with most recent story you found of an ancestor.
42. Learn how to have a "family story" conversation starter. People always have family stories they want to share.
43. Record a story of your grandparent onto their FS page, attach a photo of you and them.
44. Record an Interview with a sibling before they get baptized or go on a mission and ask them questions about their testimony and attach to FS.
45. Interview yourself about your testimony and record.



80 FIND AND BIND Activity Ideas continued:

46. Plan a whole family vacation around your family's history. Provide a guide of stories, photos from google earth, and take photos of your family in front of the old houses and schools your ancestor attended, farms and buildings they worked in.
47. Illustrate your ancestor's stories, bind and give to a parent or grandparent.
48. Use your family/relative or ancestor's stories to help a friend find courage, repentance, and forgiveness. Better yet, show them their ancestor's stories in FS to inspire them.
49. Help those you minister to by showing them FamilySearch and explore the stories already written there.
50. Help a younger sibling collect stories and photos directly from ancestors. Print off the memories found in FS. Bind and give to parent/grandparent for Birthday or Christmas, or Mother's/Father's Day.
51. Volunteer in Temple. Record your own stories of miracles that happen as you serve in the temple.
52. Record stories of miracles you experience as you participate in Family History as a testimony on to your personal detail page in Family Search. Volunteer in FHC (you can be trained.) We need volunteers. All Ward TFH Consultants serving on the Ward Committee are asked to help at the Family History Center mentoring. Youth members can also volunteer.
53. Child feeling lonely because of divorce or some other trauma. Have them create a visual tree on the wall of their room. Use Family Search to talk about their relatives and cousins and then build a tree with their photos or tape a memory or story of one of their ancestors that teaches them resilience and courage. They are "never alone." – Elder Stevens Family Home evening share own Families stories of miracles, priesthood blessings, hard work. Record the storytelling.
54. Set up traditions that include storytelling. At Christmas everyone shares a memory of a family member in the room and what you learn from them and what you admire about them.
55. At Thanksgiving write a thank you note to each of your family members attach it to their pages in FS.
56. Collect for each Mother's Day a memory ("A Day in the Life") of each child/grandchild and add photos and give to Mom for Mother's Day. Or ask your children to give you a little memory from the past year as a gift each birthday.
57. Create traditions of service as a family. Record into FS the events with photos.
58. Arrange a family reunion and have a computer that can be a bank for everyone's memories. Everyone can bring their own USB stick to copy the files. The stories can be added to everyone's FS page. Or have a virtual family reunion on zoom once a year, tell you stories
59. Encourage youth to be their family's storyteller. They can draw, photograph, dramatize, record a reading, video a family event. Illustrate written story. Gather details about a relative, ancestor and write up a life sketch to share and honor them.
60. Friends struggling with trials.... turn them onto the Family Search App. Have them pray to know how Heavenly Father can help them through their ancestor's stories.
61. Have Monthly Sunday night relative zooms. Do "Getting to know you games" or invent any other kind of zoom game to let everyone get to know your ancestor.
62. Have a Family Home Evening where you are given a prompt: (Like favorite hiding place in the house you all grew up in. Or What Mom and Dad tried to teach us, that we didn't ever learn? Or what characteristic did you inherit from parents?)
63. Use carpooling time, facetime with living family to share hard things experienced and help bind your living family with compassion and empathy. Share on FS how your living family helps you.
64. Write one line you know to be true, take a selfie and attach it to your own FS page (it is private, no one will see it).
65. Create a "living family history". Text cousins and other living relatives and ask them questions about growing up and what's hard in their life, how they handle trials, what are some of their hobbies, etc.
66. Make a relative's living history, bind and share with whomever wants a copy.



80 FIND AND BIND Activity Ideas continued:

67. Watch “The Promised Blessings of Temple and Family History Work”. Make a list of blessings you would like to claim. Then ask Heavenly Father to show you how through participating in this marvelous work of gathering and connecting our families on both sides of the veil.
68. Set a family goal of Opening the Family Search App and ask Heavenly Father to show us how we can learn, preserve, or share from our Ancestor’s stories on a regular basis. (Maybe instead of looking at social media or sharing on social media once we find their stories/photos).
69. Bring in your youth group to church next to the temple and learn how to use “ordinance ready” on their phones. Identify which ancestor they will take to the temple and print out the cards. Examine their detail page, sources memories attached). Have a testimony meeting on what they learned about those they will take to the temple.
70. Ask Youth to teach a SS or Seminary lesson on their Family History and how it helps them in their lives. Find every reason to have youth help in Temple and Family History Lessons for adults.
71. Youth interview each other about their family’s history and attach to memories.
72. Open up RootsTech from previous years and find a class on getting your family involved in Family History and use to help you family during Family Home Evening. Create traditions for Sunday evening journaling, writing thank you notes to family for their service.
73. Ask a community or sports team organization you belong to if you can give them a quick tutorial on the FS Tree App.
74. Encourage Bishop to ask youth to talk about their Family’s history and how it affects their lives now.
75. Integrate booths (interview or photo) in October Youth activities for Family History Month activities.
76. Honor a grandparent/parent night during Family Home Evenings.
77. Instead of bringing someone soup, show them how to easily use the FS Tree app to gain perspective and comfort from their own ancestors.
78. Create a High School Service/Family History Club which does all the above.
79. Connect with “Just Serve” on Family History Projects you may perform in your area. Interview elderly and help them connect to their living family with the interview. This should be well screened for youth protection.
80. Start an Introduction to FamilySearch class at any local library, Sr. Centers, Sr. Living communities.

Section D: Director

Follow up interview questions for Camper after Camp

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1. How does knowing your ancestors change your experience in the temple?
  
2. How did your camp experience help you gain a stronger identity as a child of God, a disciple of Christ and a member of an eternal family?
  
3. Why is it so important for you to know your ancestors?
  
4. How did you feel connected to your ancestors after camp? How did that connect you to your living family?
  
5. How does knowing your ancestor's story change your view of your own trials, courage, or successes?
  
6. What did you learn in the interview you conducted?
  
7. How do you see yourself using Family Search to connect your living, family, your deceased, family, and your future family?
  
8. How could you help someone else find out about their family's history?
  
9. How did you use your FamilySearch computer/phone skills to connect with your family?
  
10. What surprised you about learning more about your family's history?

Section D: Director

Follow up interview questions for Camper after Camp

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11. What three things did you enjoy most about camp?

12. How do you involve your immediate family in family history?

13. How can the Family Tree App help the youth get to know their ancestors, record their history, and help them receive their ordinances in the temple?

14. How can knowing your family past, present and future help you desire to be worthy to go to the temple and stay on the covenant path?

15. How did you use your computer skills to connect with your family?

16. How are you still using the FamilySearch Tree App in simple ways?

17. How can you serve someone else by doing Family History?

18. How does Family History and Temple Work help you hear Heavenly Father better?

## Section D: Directors

### Creating Opportunities for the Campers to be on a panel



We invited campers to be on a panel at our Stake Temple and Family History Correlation meeting (TFH): This was for all ward TFH committees and Stake Leaders with responsibility for TFH in Stake

We gave all the adults the opportunity to ask the campers about their camp experience. This handout we gave the adults at the meeting so they could engage the youth on the panel.

There will be several youth sharing their experience with our Stake's Youth Family History Discovery Camp this past summer. Please consider how you might use their insights on how to engage your own ward's activity in Temple and Family History involvement.

Feel free to ask them questions as you are inspired

Some questions you may consider asking:

- How can you help our ward get the youth excited about Family History?
- How did getting to know their ancestors to help your life right now?
- How does taking someone you know change your view about doing their work vicariously in the temple?
- What did they like about camp?
- What did they learn that they could help someone else learn?
- How has this experienced connected you more closely with Heavenly Father?
- How has it broadened your identity as a child of God and a member of an eternal family?

## Section D: Directors

How do I reach out to my community to help them find their family?

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- Share on texts or on social media: “Your Story is Worth Remembering” RT 2024 short film – Then ask them if they want to learn more about their family. This is a 7-minute film From FamilySearch 2024: <https://www.churchofjesuschrist.org/media/video/2024-01-0030-your-story-is-worth-remembering-a-short-rootstech-film?lang=eng>
- Offer to put together a Brief Family History booklet about their family. (You will need to get their vitals, parents and grandparents vitals: birth dates, death dates, names and places) All pages in FS can be printed – you can spiral bind at Kinkos.
- Get together with your Stake communications specialist or service specialist and add a Family History service project to “Just Serve” website. The Service project could be listed as: “We offer a free service to help you discover your family history on FamilySearch.org. We also offer a free service to provide short interviews to capture your personal history and attach to your FamilySearch.org page.”

### Who to contact:

Introduce yourself to the organization heads of:

- community service clubs
- retirement communities and their service clubs
- local libraries
- various Church ministry programs
- Interfaith councils, etc.

Share a 10-minute elevator speech: “How can I help you connect with your family past, present and future?”

### Elevator speech:

“I am a family History Consultant at the Mission Viejo FamilySearch Center. (Or-) I serve the youth at my church and we are trying to see how the youth can serve your organization members by helping them find their ancestors, connect with their living family and leaving legacy for future family). We are going out into the community to see if there are residents

## Section D: Director

How do I reach out to my community to help them find their family?

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that might be interested in Finding and connecting with their family – past, present and future.

Here are our Center's hours:\_\_\_\_\_. There is free one-on-one consulting help during those hours to help you find your family (you will need vital info: names, Birth and death dates and places to aid in the research).

We are also glad to partner with a community class/club to provide a free class for your community/club either at our center or at a community center to help introduce FamilySearch.org to residents. The Residents/members will need to know how to use a computer/phone/iPad and be willing to create their own account and login information. There is no advertising on this site and it is all free.

Or we can set up a supervised interview of a resident to help them write down their memories, or orally give their memories to their family. (Working with the community and youth can be tricky – please ensure all adults helping youth have run through the youth training program on Church website and are live-scanned – ward's should refund the live-scan (fingerprinting). These adults should be present at all youth-community interaction. Also, no photos taken without permission slip's signed. If the Senior residents cannot sign waiver, please make sure their family member has given permission for this project). Let me show you on my phone what I can find out about my ancestor's on the FS Tree app. If you sign up for a free account – no advertising associated with this free account. Just access to your ancestors and their records.

I'm also happy to speak/teach at a workshop/class on how to connect with your family past, present and future on FamilySearch.org.

Take a look at it and see what you can discover. You will just need to create a free account and input your closest deceased relative in order for the tree to populate. (The tree is one human tree, when you build your section of the tree, it helps me with my section– all living person's information is private and cannot be accessed by others.)

## Section D: Directors

### Sample Lesson

#### Temple and Family History Discovery Experience



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This Sample 45-minute lesson curriculum can be used to share with ward mission leaders and new converts, Ward counsel, Stake Council, Ward full time missionaries, auxiliary groups, SS lesson, youth groups, EQ/RS classes – and modified for not-members )

**Before** participants come, encourage them to download app on the phone, log in – populate tree and browse around to see what they discover and bring usernames and passwords. This will help them follow along on their devices. Identify as many helpers as possible to ask to come and help with the class by walking around and answering individual questions (These helpers need only know the bare minimum on FamilySearch. As long as you have one helper who is very knowledgeable, you can keep teaching.) This lets the whole class move more quickly. Ask someone to keep the class on time (listed in red). Their job is to be curious about each participant's family history.

**As the participants come into the room they may be asked by helpers if they have downloaded their Family Tree to the phone. If not, the helpers can assist.** If a participant hasn't been able to do any of the above preparation, have a slide or a poster on how to do that and encourage them to do it while waiting for the lesson to start. Also be sure they have directions to see (on a slide or on the board) on **how to connect their phones to the internet.**

**Write the rest of the agenda outline on board before starting (everything in green)**

- A. **Testimony sharing**
- B. **Commit, pray, share: - 5 minutes**

Start out with a story in your personal life of how TFH (Temple and Family History) participation, simply done, has increased your own ability to deal with life's difficulties and encouraged you in your everyday life. Or how it might have helped with your own identity as a child of God, a Disciple of Christ and a member of an eternal family or personalized your experience in the temple. Ask: "How have you turned the hearts of your family to one another?"

**Encourage/invite** them to **COMMIT, PRAY AND SHARE:** President Nelson *"I promise you that as you increase your time in temple and family history work, you will increase and improve your ability to hear Him."*

- **COMMIT:** to open their own "Personal Plates" daily. Your personal plates are found on your phone which include: Scriptures, Words of the prophets, Family's History on the FamilySearch Tree app. **COMMIT TO ATTENDING TEMPLE REGULARLY.**
- **PRAY:** When you are there (in the temple and on the FS Tree app): **PRAY** about what Heavenly Father wants you to learn, follow His promptings and then...
- **SHARE** with someone else. Share your own experience with Commit, Pray and Share and opening your "Personal Plates" (Elder Gong speaks of this) in your own life.

## Section D: Director

### Sample lesson Temple and Family History Discovery Experience

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- C. **Discovery and service: 15 minutes total** All through the lesson repeat asking the question: **What does Heavenly Father want you to do with what you are learning?** –

**Tree views – 5 of the 15 minutes** - ask them questions about what they are seeing (such as “who is from New Zealand, Germany, Tonga, Mexico.” Or “Who needs more stories attached?” “Did they die young?”)

#### **Very simple research skills everyone needs to have:**

- What is there?
- What is Missing?
- Where are they from?
- What can I add? (memory, source, details they might need to go home and ask)

Own Person profile page – 5 of the 15 minutes

Add a memory to **your** profile page Write one thing they know to be true (one sentence) add a selfie, tag and save.

Notice:

- **What is there?**
- **What is missing?**
- **What can they add?** Create a list of things to assign questions to go home and fill in.

**Teach them to use phone “notes” to ask yourself questions to learn answers**

**Teach how to swipe and use back arrows and history tabs to navigate between multiple pages on phone. Go home and complete the following tasks:**

- add more memories.
- interview grandparent and add to their memory page.
- add a source
- look at all the sources already attached

- D. **ADD A BRIEF LIFE HISTORY FOR YOURSELF 5 of the 15 minutes Go Home and Do the same for all immediate family:** Make sure parents, grandparents, spouse, children, siblings have all their page’s completed and create a Brief Life History for them.

E. Explain Private vs. Public record

F. **Temple – Ordinance Ready 10 minutes**

Pick ordinance, pick a person – view relationship, view person.

## Section D: Director

### Sample lesson Temple and Family History Discovery Experience

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#### Temple – Ordinance Ready Continued:

- Take a person, not just a name – check their sources out – it’s the bedrock of their story.
- ✓ **What is there?**
- ✓ **What is missing?**
- ✓ **What can you add?**
- ✓ **Who has missing ordinances in that family (siblings, children, spouse, parents?)** Take another person – reserve their ordinance work. Make sure their ordinances are completed.
- ✓ **Create a brief life history to add to their profile page**
  - Walk in the temple with New Eyes (check out Elder Duncan’s talk – A Voice of Gladness April 2023 General Conference) with your arm around your ancestor **for their first time binding themselves to the Savior.**
  - **Print out ordinance cards.**
  - **Print out and glue a brief life history on the back of card (or write) to remind yourself who you are taking – it will be much more personal.**

#### If you are working with older folks, and they are working on computers

Add **15 more minutes** to the class time and teach them about the home page of their FamilySearch account. (This page is not on cell phones)

1. Begin by teaching them how to find themselves back to that home page if they get lost. (in top left corner the FS logo – the green tree- is on every page in FS).
2. Show them how they can find their tree and themselves (Under “Recents”)
3. (This has changed. There is a list now not in this order.) The left side of the page is like a Family Social Media page where their closer living relatives are posting. The Right Side of the page is for research and we aren’t going to teach them how to research today. They can collaborate – make comments and maybe even get together with these cousins.
4. Have them make themselves a list of questions they don’t understand rather than asking them to the teacher (if they have a helper, they sure can ask them.) We want them to go home and do more digging and be curious and talk to their living family to get answers and come back to the FSC to dig more. (This way the work goes on and on).

Helpers should be asking them lots of questions about their family and how they can “fill in the blanks”



This person needs to be there every day and Open House taking photos/videos of camp

1. Provide all marketing materials for Youth Family History Discovery Camp.

Create a flyer. Tape it to the outside doors of all the buildings in the stake. Leave a stack at each building. I have included a sample flyer. Also give a stack to each Camp Committee Coordinator to pass out. Send flyers to ward bulletins, youth leaders.

2. Take photo and videos of camp and open house.

Create a video (3 minutes long) of camp to be shown at Open House for families and provide a copy for each of campers and give a copy to Stake HC to show to stake council. My presentation at RootsTech link is there. You may view it to see what our camp video looked like. You will need to set up a monitor in the cultural hall on Friday evening to show this video.

Create a short sample ancestor honoring video 2-3 minutes long as a sample to help the campers create their own. You will be showing this on Monday morning just as a sample of what they can create. Please emphasize this is an Ancestor honoring video, not a social media post. On Friday of camp, you will give them instructions on how to create their own video from all the content they saved to their flash drive on the FamilySearch Center PC desktops. (You will have to figure out how to show them video making instructions compatible with the computers available to campers. I have included some directions but they may be out of date.) These campers need to create on Friday these videos. Each will have a chance to share their video with the other campers on Friday at the end of the camp. They will need to save them to the flash drive in their cups to show their family Friday evening at Open House.

3. You will be teaching the kids computer skills on Monday and Friday. See “Daily Themes, Detailed Curriculum and who does what” included in the camp handbook.
4. Make sure all the computers and internet is working, and capable of handling various computers (Sunday Evening for training, Monday - Friday and Open House)



5. Create Open House Certificates (See samples) for Director to sign.

The Director will present certificates to campers on Friday evening at the Open House. Work with the Director to create these certificates. Please make sure they are done no later than Thursday evening. Make sure that each camper's name is spelled correctly. You will need to get them printed out and back to the Director to sign by Friday morning.

6. Release of Image permission forms:

You will need to collect all campers/volunteers/staff members release image forms so you know who you can photograph. The volunteer coordinator will gather their volunteers releases. The Parent/Camper Communications Coordinator will gather the camper's releases. I'm including a jpg of these releases for you. Please find the Church's most recent image release form to use for your camp.

7. Open House –

Set up monitor to show the Camp Summary Video (you have put together from all the video/photos taken during camp) to parents and campers. Make it only 3 minutes long. I sent a copy of this videos to parents personally along with each of the extra photos I didn't use in the video of their camper.

MISSION VIEJO FAMILY SEARCH CENTER  
PRESENTS:

# Family History Youth Discovery Camp

**Register Early**  
Send an email to:  
[thetorytellersclub15@gmail.com](mailto:thetorytellersclub15@gmail.com)

Session 1: June 24-28 (10-12)  
Session 2: July 15-19 (10-12)

Friday 5-6pm  
Open House/dinner

14 spaces available.  
(9 computers and 5 Bring  
your own laptop)

**Ages**  
**11-18**

Friday evening  
open house/dinner will be  
a family history fair where  
students can bring their  
family and friends to share  
traditional family food and  
their week's projects.

If you like puzzles,  
mysteries, computers, art, writing,  
videography or have journalistic ambitions,

## **THIS IS THE CAMP FOR YOU!**

Use all your multi-media skills to connect  
and belong as you discover and  
preserve your family's  
history.

*The more children knew about their family's history, the stronger their sense of control over their lives, the higher their self-esteem and the more successfully they believed their families functioned. The "Do You Know?" scale turned out to be the best single predictor of children's emotional health and happiness.*

~"The Stories That Bind Us" The New York Times 2013 – Bruce Feiler

**For more info call Christine Francis:**

## How to create an ancestor honoring video



- I. Adding interview from FS account to video folder: 5 minutes
  - A. Split page: Right side is your FS account open to your detail page and memories. Left side is your Thumb Drive open to your video folder
  - B. Click interview audio under memories
  - C. Click on top right hand of top corner of page three dots and download video
  - D. In a new tab on left screen Open Desk top and drag over FS page on right side find m4a drag it into video folder and rename
- II. Choose Music: 5 minutes
  - A. Open thumb drive music folder on right screen and find 2 songs you want to use for video (There is free music you can download for the kids to choose from. You will need to load this playlist on each of their flash drives before the first day of camp)
- III. Ready to create a project in Video Editing Folder on Flash drive.
  - A. Open Flash Drive “Openshot” portable (it will be in three parts you can split apart like the splitting screen technique.) One is for project content storage. One is for previewing the video. One is for project content storage. One is for previewing the video. One is for the tracks you will use for creating the video.
  - B. Open again to “File” to the folder Video. “Export” interview and open
  - C. Open again to “File” to the folder Video. Export” interview and open
  - D. Open again to “File” to folder Video and “Export” all images by highlighting and open
  - E. Adding Music/interview
    - Decide which song you want to start with and drag and drop into track 2.
    - Add the interview next
    - Add the last song next
    - You may choose to shorten the songs by clipping and delete.
  - F. Decide what order you would like to put the images in.
    - Drag and drop to track 1 at the bottom of the screen all the images in order.
    - Each image will need to be stretched to about 6 seconds before you drop the next image.
  - G. Previewing and Saving to desktop
    - Make sure you like the way everything is lined up. Watching the left side of the screen.
    - Now you are ready to save. Top left corner “File” click on export to MP4 on thumb drive
    - Find it on “Home” and name it and put it back on thumb drive.

Be sure you do not erase it.

It’s hard to explain this. I would recommend you figuring all this out and use an updated video /editing program. There are a lot of them out there.

Certificates ideas to award at the open house:

Computer whiz:

Best storyteller:

Best interviewer:

Best Historian:

Best focused:

Best Researcher:

Best Memoirist:

Spirit of Elijah Award:



**Best Memoirist:** skilled in gathering and recording memories of family members and preserving their stories

**Best Historian:** mindful gathering of historical data in journal, keeping well organized and filed in generational order with strategic use of internet skills

**Best Researcher:** excellent in note taking, task organization, and follow through on any project – a mii consultant in the making

**Best Focus:** always stayed on task and completed all projects, followed assignments and worked diligently

**Best Journalist:** brought in the first interview of a family member and always asked great follow up questions, included important vital data.

**Best storytelling:** captured important details and included all necessary context and preserved those memories.

**Best computer skills:** arrived with all the skills necessary to sit down and get to work, quickly adapted computer knowledge to FamilySearch.

**The Spirit of Elijah Award:** truly on fire gathering and discovering family on the other side of the veil.



## Certificate of Achievement

Family History Youth Discovery Camp 2023

This certificate is proudly awarded to

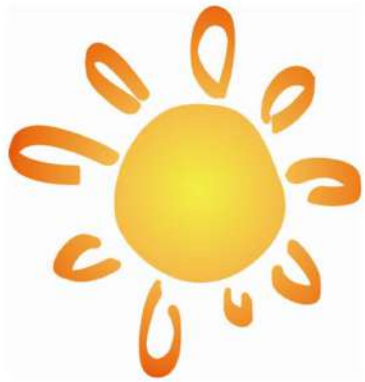
For THE SPIRIT OF ELIJAH AWARD: Curious and thoughtful of every ancestor. Truly on fire gathering Israel.

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Christine Francis, Camp Director

---

Ti Chambers, Jim Job, Assistant Camp Directors



# Summer Of Sleuthing

A fun summer challenge!



Family History Library

## *Certificate of Achievement*



## Section F: Introduction to Instructors

Page 1 of 2



Before you start – please read through the whole manual and watch all the inspirational links particularly my RootsTech 2024 and 2025 presentations. Please use these links to train your helpers.

Each day you will be training the campers’ helpers with the following 2 things at staff meeting each morning. (9:30-9:50):

- “Daily Schedule,” written by the Director and “Daily Challenge” written by you on the board in advance of staff meeting. (Found on pgs. 24-34)
- “Discovery Challenge” write this on the board on Monday after Daily Challenge is finished. (found on pgs. 24-34)

It is important for you to help these camper helpers get on the same page for the day. Helpers are at different levels of consulting and computer skill experience. This is a beautiful opportunity for many of them to be trained on how to help someone else with their family history.

Each day please help set up the room and write on chalkboard “Daily Challenge”. Please be there by 9:00 to set up.

Each day you will be using time during staff meetings from 9:30-9:55 to help all the Camper’s Helpers get familiar with the curriculum and how they will need to help their campers. Please provide each helper with a copy of the daily curriculum so they can follow along and refer to as they help their campers.

Each day you will be instructing campers on Daily Challenges, and Discovery challenges.

This handbook has all your instruction and Daily Challenges and Discovery Challenges in the section titled “Daily Themes, Detailed Curriculums and who does what (Section B). Your Director will keep time and notify you when your time is up. Handouts are provided by the Preparation Coordinator to the campers. You can see a copy of all that is available for you to use during your instruction in the Camp Handbook.

## Section F: Introduction to Instructors

Page 2 of 2



Sunday evening Training 1 ½ hours: All camper helpers, Director, Instructor. Games/Activities and Prep Coordinator can come at the of the training to help set up for Monday.

Agenda for Sunday evening training:

1. Director introduces everyone and gives quick overview of camp (10 minutes)
2. The Instructor (using the remainder 50 minutes) will talk about how to help the helpers become a consultant. (Use “We can help the Youth by”).

Instructor will teach them how to use the “8 steps to discovering your ancestors” every day at camp within the curriculum. So, you will need to make sure all the helpers have watched the RootsTech 2025 before attending the training:

<https://www.familysearch.org/en/rootstech/session/more-than-a-tree-a-simple-universal-guide-in-getting-to-know-our-ancestors>

At end of the Sunday evening training, instructors will help Director, Games/Activities Coordinator and Camp Prep Coordinator set up the Family Search Center.

Instructors are invited to attend the Open House on Friday evening from 5:00-6:30 Your campers will love it and families will want to meet you.

## Section F: Instructor

### Training Agenda to pass out for training helper/Volunteers



- I. Typical Day
- II. “8- steps to get to know your ancestors”
- III. Handouts for Monday
  - a. “Who, What, When, Where, Why, How Follow up questions”
  - b. “Pathways: How to recover tasks, web pages, organize notes and files”
- IV. Creating content for projects
  - a. Ancestor Honoring Video
  - b. Memory book
  - c. Adding to FamilySearch
- V. Curriculum – at staff meetings
  - a. Daily Challenges, Discovery Challenges
  - b. Daily Lesson outline
  - c. Timer will keep us all on the same page.
- VI. Take home and share/come back and share/Devotionals
- VII. Working with kids help
  - “Questions to ask Camper to dig deeper” pg. 124-125
  - “We can help the youth by” pg. 120-123
  - “Staying on Task” pg. 119

Before the training, ask them to watch and practice along with the 2025 RootsTech presentation by Christine Francis and Samantha Olsen entitled “More than a Tree: A Simple Universal Guide to Getting to know Our Ancestors”

<https://www.familysearch.org/en/rootstech/session/more-than-a-tree-a-simple-universal-guide-in-getting-to-know-our-ancestors>

Ask them to watch the RootsTech presentation by Christine Francis : “Empowering and Fortifying Youth Through Family History Discovery Experiences”

<https://www.familysearch.org/en/rootstech/session/empowering-and-fortifying-youth-through-family-history-discovery-experiences>

## Section F: Instructors

Detailed Training the Helper/Volunteers on Sunday evening before camp:

Page 1 of 2



One hour long on Sunday before Camp

1. Go over Handout: “What a typical day looks like”
2. Go Over Handout: “8 steps to get to know your Ancestors” handout: (It is important that you walk each helper through these 8 steps. Instructions are on the handout. Each camper will have a copy of this as well. These steps will be used all throughout their Discovery Challenges. This is how I teach newbies to research.
3. Go over two handouts given to campers on Monday: (both are in Section C of Handbook
  - A. “Who, What, When, Where, Why, How – Follow-up questions” to follow up on any discovery or game  
Campers will quickly answer or figure out everything, we want them to dig deeper. For everything they are discovering, ask them these questions as a follow up. For games we want them to ask questions of the person who is telling their family story. It creates better communication skills as well as makes everyone feel like they can talk and listen and all are interested. For every question asked about anything – please award points. We want them to learn how to be curious.  
  
Ask questions about How can they take this discovery and convert it into content for Video/memory books – notes – tasks) we have provided small cow bells for every time they make a discovery encourage them to use it.
  - B. “Pathway: How to recover tasks, web pages, organize notes and files” –  
Every file that has to have a name to save to flash drive will need to be titled. Use the information from this handout to name things for retrieval later.
  - C. Encourage them to Set tasks for deeper discovery experiences later. Or ask parents about some of the questions they come up during their discovery.
4. Creating content for projects:  
All week they will be collecting photos and memories from home to scan into their flash drives or print out for their memory books. They will also be clipping things from Family Search and saving them to their video folder on flash drive or printing out for their memory books. Ask them after everything they discover if they would like to print it out for the memory books and/or save to use in their Ancestor honoring videos.

## Section F: Instructors

Detailed Training the Helper/Volunteers on Sun eve before camp:

Page 2 of 2



These are the projects:

- a. Ancestor Honoring Video
  - b. add to Memory book
  - c. They should also be adding content to ancestor's profile page in FamilySearch under "memories"
5. Go over 3 sections of Handbook for Monday:  
Section A: Camp Introductory Materials  
Section B: Daily Themes, Detailed Curriculums and who does what  
Section C. Handouts for Daily Handouts, Games, Activities
6. All you curriculum will be given to you each morning during staff meetings by your instructor, so you don't have to know beforehand what it is we are going to be doing that day.
- A. Daily Challenge and Discovery Challenge will be demonstrated in Staff meetings
  - B. Daily Lesson outline with time allotment will be on written on the board
  - C. Timer will keep us all on the same page (this will also be written on the board)
7. "Take-home share/come back share" homework. Ask your camper in the morning about these stories. They will also be able to share during devotionals. Given by Director

Working with kids:

Find every reason for awarding small soft cloth balls (points). Get them asking questions about everything, by asking them questions about everything they are discovering. Enjoy how they do things. Comment: "I love how you....." "Could you teach me what you just did?" If they are moving faster than you on the computer. Just sit back and observe, then ask..."Could you show me how you got there?"

What happens if my camper finishes up challenges faster than the rest of the group or before the allotted time scheduled use the following handouts to ask them to search more:

- "How well do you know your family game pg. 160-161
- "Questions to ask to get camper to dig deeper" pg. 124-125

Please study the following:

- A summary of what campers will discover (Section A of handbook)
- Goals for Camp (Section A of handbook)
- We can help the youth by... (Section G of handbook)



To help you prepare and run camp with Camper Helpers/Volunteers:

1. Getting the Camper helpers in place will be the most important piece of the puzzle. Try to get them to volunteer for the whole week. It really makes a difference to the youth to have the same helper. They are learning and sharing tender things and the same volunteer helps them open up. Try to get them to commit 3-6 months in advance if possible. And have alternate volunteers you can call up if someone just doesn't show up.
2. The camp runs M-F 10-12 and an open house on Friday evening for families to come from 5:00-6:30. We expect the volunteers to help every day if possible. It is critical the volunteers to come to a training Sunday evening to help them feel comfortable helping. We expect the volunteers to come each morning of camp to a staff meeting from 9:30-9:50. (They will receive a daily curriculum for each day at this staff meeting and can ask questions.) It is important to have each volunteer there before the camper shows up each morning.
3. You need to create a Volunteer schedule to keep track of everyone.
4. Read through and understand all the attachments you are sending to the volunteers. All Attachments are included in this Section G.
5. Ask everyone if they would be willing to help. No skills necessary. The helpers will be learning alongside the campers and helping their camper keep to the curriculum. Each helper needs to be prepared by reading the preparation material's list which is at the bottom of this page. The volunteers can help you find more volunteers.
6. As soon as you get all your helpers committed to helping, please send them an e-mail thanking them for volunteering, you will have a lot of material for them to digest. Make sure they know that there will be an instructor teaching, and an extra helper that wanders around and answers their questions. They can also just show the campers the curriculum and might find out that the camper can teach them.
7. The volunteers just need to listen to Heavenly Father and listen to the kids and ask questions about everything they are discovering.
8. All Staff (Volunteers/Committee Coordinators) need to fill out "permission for image use" and give to Marketing/Technology Coordinator. Make it clear to the volunteers that they can choose not to be in the photos. You will then need to communicate that information to the Marketing/Technology Coordinator.

## Section G: Helper/Volunteer Coordinator

### Introduction

Page 2 of 2



9. First assignment for helpers is to make sure they take the Church's youth protection quiz which is available in the Church's website. Then they need to make sure they are live scanned (fingerprinted). Work with your High Councilman on how to make that happen. Encourage them to do this sooner than later. The ward's should reimburse. If they have done this in the past year, it should be still recorded they are ready to work with the youth.
  
10. Volunteers will be helping the kids with Daily Challenges, Discovery Challenges, Activities, Games All this curriculum is available in this manual if they want to see how each day looks. Helpers and campers will be instructed by Instructors, and Game and Activities Coordinator. The helper's job will be to help the kids do what was instructed. That might mean adjusting the curriculum for your camper as you feel impressed. Feel free to participate alongside the campers in the games in the Cultural Hall.
  
11. A sample email is attached.  
Send the e-mail with the following 5 attachments. The sample email and all the handouts are included in the Camp manual. Please make sure you have read through all these attachments listed below which can be found in the Camp handbook-- as well as Section A, B and C of the handbook to get a clear picture of what these helpers should know.
  - Sample Background check request form – there might be an updated version for your stake. Every adult must do the youth protection training found on the church's website and go do a live scan and background check in order to help.
  - Release form – Volunteers and all Camp Committee members need to give permission to use their image.
  - Volunteer flyer – for soliciting help.
  - We can help the youth by – training volunteer document. We will be discussing this document at training on Sunday evening.
  - Questions to ask to help youth dig deeper
  - Daily Themes, Detailed Curriculums and who does what – will help the Camper Helper/Volunteers to get a better understanding of what is expected of them. This is in Section B of the Handbook.
  
12. The Camper/Parent Coordinator will work together with the Volunteer Coordinator and Camp Director to match up campers with their helpers and assign computer stations at the FamilySearch Center.

## Section G: Helper/Volunteer Coordinator

### HOW CAN I FIND PEOPLE TO HELP

Volunteer to work one on one with Campers?



Once you get a volunteer ask them to share the flyer with friends that might want to come along and help as well. (They don't need to know a lot about Family History since they will be learning alongside the campers.)

Check with Service missionaries

Check with each ward's Temple and Family History committee members (EQ and RS Presidency members)

Check with Stake and Ward Temple Family History Consultants and RS counselor over Temple and Family History

Any Family History Consultant in the stake or who work currently at the FamilySearch Center.

Check your own friends. Ask them would they like to use this as an excuse to learn to discover their own ancestors.

Check with grandparents or older siblings (18 and older).

**We are looking for adults (18+) to volunteer to help with our Stake Youth  
Family History Discovery Camps**

**Session 1:** \_\_\_\_\_

**Session 2:** \_\_\_\_\_

The Kids will range in age from 10 ù -17 years old. Each volunteer will be assigned to one of the campers to help them stay focused and discover their family. We should have a lot of fun and the kids will learn how to connect with their living and deceased family through games, and creating multimedia family history projects.

**NO EXPERIENCE NEEDED.** Each morning volunteers will receive an outline of the day's activities, challenges, and discovery experiences. The Camp Instructor will be demonstrating everything so volunteers and campers can follow along. (A grandparent with computer skills can help.)

The camp is from 10-12 each day and we will need our volunteers to be there from 9:30-12:15.

If there is anyone that could help us we would really appreciate it.

Please contact \_\_\_\_\_.



A new study out of BYU shows how family history knowledge helps adolescents develop a healthy sense of identity – Church News, 12 March 2023



Section G: Helper/Volunteer Coordinator:

Please send an E-mail to volunteers as they commit for the week.

Page 1 of 2



Include 6 attachments – see the bottom of the email. Here is a sample of what you could send

Dear Wonderful Volunteers:

Thank you so much for your willingness to help our youth during the Family History Discovery Camp at the Family Search Center in \_\_\_\_\_. (Paste the Center's link here. It can be found by opening up the FS wiki and searching for your center. Just copy and paste the center's home page link.)

It should be so much fun and you helpers are going to make all the difference. We will need you to come from 9:30-12:15 each day so we can have a little staff meeting before the camper's arrive. (If a camper comes with you, please have them bring a book to read or a soft ball to go shoot baskets in the gym.)

Attached is the Volunteer schedule for the week. If I have made a mistake, please let me know. If your name isn't on the schedule, please let me know. We currently have \_\_\_ kids enrolled. (Get this information from Parent/Camper Coordinator.) It will make all the difference if there is a helper for each camper. I'm so grateful you are willing to help us keep the kids on track and engaged. That helps the rest of the camp staff do their jobs.

You will also need to go through the Church's Youth Protection training (very quick) and go to get Fingerprinted at one of the Background check facilities in your area. This training is on the Church's website. (The High Councilman should give you this information). To find the live scan facility in your area, just google: "Live Scan – Background check". Please do this as soon as you can. Don't wait. You can be reimbursed by your ward with the receipt for the payment of the service. Let me know when you have accomplished this.

We still need more volunteers, so if you would like to reach out to anyone you think could help, I've attached a volunteer flyer for you to share with anyone who might be able to help. Please have them contact me. Our camp instructor will be demonstrating the activities/challenges/games and discovery experiences each day. You will be given a daily curriculum to work with at Staff meeting (Sunday evening before camp).. You will help your assigned camper accomplish all the things that will be challenged within the time assigned. You will also have the flexibility to just enjoy their discovering. Listen to the spirit and ask questions to get them to dig deeper. You don't have to have major skill in Family History, just a willingness to come and learn along with your assigned camper following the promptings of the spirit.

## Section G: Helper/Volunteer Coordinator

Sample email to send to Helper as soon as they commit.

Page 2 of 2



I'm attaching a little more detail on how you can help your camper. Please take a look at these attachments. Your camper's experience will in great part depend on your enthusiasm and helping them think outside of the box. Have a lot of fun with them. They can get a bit rowdy. Don't let that frustrate you. Just enjoy them enjoying discovering their family. Ask questions that show your interest in them and their family. I'm attaching a list of questions for you to ask the camper to dig deeper and create an experience where they can leave camp and go help others.

Each morning, we will hold a staff meeting from 9:30-9:50. This will be a time we will share the day's camp plan. We will also have a chance to ask questions, make observations about the previous day and offer insight on how to work with the kids. Please come a few minutes early so we can give you all the curriculum and a bit of training to help you be able to help the kids stay focused and discovering with the spirit.

About halfway through the morning, we will have a break to go into the hallway and get a snack. During this time, the kids will also need to be doing a timeline project and a mapping project. (The Games and Activities coordinator will instruct everyone on what this is about.)

All the training you will need will be done the day before camp begins, Sunday evening at the FSC from \_\_\_\_\_ (1 1/2 hours)

Let me know if you have any questions. (Please include the following attachments to this e-mail. )

1. "Live scan and youth protection training" (Please get this from the HC to send to the volunteers – pg. 126)
2. "Release to use Image" – Return to Marketing coordinator if you are ok with being photographed. Pg. 127-128
3. "Volunteer flyer for Discovery camp" – for you to share with friends that might want to help volunteer for this camp. Pg. 116
4. "You can Help the Youth by..." (This will be the training you need to attend and we will be going over this on the Sunday before Camp to answer any questions you may have and demonstrate some computer skills and what their projects will be etc.) pg. 120-123
5. Questions to ask to help youth dig deeper pg. 124-125
6. Daily Themes, Detailed Curriculums and who does what – will help you to get a better understanding of what is expected of them. Section B of Camp Manual

Please reach out if you have any questions. Let me know when you have done the Church's training and are live scanned.

## Section G: Helper/Volunteer Coordinator

### Staying on Task



It is essential for us to stay on task. The kids will want to go down rabbit holes. You are going to have to monitor that closely. As a consultant, I always give new researchers tasks that we can't complete during our time together to take home and explore more. Your job will be to encourage them to write down in their memory books tasks for themselves, questions that they want to examine or work on at home. Your job is to keep them coming back to the focus of the discovery experience. Which is written on your daily "curriculum and who does what" sheets. We have an opportunity to really make hay while the sun shines but that will mean you can't wander off task too far!

If a kid wants to discover their own way on Family Search, helpers should compensate with the curriculum accordingly. We want the campers to be immersed and each will have a little different way to do that. It is essential they are having fun! And consultants should be having fun with them! Our Timer will keep everyone on time.

## Section G: Helper/Volunteer Coordinator

We can help the youth by...

Page 1 of 4



Helping them practice listening to Heavenly Father in each task. You are also invited to pray often in your heart how you can help them. They may not really want to do everything in the curriculum. Let them lead you in their discovery. They will be much faster than you on the computer. If they are going to fast, ask them to teach you. The curriculum is just so the teacher can teach them all the same methodology. (you can learn along with them.... Don't panic there will be an extra helper to answer your questions).

Keeping them on task. Each activity, challenge, game, and discovery experience will have a time duration. The instructor will explain/demonstrate the activity and you will help them accomplish the challenge in the time allotted. The instructor will be there to answer questions. If your camper runs through the curriculum faster than the rest of the kids. Help them slow down and dig deeper into their ancestor's lives. Have conversations where you are curious about their family. Ask questions and laugh with them. Ask them about their own family and friends who they could teach this to. Just let Heavenly Father tell you what you can help them with, what questions you can ask. Talk to them about their family living and deceased.

Creating content: In each of those experiences your job will be to help your assigned camper to create content for their projects. These projects will be:

1. Video Slide Show
2. Memory legacy book (scrapbook)
3. Adding to Family Search (Memories)

Printing/scanning/computer skills: Split screen. Some of the content will be brought by the camper and will need to be scanned into the camper's computer. Each Computer has a "printer" function at the bottom of the screen. (for example: scannable heirlooms such as photos, scrap books, etc.). Most of the content will be discovered on Family Search and clipped to the computer's desktop (we will demonstrate this skill to you helpers on Sunday evening at volunteer training.)

Daily Challenges: The instructor will have a list of challenges for the youth written on the board the minute they walk through the door each morning. The director will assign each of you a camper introduce yourself and have them show you their legacy box. And then you can begin immediately to help them start on their challenge. The schedule/time allotment for the day will also be written on the board and we will try to stay within the allotted time indicated on the chalk board for each activity/challenge. We have included in this e-mail a typical schedule for each day.



Discovering and recording challenges: We want them to be continually successful at discovering and recording their family's history. So, we will have points that are awarded by you helpers in the form of small cloth balls per point. Everything they discover and record to the computer desktop from the Family Search Website (or scanned in) will earn them points. Any question they ask about their family or what's on family search. Award them a point. Find lots of reasons to award them points. Encourage them to ring their little cow bells every time they find something new.

We hope they will be practicing turning the hearts of the children to parents/family who are living.) Be sure when they are recording or labeling a file to write down the ancestors name, PID #, birth year and death year and how they are related (these instructions will be in Monday's handouts). We are teaching them to be researchers and it is important they have a pathway back to finding the person they were working on at a later time. If you can't help them find the answer to a question, have them write down in their memory book the questions they have and assign themselves to go home and learn more. They are so smart! (We will have a pathway cheat sheet/card for them to make sure they are labeling everything correctly). Teach them Memory book can be a place to ask questions, post photos, tell stories, record miracles, research notes.

Identity: A huge part of the camp's purpose is to help the youth discover their identity. Your job is also to help them develop an identity as a member of an eternal family and as Heavenly Father's son or daughter and a disciple of Christ. Whenever they discover an ancestor, help them discover their ancestor's story. The ancestors' stories are in the ancestors' detail page. It's told in the "sources" and "memories" and in examining the family carefully. The ancestor's vital information is the boring part if you don't turn those details into a story. Help them create their own life sketch for each of their family members as well as themselves and save it to the profile page(s).

Ancestor's life's stories: Youth really need to identify with their ancestor's stories and how these stories can aid them in navigating life's troubles. Please emphasize that these stories can be their family's "Plates". At any time when they need guidance Heavenly Father can speak to them through their ancestor's lives.



TEMPLE SERVICE (Most important!!!) The bottom line is helping them come to know and love these people, be worthy to take them to the temple and experience the temple with their ancestor for their ancestor's First Time receiving these blessings and power to help all of us continue along their covenant path.

MISSIONARY WORK – SERVICE – we want them to come away from the camp ready to help their friends find their own families and how to add their family's history to FamilySearch. We want them to reach out to the older folks around them and help those people get their stories on FamilySearch. We'd love them to start an after-school camp to come in and work on their own family histories with their friends as well as be a facilitator for service to older folks who need young people's help listening and recording their stories and digitizing photos to Family Search.

QUESTIONS: During each challenge, ask questions! This will teach them to be really good researchers.

Who, What, When, Where, Why and How???????

Have them ask the same questions of other campers during our get to know you games, interviews and devotionals.

Have them answer the questions in their memory books about their ancestors.

They will also be getting experience conducting interviews with relatives and one another, so follow-up questions are a really important skill.

Here are examples of questions you could ask them.

When did they die, what did they die of? What was their occupation? How many children did they have and did any of the children die young? What kinds of tragedies were going on in the world that they might have witnessed. How do you think they handled those things?

How does knowing this ancestor and their story help you handle tough stuff? What in your life (your testimony, your service, showing empathy...) would you want your own children to know about you? How does knowing your ancestor help you want to go find more ancestors to take to the temple? How does knowing the ancestor you are taking change your experience in the temple?

Help them record all their responses in the memory book and award them a point.



Let's start getting them to identify themselves with as a family of strength, character, empathy, testimony, honor, perseverance, resilience, kind, etc. Use questions like:

"What one word could you use to describe this ancestor?" "What sentence could you use to describe what this ancestor went through? Who's your favorite ancestor? Why? What do you learn from them?"

Then have them write those words in their memory book about that ancestor. They can use these words to describe themselves on the cover of their memory books. They can use these words as text for the slide show.

Invite them each day to go home and share what they are learning. Ask more questions of their family to bring back and add to their memory book. They won't have time each day to type or write out a whole new story. So, encourage them to create bullet points with 3 words to remind them of the story and they can go home and flesh the story out. Or just clip out the stories and print them to include.

Every person on the shared tree in Family Search has a detail page, this detail page has a "life sketch" created automatically for the person.. It is under the tab "About". We want the kids to create a life sketch for their family members and ancestors in the form of a Video/slide show, in their memory books and create games that teach their family a little about their ancestors.

I believe I have already talked with you all about protecting the kids. But here is a reminder if you haven't already completed the training and Live Scan.

Each of you must have taken and passed the "Youth Protection Training" located on your account on the church website to volunteer interacting with youth. The church will send you an email letting you know you passed (it's a very easy video, if you make a mistake, hit the back arrow, and try again. Get a live scan application from your Stake High Councilor. Take your filled in to the nearest Live scan facility (google that) with your application. They will check your ID and fingerprinted you. (20 minutes). It will cost about \$38.00. Please keep and submit the receipt to your bishop for reimbursement. This training will allow you to help the campers as well as work with the youth in the church for the next 3 years.

## Section G: Helper/Volunteer Coordinator

### Questions to ask camper to dig deeper

#### Page 1 of 2



How well do you know your family game?

For those whose fan's aren't filled out this is some great ways to include them: (For every answer you get a point)

- Where were your ancestors born?
- What stories do you know about your ancestors/living relatives
- What were some of your relatives biggest accomplishments?
- Traditions in the family? Food – celebrations – Spiritual – sports -
- How do you support your family?
- Who was the first convert in the family?
- Do you know questions? (see attached "Psychology Today" article with Robyn Fivush)

Youth are supposed to help on Ward's TFH committees but don't know their place. Here's some questions volunteers could ask to get the campers to think how they can help others.

1. How can you teach this? (what they are learning right then.)
2. Who could you teach this too?
3. You could bring your nuclear family in and help them. What could you help them do?
4. How can you open your plates each day and use the FS tree app to help you?
5. How could you share what you discover in the FS tree app to help someone else.
6. What do you know about the person you are taking to the temple?
7. Would you be interested in starting up a club at the HS? We could help you get started on some ideas with what to do with the club. Some of the things you are learning is what you could teach them.
8. How does knowing about the things that were happening in the world help you understand your ancestor better?
9. I have 80 different activity ideas; how could you help your Ward come up with an activity taken from this list?

Robyn Fivush in Psychology Today

The Story of our Lives

"I have been blogging about the value of family stories, and research from The Family Narratives Lab showing that children and adolescents who know more of their family stories show higher well-being on multiple measures, including higher self-esteem, higher academic competence, higher social competence, and fewer behavior problems. So how can you start sharing your family stories?

Marshall Duke and I developed the "Do You Know...?" scale, sometimes called "The 20 Questions," that tap into different kinds of family stories. These questions are designed as a starting point for sharing family stories.

## Section G: Helper/Volunteer Coordinator

### Questions to ask camper to dig deeper

#### Page 2 of 2



Please keep in mind that it is not the knowledge of these specific facts that is important – it is the process of families sharing stories about their lives that is important. So, these questions are a way to begin to ask and to tell, and to begin a family tradition of sharing the stories of our lives.

1. Do you know how your parents met?
2. Do you know where your mother grew up?
3. Do you know where your father grew up?
4. Do you know where some of your grandparents grew up?
5. Do you know where some of your grandparents met?
6. Do you know where your parents were married?
7. Do you know what went on when you were being born?
8. Do you know the source of your name?
9. Do you know some things about what happened when your brothers or sisters were being born?
10. Do you know which person in your family you look most like?
11. Do you know which person in the family you act most like?
12. Do you know some of the illnesses and injuries that your parents experienced when they were younger?
13. Do you know some of the lessons that your parents learned from good or bad experiences?
14. Do you know some things that happened to your mom or dad when they were in school?
15. Do you know the national background of your family (such as English, German, Russian, etc.)?
16. Do you know some of the jobs that your parents had when they were young?
17. Do you know some awards that your parents received when they were young?
18. Do you know the names of the schools that your mom went to?
19. Do you know the names of the schools that your dad went to?
20. Do you know about a relative whose face “froze” in a grumpy position because he or she did not smile enough?

I hope these questions help you to begin to learn more of your family stories and share them across the generations.”

As a great resource watch Roots Tech 2024 Impact Forum:

<https://www.familysearch.org/en/rootstech/session/the-impact-forum?lang=eng>



### REQUEST FOR LIVE SCAN SERVICE

#### Applicant Submission

AR828 ORI (Code assigned by DOJ)	Volunteer / 11105.3 PC (97077) Authorized Applicant Type
Non-profit Volunteer Type of License/Certification/Permit OR Working Title (Maximum 30 characters - if assigned by DOJ, use exact title assigned)	

#### Contributing Agency Information:

The Church of Jesus Christ of Latter-day Saints Agency Authorized to Receive Criminal Record Information	26471 Mail Code (five-digit code assigned by DOJ)
50 E. North Temple Street Address or P.O. Box	Scott R Peterson Contact Name (mandatory for all school submissions)
Salt Lake City    UT    84150 City                      State    ZIP Code	(801) 240-6238 Contact Telephone Number


#### Applicant Information:

Last Name		First Name	Middle Initial	Suffix
Other Name: (AKA or Alias)				
Last Name		First Name	Suffix	
Date of Birth	Sex <input type="checkbox"/> Male <input type="checkbox"/> Female	Driver's License Number		
Height	Weight	Eye Color	Hair Color	
Place of Birth (State or Country)	Social Security Number	Billing Number	N/A (Agency Billing Number)	
Home Address	Street Address or P.O. Box	Misc. Number	(Other Identification Number)	
		City	State	ZIP Code

I have received and read the included Privacy Notice, Privacy Act Statement, and Applicant's Privacy Rights.

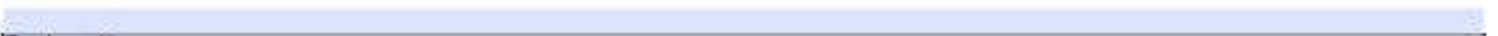
                      



Applicant Signature                      Date





Your Number:                       Level of Service:  DOJ  FBI  
OCA Number (Agency Identifying Number)                      (If the Level of Service Indicates FBI, the fingerprints will be used to check the criminal history record information of the FBI.)

If re-submission, list original ATI number:   
(Must provide proof of rejection)                      Original ATI Number

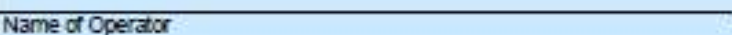
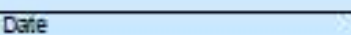
Employer (Additional response for agencies specified by statute):





Employer Name 

Street Address or P.O. Box                       Telephone Number (optional) 

City     State     ZIP Code                       Mail Code (five digit code assigned by DOJ) 

Live Scan Transaction Completed By:

Name of Operator                       Date 

Transmitting Agency     LSID                       ATI Number                       Amount Collected/Billed 

INTELLECTUAL PROPERTY OFFICE  
 50 E NORTH TEMPLE ST  
 SALT LAKE CITY UT 84150-0018  
 Telephone 1-801-240-3959  
 Fax 1-801-240-1187  
 cor-intellectualproperty@ldschurch.org

IP code	File number (if assigned)	PO number
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**Parties to Release**

This Release to Use Image (hereinafter, "Release") is an agreement and release between Intellectual Reserve, Inc. (IRI), and

Name ("Grantor")	Phone (with area code)
Address	Name of photographer

**Terms and Conditions**

In consideration of the mutual promises and covenants hereinafter contained, and for other good and valuable consideration, Grantor and IRI hereby agree:

- Grantor hereby irreversibly grants to IRI, its related entities, and their respective employees, agents, and representatives (collectively "IRI") the full right to create and obtain, in the past, now, and in the future, images, photographs, video, audio, interviews, stories, personal histories, and any other recordings, documents, or materials Grantor may make available to IRI (in whole or in part, in any and all languages, and with or without credit to Grantor), in any now known or future media, of Grantor's name, image, voice, likeness, personal information, or other items (collectively "Grantor's Image"). Grantor further authorizes IRI to copyright, adapt, edit, summarize, reproduce, perform, display, distribute, publish, license, sell, broadcast, post or stream over the Internet, create derivative works from, and otherwise use any and all parts of Grantor's Image, forever and throughout the world, in any and all manners, and in any and all forms of media that IRI believes suitable.
- Grantor hereby agrees that Grantor shall have no right (including, without limitation, copyright), title, or interest in or to Grantor's Image or to any IRI work or publication or any material included therein pursuant to this Release and that Grantor shall have no claim of any kind or nature whatsoever against IRI based on the exercise of any rights granted hereunder. Nothing herein will constitute any obligation on the part of IRI to make any use of any of the rights set forth herein. Grantor waives any and all right to payment or other compensation arising from or related to Grantor's Image. Grantor will not state or imply, or allow others to state or imply, that IRI approves of or endorses Grantor or Grantor's activities.
- Grantor represents and warrants to IRI that Grantor is free to enter into this Release and that Grantor's performance hereunder will not conflict with any other agreement or understanding to which Grantor may be a party.
- Grantor hereby acknowledges and agrees that in the event of any breach or alleged breach by IRI of any of its obligations to Grantor, Grantor shall be limited to Grantor's remedies at law for damages and shall not be entitled to terminate or rescind this Release. This Release shall be binding upon and inure to the benefit of the parties, their successors, heirs, assigns, and legal representatives and shall be governed by and construed in accordance with the laws of the State of Utah, excluding conflict-of-law principles. If any dispute arises out of or relates to this Release, the parties agree to the jurisdiction of the courts in the State of Utah for purposes of any action instituted pursuant to this Release.

**In Witness Whereof**

The parties have affixed their signatures to this Release. **By signing below, Grantor warrants and represents that he or she has read this Release, understands its contents, and has the legal capacity to execute this Release.**

Intellectual Reserve, Inc. X	Date
Grantor X	Date

Reserved for IRI description of content

**Parental Consent** If Grantor is a minor child, Grantor's parent or legal guardian must complete the following.

I, the undersigned, hereby warrant and represent that I am the parent or legal guardian of the minor child named on this Release ("Grantor"), that I have full authority to execute this Release on behalf of Grantor, that I have read this Release, and that by signing below I have granted this Release on behalf of Grantor. I hereby agree that I and said Grantor and all other parents or legal guardians, if any, will be bound by all releases, consents, and covenants contained in this Release.

Name of parent or guardian	Signature X	Date
Address	Phone (with area code)	

**Project Information**

Grantor	IPO number	File number (if assigned)	PO number
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**Instructions for This Page**

Copy this page as needed for additional Grantors.

**Additional Grantors—continued**

All terms and conditions of this Release, including parental consent (if required), apply to each Grantor named below. By signing below, each Grantor warrants and represents that he or she has read this Release, understands its contents, and has the legal capacity to execute this Release.

Name of Grantor (please print)	Name of parent or guardian (please print)	Phone (with area code) (if different from Grantor's)	
Address	Phone (with area code)	Address (if different from Grantor's)	
Signature of Grantor X	Date	Signature of parent or guardian X	Date

Reserved for IRI description of content

Name of Grantor (please print)	Name of parent or guardian (please print)	Phone (with area code) (if different from Grantor's)	
Address	Phone (with area code)	Address (if different from Grantor's)	
Signature of Grantor X	Date	Signature of parent or guardian X	Date

Reserved for IRI description of content

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Address	Phone (with area code)	Address (if different from Grantor's)	
Signature of Grantor X	Date	Signature of parent or guardian X	Date

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Address	Phone (with area code)	Address (if different from Grantor's)	
Signature of Grantor X	Date	Signature of parent or guardian X	Date

Reserved for IRI description of content

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Address	Phone (with area code)	Address (if different from Grantor's)	
Signature of Grantor X	Date	Signature of parent or guardian X	Date

Reserved for IRI description of content

Name of Grantor (please print)	Name of parent or guardian (please print)	Phone (with area code) (if different from Grantor's)	
Address	Phone (with area code)	Address (if different from Grantor's)	
Signature of Grantor X	Date	Signature of parent or guardian X	Date

Reserved for IRI description of content

Section H: Camper/Parent Coordinator  
Introduction for Camper Parent Communications Coordinator  
Page 1 of 3



Once the marketing specialist posts flyers you will start receiving interest from parents of campers. You will need to have your contact information on the flyer. You will be fielding a lot of questions from parents, so it's important you understand the whole concept of camp. Please digest the Camp Manual as it will inspire and strengthen your desire to help youth be involved in Temple and Family History Service.

You are the liaison between the parents/campers and the camp director. You may find it appropriate to reach out to parents of youth that you know who would really enjoy this camp and invite their kids to participate. This camp should cost no money for the campers if you can get the stake to set up a budget for it. The High Council Rep. will be creating that budget. Your responsibilities as camper/parent communication coordinator shouldn't cost you any money.

Your main job is to communicate with parents on how to prepare the kids for camp. Set a deadline for them to turn in the registration materials.

I've given you a sample e-mail that can accompany the registration packet. The registration packet should include the following:

- "Youth Family History Discovery Camp Registration Form" (to return completed before camp) pg. 135
- "Preparing for camp" (not to be returned) pg. 134
- "Legacy Box – All about Me, All about my Family, Parent/Camper questionnaire" (to return completed on or before the first day of camp) pg. 136-137
- "Church medical release form" (You should find the most updated on the Church website. Please google and send link to parents) – (to be return completed on or before the first day of camp)
- "Release to use Image". You should find the most updated on the Church website. Pg. 127-128 is a sample. Please google and send link to parents) – (to be returned completed on or before the first day of camp). If the parent does not want their campers to be photographed or videoed, please inform the Marketing Tech Coordinator not to include their image in any of the camp videos. Pg. 127-128

## Section H: Camper/Parent Coordinator

### Introduction for Camper Parent Communications Coordinator

Page 2 of 3



You will be the point person for the parents to get all this done before camp. If campers are not prepared they will not be able to participate. You may have to do a lot of follow up to make sure they complete all the above registration materials. The seats are precious and you don't want to hold up a seat that could be filled by a camper/family that is really committed. Please e-mail a copy to the Director of all registration materials, so they have information easily accessible during camp in case of emergencies.

Once the campers have registered we have two more pieces of correspondence that you might want to send them to get them excited.

- “Welcome to Youth Family History Discovery Camp” (sample included pg. 133)
- “E-mail before camp to welcome and get campers prepped.” (sample included pg. 132)

You will also be making sure the camper's family can attend the Open House on Friday evening from 5-6:30. Extended family are invited to join. We also need to give the parents an emphasis on the importance of kids showing up a few minutes early for camp and be picked up promptly at the end of each day's camp. Camp will be from 10-12 Monday- Friday plus Open House Friday evening.

The campers will be assigned homework by the Director. It is called “Take home and Share and bring back and Share.” These little assignments will help them each day to turn their hearts to living family by collecting stories, photos to share at camp and to create content for their Ancestor Honoring Video project they will work on every day. Clarify with parents that original photos will end up being glued into Memory books unless they tell their camper to copy it into the camper's flash drive from the FamilySearch Center's scanner. The parents must make this clear to their kids if they want the original back.

One of the homework assignments will be for the campers to schedule an “interview” with a family member such as a grandparent but can be a parent, uncle, sibling, etc. This interview has to be done Wednesday evening. We will prepare them on how to do this interview on Wednesday of camp. Please ask the parents to coordinate this.

Make sure the “Legacy Box – All about Me, All about my Family, Parent/Camper questionnaire” pg 136-137 is done as the kids will need to bring the Legacy Box the first day of camp to get to know each other and start their memory book project and Video. We have a hope that it will get a jump start on these Family History turning hearts conversations in the family.



MAKE SURE THERE ARE NO FOOD ALLERGIES WITH YOUR CAMPERS. Communicate this information to Games/Activities Coordinator if there are allergies as they will be purchasing snacks.

You are going to have to set deadlines for parents to register. It's ideal if they are committed to attend at least a month in advance FOR ALL 5 DAYS AND FAMILY ATTEND WITH THEM ON FRIDAY EVENING for Open House. Encourage parents not to blow off any of the days as the kids learn so much each day that is built on skills needed for the following day

Just a little word that might help you in limiting the number of kids to accept to camp and previewing kids whose parents want them to come but they aren't interested:

One camper per computer. You may be able to set up tables and kids can bring their own laptops to increase participation. But different computers complicate the learning process. Although the kids are pretty good on computers and can interpret the lesson plan. Remember it is very hard for a volunteer to help more than one camper at a time. So the amount of volunteers should be considered in admitting campers. The camp as it stands right now might be difficult to adapt to inviting and accommodating every youth in the stake. That would be a different type of camp/event/activity. If a kid isn't interested, encourage them not to come. It's hard for the instructors to be trying to entertain kids who just aren't interested and it is morale buster when kids drop out.

Consider holding two camps one for 10 ½ year olds – 13 year olds. These are kids that can't go on some of the 14 and up activities the stake provides each year and are less committed during the summer. You may try a "mommy and me" type of camp for this younger group. Saving other adults to be helpers for the 2<sup>nd</sup> camp that would be 11-17 year olds.

The other camp can be in the middle of the summer and you will have families going many ways and that can help you limit the number of youth that can participate.

The Camper/Parent Coordinator will work together with the Volunteer Coordinator and Camp Director to match up campers with their helpers/volunteers and assign computer stations at the FamilySearch Center.

## Section H: Camper/Parent Coordinator:

Sample email to send to parents after camper commits to Camp

Dear Parents,



We are super excited to have your kids come to our Youth Family History Discovery Camp. **June 24-28 from 10-12 each day and an Open House for the family on Friday evening from 5:00-6:30.**

There are a couple of pieces of preparation we have included that will help your camper jump right in on **Monday, the 24<sup>th</sup>**

1. **Legacy Box** – They can get started on collecting family history and bring to share on Monday of camp. This will be a great opportunity to start having conversations with your camper about your family's history. Don't feel like you have to fill in every part, just get started and have your camper fill in anything they would like as well.
2. **Preparing for Camp** to make sure they have their own family Search Account and are all logged in before they come on Monday. The directions should help you get that all completed. If you have any questions, please call.
3. **Camp Registration form** (to return completed before camp)
4. **Church medical release form** (to return completed before camp)
5. **Releases to use Image** (to return completed before camp You might need to find the Church's most recent form – this might be outdated.)

We've also included a typical daily schedule and a list of goals for camp to get an idea on all the amazing things the girls get to participate in. **(This can be found in this manual pages 9 and 12)**

FYI: The campers will be assigned homework each day (it is called: **Take home and Share and bring back and share**). Have conversations in your car coming and going about what they are discovering. Ask them to reach out to other family members each day and share or learn more stories about their family. This assignment will help them to turn their hearts to living family as they collect stories, and photos to share at camp and to create content for their Ancestor Honoring Video project they will work on all week. The Legacy box will be brought in every day with anything the campers want to include in their video. Original photos will end up being glued into Memory Books unless you would like to have them bring the original back home. Please let them know so they can copy it into their flash drive at camp. This flash drive will be given to them at the beginning of the camp and can be taken home at the end of the week. They will be sharing with the other campers stories of their family (living and deceased) each day.

Heads up: One of the Homework assignments will be for the campers to schedule an "interview" with a family member such as a grandparent, or a parent. **This interview has to be done Wednesday after camp hours.** We will prepare them on how to do this interview on Wednesday of camp. They will be sharing during devotional on Thursday how that interview went and what they learned.

If you have not already filled out the registration packet, please print it off and fill it out – take a photo and send it to me by text or e-mail as soon as you can.

Please have them on time each day or even a few minutes early so they can jump right in. We will need every minute of each day. Each day builds upon the knowledge of the day before. They will do a ton of computer activities, challenges, play games and participate in devotionals. They will have a lot to share with you at the end of every day. Please pick them up on time which helps us helpers move onto our own family's summer activities.

Also Please invite your extended family to come to the Camp Open House on Friday for just an hour and a half. We'll play some of the same games the kids did together. Please bring a traditional family dish of sorts to share for dinner. It can be anything you love to make traditionally. If it's all desserts, well.... that will be fun! I'll provide a huge green salad bar and some yummy corn bread. We'll have certificates for the kids and they will show their projects and we'll have a little camp video to show. It's a ton of fun. The kids are pretty proud of everything they've discovered. It's pretty special. We can't wait to meet them and have them get to know one another. They will get very attached.

Feel free to reach out to us anytime for any questions you may have.

## Section H: Camper/Parent Coordinator

### Welcome to the Family Search Center's Youth Family History Discovery Camp



Please send the following email to parents after they have registered. Include an attachment called “Goals of Camp”

We can't wait to show each camper:

How to connect and belong to their family (past, present and future) through the FamilySearch website. As they discover their family's memories, and play games they will intuitively gain the skills needed to retain a lifelong interest in their family and its history. We hope to help them learn how to do research with the goal of providing Temple ordinances for their ancestors that they know. It also naturally increases their desire to be worthy to take people they've come to know and love to the temple. WE have been promised by our prophets and apostles that if our children are helping gather Israel they will be “protected from the power of the destroyer” as well as help them learn the skills needed to “hear their Heavenly Father” more clearly and help “heal that which needs to be healed”. We will teach them how to help other friends and family to discover their family and in so doing will gain tools to use on missions with those they encounter to also discover their families. WE believe that discovering their family's history will help them see the eternal nature of family and of their own identity as an eternal family member, child of God and a disciple of Christ. Their identity discovery can be broadened to fit inside this eternal nature. All their natural talents and blessings can be formulated around an eternal view as they serve their family in the temple.

We encourage you to have time each evening after camp to have them share what they discovered about their family and you in turn share with them please. Be thinking of ways to invite them be the lightkeeper for your family moving forward. These youth are natural recorders. Find ways they can record your living family members in an interview and preserve it on FamilySearch.org. We'd love to see them turn to FamilySearch to meet many of their social media needs. We will also invite them to create some type of genealogy club for their friends to learn about family. This has been very successful at a Stake in Washington. The youth of this generation have a hunger to know their family. We are finding there are many isolated young people who don't feel they fit anywhere. This could be the hobby that might help them “not feel alone.”

They also will develop skills to be a “servant” of Heavenly Father in this work. They will find all sorts of opportunities to help others connect with their ancestors which helps us all connect to our Heavenly Father. It also provides all sorts of opportunities to families by turning their hearts to living family as they talk about their shared family's history.

Camper/Parent Communication Coordinator

## Section H: Camper/Parent Coordinator



### Preparing for Youth Family History Discovery Camp

Welcome to \_\_\_\_\_ Stake Family Search Center's Youth Family History Discovery Camp 2026 FamilySearch Center (address: \_\_\_\_\_)

10 a.m. -12 – Monday through Friday and 5-6:30 p.m. Friday Family History Open House

To help your camper prepare:

1. Make sure camper is logged into his/her own Family Search Account. Populate the tree by filling in family details as much as possible and choosing from the suggested ancestor list. All Living people will be created for the camper's use only. For their tree to populate you must fill in the closest deceased parent/grandparent/great grandparent. They will need their church membership # to create an account – please do not create a “non-member” account.
2. Please send their username and password with them each day to sign into the FSC (Family Search Center) computers.
3. If the camper has a cell phone, please download the Family Search Tree app (white box with a green tree) from the app store, log in and the tree should populate if it has already been populated on the computer. Otherwise, you will have to create an account on the phone.
4. Please sign the registration form and Church's medical release form. Take a photo of the forms and email or text me the photos. Please add the original completed forms to bring Monday.
5. Campers will be asked to bring traditional family food to the Friday evening 5-6:30 p.m. Family History Open House to share. Please extend an invitation to your family, and relatives to enjoy food, games, and a time for campers to show off their week's projects. Please bring to the open house a traditional family dish to share, bring enough for all the people you will be bringing. (Anything you eat to celebrate your family's traditions would be wonderful. Dessert, main dish, appetizer, or side dish.) We will also be playing some of the games the kids played during the week.
6. Fill out the “All About me – All about my family – Parent/Camper questionnaire and provide a shoe box decorated as a “legacy Box” to hold all the photos and small heirlooms that your camper can share the first day during our Devotional. The questionnaire could be emailed back to me in advance so we can get to know your camper in advance.

If you need any help with any of the above please contact: \_\_\_\_\_

Camper/Parent Communication Specialist

Youth Family History Discovery Camp Registration Form

Family Search Center

Church of Jesus Christ of Latter-day Saints

27976 Marguerite Pkwy, Mission Viejo, CA 92690

Please print out this registration form and Church’s medical release form (link below). Fill out and send a photo of the form back to the camp director through email, Christine Francis: gmyqgsr6@gmail.com. Please bring original filled-in registration and medical release forms on the first day of camp.

**Please check or fill in blanks:**

Session 1: June 19-23, 2023: 10 a.m. – 12 \_\_\_\_\_ and Family Open House- June 23, 5-6 p.m.

Session 2: July 10-14, 2023: 10 a.m. -12 \_\_\_\_\_ and Family Open House- July 14, 5-6 p.m.

Name of participant: \_\_\_\_\_ (print) Age: \_\_\_\_\_

Camper Cell Phone #: \_\_\_\_\_ (make sure the Family Search Website is accessible on phone and please download App and log-in to Family Search on cell phone before camper attends camp.)

If there is no cell phone, will camper have use of parent(s) cell to complete projects at home? \_\_\_\_\_(Y/N)

Downloaded Family Search App on Cell phone or iPad \_\_\_\_\_ Yes?

Please download Church’s medical release form:

[https://assets.churchofjesuschrist.org/ec/6a/ec6a32b2ded011eda8abeeeac1eefc32321140e/pd60004035\\_000\\_interactive.pdf](https://assets.churchofjesuschrist.org/ec/6a/ec6a32b2ded011eda8abeeeac1eefc32321140e/pd60004035_000_interactive.pdf)

**Campers must have a Family Search account and know how to log in remotely.** (Must have access to username and password at the camp) \_\_\_\_\_ Yes?

Parents’ names, email addresses and phone #'s: All parents’ phones must be open to receiving a potential emergency call from Camp Director (Christine Francis 858-525-1961) for all camp hours. Please be on time.

\_\_\_\_\_ (please print parent name and #'s)

\_\_\_\_\_ (please print parent name and #)

Computer Steward agreement: “I agree not to use Family Search computer or personal cell phone/iPad for non-camp purposes during camp times.” \_\_\_\_\_ Camper’s initials

**Section H: Camper/Parent Coordinator**



**Legacy Box**

**All About me and All about my family**

**Parent/Camper Questionnaire**

**Page 1 of 2**

**Legacy Box to fill out and return on the first day of camp please. Each day bring it to and from camp with more objects/photos each day (They can bring in all the objects/photos the first day or spread it out each day)**

**Please fill out as much of this questionnaire as you can and gather photos** to add to a box that represent the answers to the questions below. (Use a shoe box size with lid – it doesn't have to be fancy. We will call it a "Legacy Box"). Answer as many questions as you can in very short sentences. The Kids will use your answers/photos to create "All About Me and all About My Family" projects. These will also be used each morning as ice breaker games on how well their family knows them and how well they know their family. The campers will also make their own family games with these photos/stories. If you want any original photo returned, please label. All other photos will be used for projects.

Print out the following questionnaire, fill it out and tape/glue the questions and answers (stories) to the back of the corresponding photos you want them to bring in. Get your camper to help you out with this.

**What objects could represent things that remind you of your camper? Why did you choose those things?**

**Favorite photo of them? What is the story behind the photo?**

**What memory could you share about your child that we could use?** (One short paragraph -could be funny, sentimental, miraculous). Add a photo.

**What does he/she like to do when there is nothing to do?**

**What are some of his/her interests/hobbies?**



**One story they don't know about their ancestors** (a character-building story, their testimony, etc.)

**One story they don't know about living relatives** which demonstrates family strength, honor, or a humorous story).

**Tell about the day he/she was born**

**What are you proud of him/her about?**

**How does your child help your family?**

**Favorite family food/meal/dessert?**

**Family heirloom?**

**Favorite vacation/family memory?**

**Camper/family Collections?**

**Anything else you want to share?**

Section I: HIGH COUNCIL REP. INSTRUCTION:

Does not need to be at camp. Should be there Friday evening for Open House  
Page 1 of 2



You are essential to the Youth Family History Discovery Camp. You will be the one that convinces everyone on the stake who is in charge of TFH and in charge of the youth. (For this camp, this should be the Stake Pres. Member in charge of TFH and the Stake Pres. member who is in charge of the youth as well as The Stake RS counselor in charge of TFH, the Stake YW and YM presidents, you may even have to convince the Family Search Center Directors and the Stake TFH Consultants, Stake Communications Director.)

You will work closely with the Camp Director in helping the camp move the Spirit of Elijah throughout the stake and continue on with the enthusiasm of campers and volunteers. Please make plans to include these campers and volunteers in helping the wards build their Temple and Family History programs in the future.

I can't reiterate enough that the High Council Reps are a key link, not only to the success of the youth FH discovery camp but also the gathering of Israel on both sides of the veil in the stake. If you have a testimony, it changes all the spiritual momentum. Heavenly Father will help you with that testimony if you read and watch all that is in this camp manual.

Thanks for your help in making this camp a huge success

Here are some instructions for you in helping create this camp:

- Communicating with the stake about camp: You will communicate on the importance of the camp to the stake leaders.
- You will be creating a bridge with the Camp Director for communicating the success of the camp to stake. It would be lovely if the Camp Director would come and report at Stake Council on the camp. You may even have some of the youth come in and help the stake council access ordinance ready. You can also share how the youth can help gather Israel moving forward. The Marketing Coordinator should be able to give you a 2–4-minute video of camp to show stake leaders at the end of the camp. (Please ask for it.)
- Your camp director has a camp summary and would be glad to share that after camp.

Section I: HIGH COUNCIL REP. INSTRUCTION:

Does not need to be at camp. Should be there Friday evening for Open House

Page 2 of 2



- You may also ask the ward's to invite one of the camper's to give a talk in Sacrament meeting on the camp and how knowing their ancestor's expands their experience in the temple as well as how the youth learn from their ancestor's lives. There is a sample of a youth speaking after our camp. It will give you a great idea of what they experience.
- You will coordinate with FamilySearch Center Director(s) on holding the camp in the FSC. This includes making sure the center hours are adjusted to accommodate camp. A temporary sign of hours will need to be added to building and FSC doors and the FS wiki needs to reflect new hours.
- Obtain permission from Stake Presidency to hold the camp.
- Clear the stake calendar.
- Reserve building/rooms (Family Search Center, Cultural Hall, Kitchen).
  - 8 a.m. – 1 p.m. for camp each day of the week Monday-Friday. The camp runs 10-12 each day.
  - 7-9 on Sunday evening for training all the volunteers. Training from 8-9
  - 4-7 for Open House. . This will include time for set up and take down. Open House will run 5-6:30 p.m. Friday evening.
- Provide a budget from the stake of \$20 per camper for supplies and snacks. The Camp Prep Coordinator will be collecting supplies for the camper's stations will need reimbursement (Set a budget for total \$\$ with this Coordinator). The Camp Games and Activities Coordinator will also need reimbursement for snacks, games, Mapping, Timeline Activities. (Set a budget for total \$\$ with this coordinator.)
- You will help set up and take down the Open House (OH) and provide thank you speech for all the volunteers during OH.
- You will provide directions to the Helper/Volunteer coordinator on how to make sure all volunteers are youth protected trained and live scanned.

## Section J: Camp Preparation Coordinator Introduction



Thank you for your help in preparing the campers to have great resources in place for camp. You will be in charge of:

- Buying supplies for each camper's station (all but the round stickers and push pens). See "Supply List" list. You may want to buy a couple of extra sets of these station supplies for last-minute campers.
- Create a Research log for each of the campers. (We will call them "Memory Books"). See "Memory Book tabs" to set each book up with tabs labeled. Please apply tabs every 10 pages evenly throughout book. Print out and glue in to the books the following Monday handouts. Leave room at the beginning of the book before tabs begin to glue these guides: (All Handouts are in Section C of the Manual)
- 8 steps to Discovering your Ancestors
- Maps: Canada, Europe, U.S.
- Pathway: How to recover tasks, notes, files
- Speed Connecting Game (this can go under Games tab)
- Timeline
- Who, what, when...follow up questions when anyone tells a story
- Who's Who? Activity Sheet directions
- Worksheet for Activity Who's Who? research (make 2 copies one to glue in and one for kids to use with their family on Friday at Open House)
- "Directions for Activity Who's Who?" Sheet

You will also need to create a sample Memory Book for the kids to see what could be done. I have attached a sample.

.You will be needed to set up each of the camper's stations the evening before camp after the training.

.When setting up: Place name tags next to Family Search Center Sign-in sheet. Put all other supplies at each camper's station (This is the computer and surrounding area for each camper), including memory books marked with tabs. Place a few art supplies on an extra table next to printers so they can decorate their books. I've provided a sample photo of what a station may look like.

.You will also provide Tuesday-Thursday handouts to campers so they can glue into memory books later in the week. Please print out and provide these handouts in a folder for each camper. You may ask permission to print these handouts at the ward building library or the FamilySearch Center.

You will find all these handouts in this manual in the "Daily Themes, Handouts, Games, Activities" section. No Friday Handouts

## Section J: Camp Preparation Coordinator

### Supply list



Purchase for campers:

The supplies should cost \$10-\$20 for the week per camper. Work out with your stake the budget for your camp. Prep Coordinator and Games/Activities Coordinator will need the bulk of the budget reimbursed.

I've attached a picture of all the supplies to be available to each camper at a station in the Director's section of the handbook: "Sunday Evening Before Camp Set Up".

Each camper will be in front of a computer. This will be called a Station.

Station supplies: 1 set per camper

1. Large plastic/paper cup to hold supplies (below) and gather points (fuzzy balls)
2. Get a big bag of little colored cloth balls to reward campers with. The helper will award these balls for every discovery the kids make. When they ring the bell, the helper can give them a little ball. At the end of each day put them in a big glass jar. At the end of the week, you can hold a ice cream party during snack time (budget it in and make sure there are no allergens - like peanuts) Provide the large glass jar.
3. Pen, pencil, glue stick
4. Cheap flash drive
5. Cheap headphones (\$1.00 a piece - for use when putting music to weeklong video)
6. Cheap scissors
7. Small cheap little cowbell
8. Cheap hacky sack for the kids to use during Fact or Fiction game on Wednesday.
9. One composition book divided into 10-tab sections and labeled (See "Memory Book Prep" for Labels list as you will be attaching the labels to each camper's memory book in advance)
10. Folder of Tuesday-Thursday handouts for camper's to glue in during the rest of the week.

You will also supply the following for camp:

1. Whiteboard or chalkboard for "daily challenges and daily time schedule" in FSC with markers/chalk and eraser. Your FSC or the church building should have a rolling chalk board you can use. (Instructor and Director will be writing these on the board)
2. Name tags and pens to sign in
3. Extra colored papers, markers, colored pencils, fun stickers to decorate "memory books" (composition book)

Section J: Camp Preparation Coordinator:

Memory Book Tabs



Please provide a “memory book” for each camper on Sunday evening:

Composition notebook (\$2 apiece) – we are calling these memory books. 10- page tabs labeled with the following: (applied about every 7-10 pages evenly throughout each book on the edge of a page)

1. Me, Mom, Dad, siblings
2. Aunts, Uncles, Cousins
3. Grandparents and Great Grandparents
4. Research notes
5. Maps/timelines
6. Games
7. Questions and Tasks to do
8. Temple/ Missionary/Miracles
9. Random ancestors
10. Misc.

Section J: Camp Preparation Coordinator  
Create a sample “Memory Book”

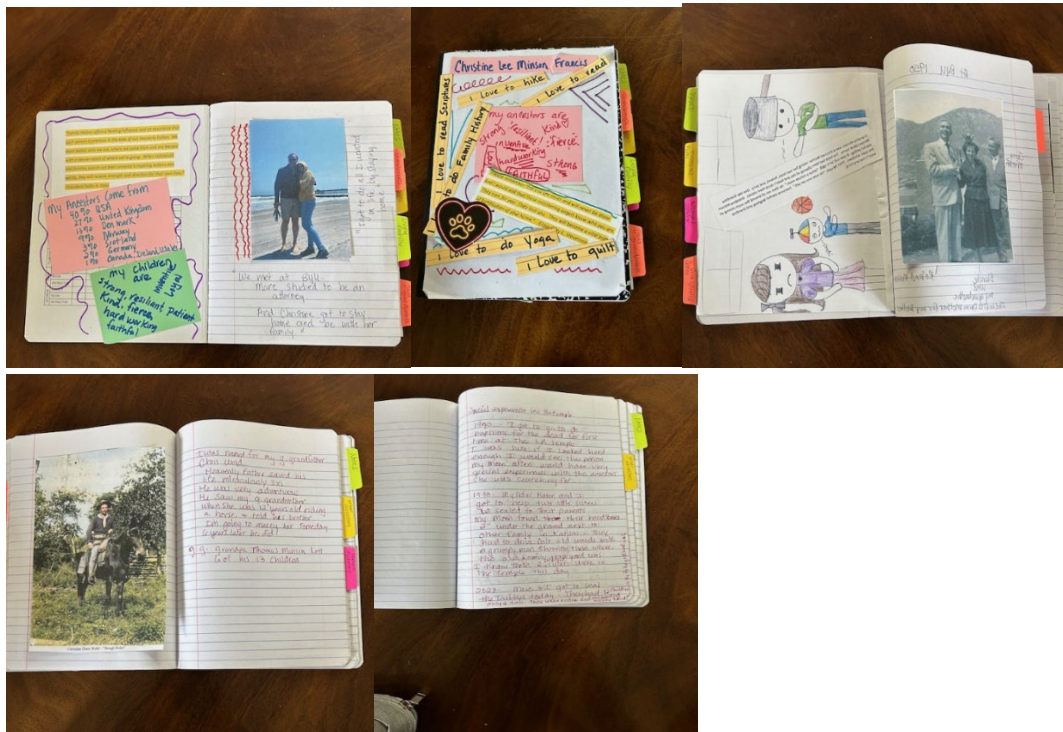


Show/explain to the campers on Monday of camp to help them visualize what their memory book may look like. I have included mine for you to refer to. (See below)

A “Memory book” will be prepared for the campers with tabs attached to a composition book. The campers will collect and create their own content for these books all week long as they are discovering their ancestors. You will need to purchase a book and 10 tabs to get started on your sample book as well.

The memory books will have items like: Maps, timelines, photos, stories of ancestors, brief life sketch on ordinance cards, research notes – tasks, questions, fan chart of family, This content can be put in the ancestor honoring video as well. They will need to be bringing photos and stories every day to share and use as content as well.) You should glue in all the handouts in your sample.

I have included in camper’s Tuesday handouts a few pages to help them visualize their own life history. There are some quotes and words that they could also use on or in their Memory book. You can visualize from my sample below. The instructor will be giving a little lesson on what their identity is on Tuesday (Children of God, a Disciple of Christ and a member of an Eternal Family).



## Section K: Open House Coordinator Introduction



This is a good job for someone who can't attend during camp but would be willing to take on the preparation, set up and take down of Friday night's Open House

Please make sure you and the following coordinators are on the same page for Open House:

Communicate with "parent/camper" coordinator to get an idea of how many of their family will be attending. They are welcome to bring grandparents, Uncles and Aunts etc. Communicate with director to get an idea of how many staff will be able to help you set up and take down. The campers should receive in their registration packet the invitation to come to the camper's open House Friday evening and bring their family's traditional dish. This can be anything from spaghetti to salad, pancakes, tacos, dessert. Don't worry about what food will be brought. If you would like to bring a large salad bar to supplement the meal that would be great.

Communicate with Marketing/Tech coordinator and Director to make sure they bring certificates (signed) for the director to present. The Marketing/Tech Coordinator should set up/ run and take down the monitor with the weeklong camp summary video in the cultural hall. And make sure all the Family Search Center computers are working.

Communicate with the Game/Activities coordinator about setting up, running and taking down the game in the other half of the cultural hall, the timeline and the mapping activity in the hallway.

Communicate right away with the High Council Rep to make sure he has reserved the building for that night. You will need access to building that night and to the FamilySearch Center.

I've also included a sample schedule that may be written on the board so families can know where to go and what they will be doing. Pg. 148

Your job is to set up, take down, and serve food. And keep everyone on time. Get adult helpers and Camp Committee Coordinators to help.

I've enclosed a schedule for Open House and how to set up.

Section K Open House Coordinator:  
Open House set up and take down



3:45 - Set up committee (ask some of the Camp committee to come help)

Set up the buffet tables nearest to door of Cultural Hall that family will be entering.

On the buffet tables have:

- warming trays or crock pots (extra extension cords taped down so no one trips.)
- paper plates, cutlery, napkins, paper towels extra water and cups filled with water (Watch out for water spills causing attending people to slip.)
- Serving tools extra plates, serving bowls
- Put large trash can from kitchen next to stage for cleanup.
- Bring clean up rags, and large zip lock bags to give food away or take home.
- I bring everything in large laundry baskets (deep enough to hold hot items and wide enough to hold a few more items including hot pads and trivets to hold hot food).
- I brought an enchilada bar type of main dish to be sure we had at least one dinner dish.

Set up 7 or 8 tables and chairs almost touching each other on the same side of the cultural hall as the buffet tables. They will need to see the monitor with the camp video playing. (Marketing/Tech Coordinator will set up a monitor near the tables so everyone can see. Please make sure all chords are taped down). Please use paper cloths and maybe you could decorate with Family History pictures from the families.

The Games/Activities will be setting up a large circle of chairs for the families to participate in a game on the other side of the cultural hall.

Open house will start at 5:00 with families bringing in dishes to set on Buffet tables. (You may need to direct them) Then they will go into the FSC until 5:30. (See Agenda to write on board for families).

6:00-6:30 – Sharing FOOD – Open House Coordinator will be dishing up at buffet tables. - Eating (you will need 2 or 3 other helpers to help dish food.)

Awarding the campers with certificate

Watching a camp summary video that that was put together from all the photos/videos that were taken during camp. (Director will present certificates, Marketing/tech will set up monitor and provide certificates)

6:30 ish-7 ish - clean up (Ask any parent/family/camper and Camp staff to help you clean up after. Please take out trash and sweep up and put away tables. Make sure kitchen is also cleaned. And FSC is straightened and all extra snacks or supplies are given back to Prep Coordinator or Games/Activities Coordinator to use next year. Make sure all lights are off and doors locked before leaving the building.

Kids take home flash drive, hacky sack, Memory Books, any handouts.



Director will Conduct the Open House –

Open House Coordinator will keep everyone to the time schedule.

5:00-5:30 – FSC

Campers and family arrive with their dish to share. Have them set their dishes on the tables set up for serving in the Cultural Hall.

Campers and Family go into Family Search Center

Camper's show family:

- Ancestor Honoring Video
- Play Who's who...? Activity
- Memory Books and anything else they want to show them on their own FamilySearch tree or profile pages.
- FamilySearch Activities

Marketing/Tech Coordinator will help if needed on the Camper's videos.

Games/Activities Coordinator will make sure families have "Who's Who...? Activity

---

Camper's take family into hall and show them mapping and timeline activities.

Don't forget that the kids need to take home their thumb drive, hacky sack, memory books and any handouts at their stations. Have them take these into the cultural hall.

The family will stand around each camper's station. (You might need to direct every other family out into the hall first and then switch families to give families more space to enjoy what their campers did all week in the FamilySearch Center.)



5:30-6:00 – Cultural Hall

Directors will welcome everyone and Opening Prayer, blessing on the food (ask one of the campers to give prayer)

Games/Activities Coordinator - run the Game with their family members “Upset the fruit basket” in the Cultural Hall

6:00-6:30 – Open House Coordinator will help serve families food brought.

About 15 minutes into eating, Directors will present camper’s with Certificates. And after Marketing/Tech Coordinator will show camp summary video.

Directors thank all who helped and talk for a minute about how fun camp was and how the adults all loved spending time with these kids. Also, invite the campers and their family to come into the FSC and campers can help them discover more. Ask parents, as a general question, if we could reach out and ask their campers to come help the youth or adults with any class on Temple and Family History being offered in their wards or stake or act as a regular consultant in the FSC. You may consider having a handout with all the ways kids could serve others in helping them find and connect to their family with their newfound skills.

Invite HC Rep or Stake Pres. counselor to say a few things if desired. End with closing prayer (ask one of campers to give closing prayer)

CLEAN UP - everyone

## Section K: Open House Coordinator

### Open House Agenda



To write on board for families so they know what to expect:

5-5:30- Campers arrive with family and put dish in Cultural Hall

Come into Family Search Center to get started.

- Kids will show parents anything they liked doing on FS and show them their camp ancestor honoring video.
- Family's will be given a "Who's Who?" Activity to fill out at the same time.

Family's may choose to start in the hall where the mapping and timeline activities are located

5:30-5:45 Cultural Hall

- Upset the Relative Basket game in the middle of the gym

5:45-6:20 Cultural Hall

- Share dinner and Certificates awarded

6:20-6:30 Cultural Hall

- Show Youth Family History Discovery Camp Video (created by Marketing Tech. Coordinator)



Here is an overview of your responsibilities:  
Please review the whole Camp Manual

Provides, runs, sets up and takes down all – work with HC and Camp Prep Coordinator on reimbursement for game/activities supplies:

- Games M, T, W during camp (no game on Thursday or Friday during camp) (see “Detailed Daily Curriculum and who does what” and Daily Themes Handouts, “Games and Activities “sections) The instructor will provide an activity for both of those days
- Mapping activity starting Monday and each day after
- Timeline activity starting Tuesday and each day after
- Snacks every day of camp with an ice cream party on Friday to celebrate all their discoveries
- Game Friday evening with family.

Use small cloth balls as a reward system for each camper in games and discovery. They can also ring the cow bell when they discover something new about their ancestors. These balls will need to be stored at each station in a large plastic cup and at the end of the day, ask the campers to dump the balls into a very large jar. Point out how many discoveries they are making about their own family and also what they are learning about other campers’ families.

FYI: On Monday and Friday during camp, the instructor will run an activity that will be available for family to match up during open house. So don’t worry about running a game on Friday during camp.

Game running and scoring. You will need two people: one to run the game and one to score. You may choose one of the volunteer helpers to keep score. Provide a large score board with markers/chalk. This can be a chalkboard or a whiteboard or even a large pad of paper. Helpers or campers should keep track of points. We just had the campers themselves call out to the score keeper how many points they were collecting each round of the games. The score board should have all the kid’s listed before the game. All the scores can be represented with the small cloth ball awards back at their stations in the FSC.

## Section L: Games and Activity Coordinator

### Introduction

Page 2 of 4



Follow up questions: Each game should always include: a question asked, and awarding points (small cloth balls) for answering questions and telling stories of ancestors. It is very important the campers learn how to be curious about what stories others are telling, so use the “Who, What, When, Where, Why and How Follow Up questions” (Campers bring this handout into each game – it will be provided at the camper’s stations Monday). Award points (balls) for each camper asking follow-up questions. Find any way to award points.

Open House Game: The Games and Activity Coordinator will conduct the open house game in the cultural hall. The timeline and mapping activities will need to be set up for campers to show their family and add any more information to either. Make sure the family’s play the “Who’s Who... ?” game/activity. This activity answer sheet will be completed by the camper’s on Friday. Hopefully they will have been working on this all week with their helpers. They each will set up a matching answer sheet in a different order than the Who’s Who? Activity sheet questions.

For every game or activity, you provide, You are in charge of providing supplies and setting it up including camp and open house, and keeping the campers engaged. You will be teaching campers and helpers how to participate in games and these activities. (Helpers may participate in games). You are also in charge of taking down game/activities each day.

Timed Games in cultural hall should be no more than 20 minutes

SNACKS: You will provide snacks for the kids. Each day set on a table:

- 2 cases of small water bottles and about
- 2-3 large boxes of a variety of snacks at Costco for camp (10 kids).

That will get you started. I also had napkins. **Make sure there are no campers with food allergies.** The Parent/Camper Coordinator will find out for you.

During Snacks: You will be helping the kids during daily snack time to map their ancestors and contribute to timelines. You will only have 5-10 minutes each day to do that. Maps for Monday-Friday, Timeline for Tuesday-Friday.

## Section L: Games and Activity Coordinator

### Introduction

Page 3 of 4



**Open House Family Game:** For the Open House family game, we chose to play Tuesday's "Upset the Relative Basket". Have a camper explain the rules and start the game by asking a question from the list of prompts. Please give everyone a list of Follow Up Questions: "Who, What, When, Where...". You will also need to provide the person in the middle with the list of prompts for the game.

Set your game up in the cultural hall on the far side from the door everyone will be coming through, Only use half of the cultural hall. The other half closest to the door will be dinner tables.

**Setting up games/activities:** Please be there by 9:00 each morning to set up your games and activities each morning. You may set up after Sunday evening Training for Monday. You will be expected to be available for staff meeting at 9:30-9:50 each day.

**Games in cultural hall:** (no game for Games/Activities Coordinator to run on Thursday)

- White board/ or large scorekeeping pad for games in cultural hall markers/dry erase markers and eraser. Scores can turn into rewards (little cloth balls).
- Painters tape to create boxes for fact or fiction game (They will have hacky sacks to play this game in their cups at their computer station).

**Activities in hall:** (5-10 minutes – as they eat their snacks) Keep track of receipts for purchases:

- You will need to purchase individual colored push pins (one color for each camper) or very, very small circles for mapping activities
- You will need to purchase individual colored round circles (3/4") for timeline activities (one color for each camper).

**"Who's Who...?" Activity on Monday:** Please have everyone bring their sheet in the hall along with snacks and mapping activity on Monday.

Follow instructions given in "Monday Game and Activity" section of manual "Daily Themes, Handouts, Games, Activities"



### Sunday Evening Set up:

Set up the following on the Sunday evening before camp:

1. Huge map of world and huge map of United States attached to hallway wall or hall bulletin board. Individualized colored Push pens or very small stickers for each camper (push pens/small stickers for mapping will need to be set up by computers for each camper to use for the mapping activity)
2. Games instructions for each camper (please print out all your activities/games instructions for each camper).
3. Whiteboard or chalkboard for cultural hall with camper's names for score keeping with markers/chalk and eraser.
4. Snacks (This could be kept in a closet/cupboard in the FSC and set out in the morning on a table in the hall.)
5. Speed Connecting game in the cultural hall with long banquet table and chairs for campers if you need more than one banquet table, make sure they are connected together to make one long table. (All the rest of the games can be set up each day before staff meeting).
6. Have ready the timeline that will go out in the hall everyday starting Tuesday (provide individualized colored round stickers (about 3/4" diameter) to each camper at his station).

## Optional Games for any activity



Section L: Games and Activities Coordinator

Matching Game: Ancestor's occupations



1. Huckster
2. Spinster
3. Midwife
4. Milliner
5. Keeping house
6. Lavender
7. Wainwright
8. Teamster
9. Millwright
10. Cobbler
11. Cooper
12. Tinker
13. Sawyer
14. Spinner

- A. Drove a team of horses that hauled cargo
- B. Did cooking, sewing and cleaning at home
- C. Sold small items in a shop or booth on the street
- D. Made or repaired wooden barrels and tubs
- E. Mended tin pots and pans and sold them
- F. Built and maintained mills in mill machinery
- G. Washed other people's laundry
- H. Made or repaired wagons
- I. Made or repaired wagons
- J. Made or repaired shoes
- K. Delivered babies and cared for mothers
- L. Spun yarn with a spinning wheel
- M. A carpenter or worker who sawed wood
- N. Operating machinery to twist fibers into yarn

Answers to the quiz:

- 1: C  
2: K  
3: J  
4: M  
5: B  
6: G  
7: H  
8: A  
9: F  
10: I  
11: D  
12: #  
13: L  
14: N

Women could be a:

Spinster, midwife, milliner, keeping house, lavender, spinner

Men could be a:

Wainwright, teamster, willwright, cobbler, tinker, sawyer

Both could be a huckster

## Section L: Games and Activities Coordinator Family History Chutes and Ladders



Pair up: Help each other get as many answers as possible: Have a huge game board where they move like Chutes and Ladders. This can be created on the cultural hall floor with painters tape and signs taped inside each box. On the board the following questions can be listed. Create a huge set of dice with square boxes. Every follow-up question asked by the other members can earn them extra points to add to the next dice roll. You may go on to share more discoveries. Storytelling about ancestors you are talking about to earn extra points to the next dice roll. Every new discovery experience or story learned about an ancestor can earn you extra points to add to the next dice roll by sharing the story with either helper or partner at the computer as well. They can go home and read about all their ancestors to get them prepared to share stories. For every story they learned at home they can receive extra points if they share with their helper or the person they are sitting next to or during devotionals, etc.

Everyone has a paper copy of their fan in front of them:

- Where were your ancestor's born?
- How many stories do you see available to view?
- How many photos do you see available to view?
- How many audios do you see available to hear?
- How many documents do you see available to view?
- How many sources do your ancestor's have?
- How many of your ancestors' have temple work all done?
- How many of your ancestors still need their temple work done?
- How many stories do you know about your ancestors?
- Where did your ancestors live in their lifetime?

You can also have boxes that have different questions like:

- Where do you tag a person in memories?
- Can your brother/sister/Mom or Dad see what you have posted about them in your FamilySearch account?
- How is your 2<sup>nd</sup> cousin related to you?
- What does once removed mean?
- How do you find out how you are related to the person posting about family on the home page of the FamilySearch website?
- What do you wish you knew about your ancestors?
- What interesting thing do you know about your ancestors?

If they answer correctly, they can move ahead 2 spots. If they don't know the answer, they have to move one box behind.

You could also have boxes that require you to run to the computer and find the answer in one minute.

## Section L: Games and Activities Coordinator

How to read a source Discovery activity

How to examine a source to get to know your Ancestor



Page 1 of 4

30-minute activity 10 minutes to instruct on extracting information in each of these sources.

Whenever you are trying to pull together the puzzle of your family's history, your source is your best source.

Everyone look at the same set of records; ask them the questions they will need to answer when they switch computers below:

Each computer will have instructor's family search account open to one person's profile page. A different source will be open on each computer. One minute per computer. All campers will have their own set of questions with a computer numbered 1-6. If you have 12 computers and 12 campers you can repeat the 6 questions twice.

Each computer will have a different source to extract information from.

See how fast you can answer the questions for each source on the different computers

Ring the bell when you finish reading the source and answering the questions. You will have one minute allotted to answer the questions.

Computer 1: Death Records: Name of person, date of birth, Age at death, Death date, place of death, place of burial, cause of death, Married, Widowed, Single at time of death?, Parents names, informants names.

Computer 2: Census records: How many people living in the household? Where were parents born of head of household, Names of family members, how old each, What was the occupation of people in household? What date and where was the census taken? Missing kids? (usually every 2 years)

Section L: Games and Activities Coordinator

How to read a source discovery activity

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Computer 3: Marriage Record: Who is getting married? Where? When? Who are the parents? Who are the witnesses?

Computer 4: Draft Registration record: Who is the registered, when was this person born and where? What was their occupation? Who was the person that would always know where they would be and how they are related to them? Did they have any children? A spouse?

Computer 5: Obituary: Who is the person who is deceased? Birth and death dates and places. Who are their family members? What was their occupation? What kind of person was the deceased?

Computer 6: Find a Grave: Name of person, date and place of birth and death, where buried? Any photos? If so what did they look like? How many siblings and what was their life span? How many children? What was their life span? Are parents listed there – if so what was their life span? Any other family members buried in the same cemetery?

Each player takes their paper of questions from one computer to the next. When the bell rings (1 minute) they must move to the next computer and the time begins another minute to extract.

5 minutes to go over all the answers: What did you learn on computer 1? 2? 3? Etc.

All campers share what they would include in a brief life sketch for this person

Section L: Games and Activities Coordinator

How to read a source discovery activity

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Another set of questions you can use for how to read a source discovery activity

Computer 1: Death Record – 2 minutes

1. Name of Person
2. Date of birth and age of death
3. Place of birth and place of death
4. Married, widowed, single at time of death?
5. Parents' names
6. Informant
7. Place of Burial

Computer 2: Census Record: 4 minutes

1. How many people living in household?
2. Names and ages of people?
3. Occupation(s) of people?
4. Where were they born?
5. Where were their parents born?
6. How many children did they have (if it is a 1910 census)? How many children are still living?
7. When did they immigrate?
8. Where was the census taken? What date was the census taken?
9. Are there any missing kids? (usually, siblings come are born every two years)
10. Anybody else living with them?
11. Who are their neighbors? Go back and forth some pages to see if there are any other people listed with the same last name

Computer 3: Marriage Record: 1 minute

1. Who is getting married?
2. Where?
3. What is the date of marriage?
4. What is the name of the parents?
5. Who were the witnesses?

Section L: Games and Activities Coordinator

How to read a source discovery activity

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Another set of questions you can use for how to read a source discovery activity

Computer 4: Draft Registration Record: 2 minutes

1. Who is registered?
2. When was this person born and where?
3. Where did they currently live?
4. Are they married? Have children?
5. Who was the person who will always know their address?
6. What did this person look like? (2<sup>nd</sup> page of registration)
7. Place of employment?
8. Go back and forward a few pages to see if there is someone else registered with this person's last name

Computer 5: Obituary – 3 minutes

1. Who is the deceased?
2. Birth/death dates and places?
3. Who are their family members?
4. Occupation?
5. What kind of person was the deceased?

Find a Grave – 3 minutes

1. Name of person
2. Date/place of birth and death
3. Where buried?
4. Are their photos or newspaper articles attached? If so describe what you see/read
5. How many children? Life span of each?
6. Parents? Life span of each?

## Section L: Games and Activities Coordinator

### How Well do you know your family?

Page 1 of 2



For those whose fans' aren't filled out this is some great ways to include them.

For every answer you get a point

- Where were your ancestors born?
- What stories do you know about your ancestors/living relatives?
- What were some of your relatives biggest accomplishments?
- Traditions in the Family? - food, celebrations, spiritual, sports, music, education
- How do you support your family?
- Who was the first convert in the family?

Robyn Fivush worked with Marshall Duke at Emory University to develop 20 questions to ask young people for a study that proved children and adolescents who know more of their family stories show higher well-being on multiple measures, including self-esteem, higher academic competence, high social competence and fewer behavior problems. Here are those questions:

- Do you know how your parents met?
- Do you know where your mother grew up?
- Do you know where your father grew up?
- Do you know where some of your grandparents grew up?
- Do you know where some of your grandparents met?
- Do you know where your parents were married?
- Do you know what went on the day you were being born?
- Do you know the source of your name?
- Do you know some things about what happened when your brothers or sisters were born?
- Do you know which person in your family you look most like?
- Do you know which person in your family you act most like?

## Section L: Games and Activities Coordinator

How Well do you know your family?

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- Do you know some of the illnesses and injuries that your parents experienced when they were younger?
- Do you know some of the lessons that your parents learned from good or bad experiences?
- Do you know some things that happened to your mom or dad when they were in school?
- Do you know the national background of your family (such as English, German, Russian, etc.)?
- Do you know some of the jobs that your parents had when they were young?
- Do you know some awards that your parents received when they were young?
- Do you know the names of the schools that your mom went to?
- Do you know the names of the schools that your dad went to?
- Do you know about a relative whose face “froze” in a grumpy position because he or she did not smile enough?

To watch Robyn talk about this study visit RootsTech 2024 Impact Forum:

<https://www.familysearch.org/en/rootstech/session/the-impact-forum?lang=eng>

## Section L: Games and Activities Coordinator

### Matching game Ideas



- You will need a photo of each ancestor on one card and a brief life history
- to match on the other card
- For that ancestor on another card. Make up 20 different Ancestor/brief life history pairs
- Use thick card stock to print out the photos and brief life history. Always include how you are related to these ancestors.

### Here are some ideas

- Favorite famous relative
- Pioneer ancestor
- Birth country
- What happened the year you were born?
- How you got your name and what is the definition. Do you share this name with an ancestor?

Read obituaries and use some of the information on that ancestor

## Section L: Games and Activities Coordinator

Other games to play

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Use Family History games as icebreakers for any kind of activity

Plan your own family reunion using all the games provided

Turn any game into a family history game. See Ideas in Familysearch.org and “The Family History Guide” for more ideas

Just google family history games

Open up BYU Family History Technology lab: <https://fhtl.org/>

Make a family documentary or book

Use the FS “Timeline” to mark your family’s place in history

Open and look at all FS Activities on FamilySearch.org and play together or do individually or help a grandparent

Create a family project of helping grandparents tell their story. Attach to FS. Make into a photo album and give it to them for Christmas. Make them placemats for their table. Print out a photo pedigree on one side and fan of family on the other side where each was born. Put clear contact paper over each placemat.

A great website is: “Genealogy projects for kids of all ages” just search in FS wiki

Some books to help engage family:

- The Family Tree Detective: Cracking the case of your family’s story” by Ann Douglas
- Grandfather’s journey by Allen Say
- The Sea Chest of Robert Smith by Paul Shepherd
- My little Girl by Alexis Debaltzo
- Climbing your family tree by Ira Wolfmann
- The Kids’ Family Tree book by Caroline Leavitt

## Section L: Games and Activities Coordinator

Other games to play

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Google Involving your family in Family History in RootsTech.org any year from 2018-2025

Family Activities: Every Sunday or Monday evening together:

Each person create their own Ancestry account and move 4 generations from FamilySearch.org over. Do the same for My Heritage and learn how to animate their ancestors or color photos in either account.

Make a dart board with the family tree fan chart. Whomever you hit – read stories to each other and look at pictures. Are there any other stories you could add or photos. If so do it. Also check out Find-A-Grave and see if you can add any information onto that ancestor’s page.

See who is ready for Ordinances on FamilySearch.org. Get to know the person you are taking to the temple. Follow my 8 steps below to learn more about them and create a life sketch to glue onto back of the ordinance card. Take someone you know to the temple for their first tie making covenants with the Lord. Take a picture of you with your living family in front of the temple and post on that ancestor’s detail page and share any experiences you feel comfortable sharing in FamilySearch.org

8 steps to getting to know your ancestors: Getting to know yourself first – your own detail page using these 8 steps will help you get to know those ancestors you take to the temple in navigating the website.

Fan Chart with you in the middle and ask:

1. What’s there?
2. What’s missing?
3. What can you add?
4. Ask yourself questions/assign yourself tasks to find the answers.

## Section L: Games and Activities Coordinator

Other games to play

Page 3 of 3



Now you are ready to look at individual ancestors' detail page

Using Steps 1-4 from above to get to know them and add the following 4 steps:

5. Look at the sources and extract some of their stories.
6. Create a brief life sketch
7. Look at all the immediate family and do the above steps for each
8. Look at Ordinance ready ancestors and do all the 6 steps for each of the people you are taking to the temple. Then make sure you catch all their family members in the gospel net by repeating all 6 steps on all their detail pages.

For more information visit my RootsTech 2025 Presentation with Samantha Olsen "More than a tree: A simple universal guide in getting to know our ancestors" at:

<https://www.familysearch.org/en/rootstech/session/more-than-a-tree-a-simple-universal-guide-in-getting-to-know-our-ancestors>

## Section L: Games and Activities Coordinator

### Story Telling Game



Questions to ask about a specific ancestor:

- How are you related to them?
- Where did the person live?
- How did the family earn money?
- Did the person suffer any hardships?
- What was different about their growing up than your present growing up?
- How many siblings?
- Did they ever lose a sibling or parent before they themselves died?
- How many children did they have?
- Did they ever marry?
- What was going on in the world during this person's life?
- Did they ever fight a war?
- Did they have any kind of horrible sickness? How about their family?
- What about their story startled you?
- How does knowing this ancestor better help you today? Or how could sharing the story with someone else help that person with a particular problem they might have right now?
- What didn't you understand about the memory?

## Section L: Games and Activities Coordinator

### Family History Heirloom Detective

#### Scavenger hunt



Do this in person at your Grandparent's house or turn it into a youth activity with the older people in the ward sitting with them for 10 minutes and hearing what memories can be told about these things. And if you want to help them add any of these things to FamilySearch.org you can record the conversation and take a photo of them or add a photo of the heirloom.

- Birth Certificate
- Baby book
- Family Bible
- Obituary
- Newspaper Clipping about a relative
- Wedding pictures or guest book
- Picture of your mom or dad as kids
- School project
- Military uniform or discharge papers
- Christening gown or baby outfit
- Funeral card or program
- Letters relatives wrote to each other
- Yearbook
- Citizenship papers
- Scrap books
- Art work: quilt, needlework, piece of art
- An Old-fashioned toy
- A special piece of jewelry

## Section L: Games and Activities Coordinator

How can I get to know my ancestors?



Creating a life sketch activity:

(This can be done with camper and their helper).

By answering these questions, they can create a little brief life history about the person they are learning about. (Award soft small cloth balls for each question answered).

Pick an ancestor that has a lot of sources on them and Answer questions: What is the event about? Where did she/he live? Who was she/he living with? What was she/he doing at the time? What was the parent(s) doing at the time? Who else was on the record? How did they die. Who died young in their family? Award points for every question asked....every discovery.

This can be done in partners between campers.

Pick an ancestor that has a story attached and look at photos and read the story. Tell some interesting details to your partner. As your partner is telling their story, ask questions about the story? (use the “who, what when where why, how” questions attached in the Camp Handouts.)

Everyone can be rewarded points as helper finds all sorts of reasons to award.

For the person who doesn't have a filled-out fan:

- Use the same questions above and ask about living family.

Another way to learn about ancestors is to collaborate with living cousins:

On your Home page:

Left side – How are you related to the people that are being posted about?

Those that are directly related to you click on their name to take you to their personal page and list 3 things you didn't know about them before

Ask the cousin who is posting if they have more information for you to learn about. Thank them for posting. What can you post to cousins home page?

Extra Games from  
Alyson Johnson's 2023 RootsTech presentation

with her permission to share

## **Instructions for Family History Bingo – Not Your Grandpa’s Bingo Game!**

*by Alyson Johnson*

**Disclaimer:** This activity was done with a youth group from The Church of Jesus Christ of Latter-day Saints, so the BINGO sheet, statements and answers involve things particular to that faith practice. Any of this can be adapted to suit the needs of your group.

**If you would like the BINGO sheet and “birth years answer chart” in an editable format (excel) and the statements in Word, please contact me at [love2findfamily@gmail.com](mailto:love2findfamily@gmail.com).**

**Purposes:** To get participants familiar with the Activities tab at FamilySearch.org and help them know how to learn more about their ancestors.

**Important:** Participants need to know that they must use the FamilySearch website for this activity, as the Family Tree app does not have all the Activities options needed for this game.

**Supplies needed:** Other than printing enough BINGO sheets for the participants, the only other supplies you need to purchase are small candies (Skittles, M&Ms, etc.) to put on the completed squares on the sheet, and little cups to put them in (25 candies per cup). I purchased a package of 50 mini cups with lids from Walmart for a few dollars. You’ll also want a little something for the winner(s).

**Preparation:** This is the time-intensive part, but it’s really not bad. I’ll break it down into steps.

**1** - The group I did this with was born from 2001 to 2008. You will need to customize the “Birth Years Answer Chart” to the years your participants were born. Go to the **All About Me** area under **Activities** on FamilySearch.org, and choose “view a different year” for each year you need. Look up the answers for each item listed on the birth years answer chart and note them there. You can also change the items in the All About Me column to whatever you want them to be (then you will need to also modify the Bingo chart).

**2** – Modify the Bingo sheet (below) or create your own that has the items in it you want them to look for. I tried to choose a variety of areas listed under the Activities tab for them to search through so they could get familiar with many different ancestors. I also included some special symbols and a key to provide more information on how to complete those items.

**3** – I created statements with each possible answer from the youth years answer chart. I also created statements for the other squares on the Bingo sheet, along with groupings for each possible answer, so that everyone had an equal chance of getting BINGO. In the attached statements, I have put in red text the things that will need to be changed to coincide with the answers you found. As you customize your statements, you could make groupings – for example, the price of a gallon of gas changed for each year. Instead of doing 8 statements for each different price (\$1.46 to \$3.27), my clues were “A gallon of gas was less than \$2.00 the

year you were born” and “A gallon of gas was more than \$2.00 the year you were born”, (\$2.00 even was not one of the possible answers on the birth years answer chart.)

Once you have the statements the way you need them, print them and cut them into strips, fold them in quarters, and put them in some sort of container (I used a basket).

**4** – I took one of the Bingo sheets and made an answer sheet for me so I could mark which statements/answers had been done. See my example below. The pink writing was the possible answers for that square, based on the statements I had written. During the game I wrote in blue ink or put a blue dot to indicate the statements that were picked. The word ALL in pink means that the possible answers for that square would include all the participants. For the other few squares, not everyone could get an answer to match the statements.

**5** – Remind participants to bring a device, and ask other adults to bring extra devices if they have them. Computers are a good option for this activity, but kids will probably prefer to use their phones.

**Activity:** Set up tables and chairs, put Bingo sheets and pencils on tables. We set up a computer connected to a large monitor so we could show the kids how to access the info they’d need to fill in their Bingo sheet. We showed them where to find the Activities tab in FamilySearch.org, walked them through All About Me and some of the other sections on the Activities page. We also walked them through some of the things located on the key:

AAM = All About Me

\* look at the timeline to make it easier

+ look at the image if there is one

^ go to the TEMPLE tab at the top of the screen

> look for the blue Early Relief Society tab

< you will need to count, make a note of the first name so you don't go thru them more than once

We gave them 35-40 minutes to fill in their Bingo sheet, and we wandered the room helping where needed. We then handed out the containers of candy, telling them that there were just enough pieces to play the game and that they could eat them afterward. Then my husband pulled statements out of the basket, one at a time, and read them aloud. We gave the kids time to find the square referenced and see if their answer matched the statement that was read. If it did, they were to put a candy on that square. During this time, I marked in blue ink on my answer sheet which statement was read.

Two girls got BINGO at the same time. I had each of them read to me their answers, and they each got a different line! Since I only had one prize, I promised one of the girls I’d bring her a prize the next day. So, you may want to have more than one prize!

## Family History Bingo - Not your Grandpa's Bingo Game!

AAM -How many people share your <u>last</u> name?	The name and # of days of your Pioneer ancestor that travelled the most days.	Picture My Heritage - you did an <u>individual</u> historical photo and can show it to us.	AAM - How many temples were there the year you were born?	Joseph Smith Papers - name & birth year of an ancestor who was born before Joseph Smith.*
The name and age of your youngest Pioneer ancestor.	AAM - Most popular film the year you were born?	Nauvoo - name and age of one of your ancestors who lived there in their teens.	The eye color of one of your WWI Draft Card ancestors.+	AAM - Name of the artist and title of the <u>Song of the Year</u> the year you were born.
The name & level of education of your ancestor w/the least education on WW2 Service Records.	The name & mission name of a Missionary ancestor.	<b>FREE</b>	Compare-a-Face - name of the ancestor you resembled and %.	AAM - Who won the World Series the year you were born?
# of people you reserved baptisms and confirmations for in Ordinances Ready.^	Women of Faith - # of your ancestors in the Early Relief Society.>	AAM - How much did a movie ticket cost the year you were born?	The name and age of your youngest ancestor Missionary at the time he/she was called.	Picture My Heritage - you did a <u>group</u> historical photo and can show it to us.
AAM - How much was a gallon of gasoline the year you were born?	Joseph Smith Papers - how many ancestors do you have mentioned in these papers?<	The hair color of one of your WWI Draft Card ancestors.	AAM - Who was the President of the Church the year you were born?	Oldest enlistment age and name of your ancestor in the WWII Service Records.

AAM = All About Me

\* look at the timeline to make it easier

+ look at the image if there is one

^ go to the TEMPLE tab at the top of the screen

> look for the blue Early Relief Society tab

< you will need to count, make a note of the first name so you don't go thru them more than once

AAM – Less than 10,000 people share your last name.

AAM – Between 10,001 and 100, 000 people share your last name.

AAM - Between 100,001 and 500,000 people share your last name.

AAM – Between 500,001 and 999,999 people share your last name.

AAM – More than 1,000,000 people share your last name.

Your pioneer ancestor travelled more than 100 days.

You did an individual historical photo and can show it to us.

AAM - There were more than 120 temples when you were born.

AAM - There were less than 120 temples when you were born.

Joseph Smith was born in 1805. Your ancestor was born between 1800 and 1805.

Joseph Smith was born in 1805. Your ancestor was born in the 1700's.

Your youngest pioneer ancestor was 10 years old or younger.

Your youngest pioneer ancestor was between 11 and 20 years old.

AAM - The most popular film the year you were born was **one of the Harry Potter movies.**

AAM - The most popular film the year you were born was [one of the Lord of the Rings movies](#).

AAM - The most popular film the year you were born was [one of the Pirates of the Caribbean movies](#).

AAM - The most popular film the year you were born was [Shrek 2](#).

AAM - The most popular film the year you were born was [The Dark Knight](#).

Your Nauvoo ancestor lived there when he or she was 15 years old.

Your Nauvoo ancestor lived there when he or she was the same age you are now.

Your WWI Draft card ancestor had blue eyes.

Your WWI Draft Card ancestor had brown eyes.

Your WWI Draft Card ancestor had green eyes.

Your WWI Draft Card ancestor had hazel eyes.

AAM - Song of the Year when you were born was [by the group U2](#).

AAM - Song of the Year when you were born was [Fallin' by Alicia Keys](#)

AAM - Song of the Year when you were born was [Don't Know Why by Norah Jones](#).

AAM - Song of the Year when you were born was [Dance With my Father](#) by Luther Vandross.

AAM - Song of the Year when you were born was [Daughters](#) by John Mayer.

AAM - Song of the Year when you were born was [Not Ready to Make Nice](#) by Dixie Chicks.

AAM - Song of the Year when you were born was [Rehab](#) by Amy Winehouse.

Your WW2 ancestor's highest education level was grammar school.

Your WW2 ancestor's highest education level was high school.

The Missionary ancestor you chose served in the United States.

The Missionary ancestor you chose served outside the United States.

Your ancestor on Compare-A-Face matched you at 75% or more.

Your ancestor on Compare-A-Face matched you between 50 – 70%.

AAM - [The Boston Red Sox](#) won the World Series the year you were born.

AAM - [The Arizona Diamondbacks](#) won the World Series the year you were born.

AAM - [The Anaheim Angels](#) won the World Series the year you were born.

AAM - [The Florida Marlins](#) won the World Series the year you were born.

AAM - **The Chicago White Sox** won the World Series the year you were born.

AAM - **The St. Louis Cardinals** won the World Series the year you were born.

AAM - **The Philadelphia Phillies** won the World Series the year you were born.

In Ordinances Ready, the number of people you reserved baptisms & confirmations for was 1 or 2.

In Ordinances Ready, the number of people you reserved baptisms & confirmations for was 3 or more.

Women of Faith – the number of your ancestors in the early Relief Society was 1 or 2.

Women of Faith – the number of your ancestors in the early Relief Society was 3 or more.

AAM - A movie ticket costed less than **\$6.00** when you were born.

AAM - A movie ticket costed **\$6.00** or more when you were born.

Your youngest Missionary ancestor was 19 or younger when he or she was called.

You did a group historical photo on Picture My Heritage and can show it to us.

AAM - A gallon of gas was **less than \$2.00** the year you were born.

AAM - A gallon of gas was **more than \$2.00** the year you were born.

You have 9 or less ancestors mentioned in the Joseph Smith papers.

You have 10 or more 10 ancestors mentioned in the Joseph Smith papers.

Your WWI Draft card ancestor had black hair.

Your WWI Draft card ancestor had brown hair.

Your WWI Draft card ancestor had blonde hair.

Your WWI Draft card ancestor had red hair.

AAM - **Gordon B. Hinckley** was President of the Church the year you were born.

AAM - **Thomas S. Monson** was President of the Church the year you were born.

Your ancestor with the oldest enlistment age in the WW2 Service Records was over 50.

Your ancestor with the oldest enlistment age in the WW2 Service Records was in his or her 20s.

Your ancestor with the oldest enlistment age in the WW2 Service Records was in his or her 30s.

Your ancestor with the oldest enlistment age in the WW2 Service Records was in his or her 40s.

	year	year	year	year	year	year	year	year
<b>All About Me</b>								
Pres of the Church?								
Cost of Gallon of Gas?								
Cost of Movie Ticket?								
How many Temples?								
Who Won World Series?								
Title & Artist - Song of the Year?								
Most popular film?								

## Mapping Your Ancestors – How Did You Get to Where You Are?

*By Alyson Johnson*

**Purposes:** To help youth learn more about the “path” their family took for them to end up where they are. To help them see visually that even though each participant’s “path” was different, they all ended up here, together, now. Their presence here now has been generations in the making, and while their ancestors all had very different experiences in different countries, the youth are connected together in this place at this time.

### **Supplies needed:**

6 black 20” X 29.5” foam core boards

Adhesive spray

Duct tape

U.S. and World maps

Push pins (not sewing pins; they need a very large head and short pin part; you need enough for each participant to have 6-8 pins)

1 brad (at least 1.5”long)

Embroidery floss – many colors so each participant can use a different color

Masking tape

Post-It style notes

Fine point permanent pen

Pens/pencils for notetaking

Electronic devices

FamilySearch login info (often the hardest part of family history!)

**Cost:** This depends on what you can find around the house or get donated and what you need to buy. We purchased the foam core boards and push pins at a dollar type store, and the maps at a travel/insurance business. Everything else we already had. Our cost was about \$15.00.

**Preparation (you may think of an easier way to do this):** We (my husband and I) duct taped 3 foam boards to each other, long sides together, to make a surface large enough for our maps. We discovered that the push pins we used went all the way through the one layer of foam core, so we taped 3 more boards together, then used the adhesive spray to adhere the two sets together, then duct taped the edges for stability.

We then cut out of the maps the continental United States and adhered it with spray adhesive to the middle of the board, then cut out Hawaii and Alaska and adhered them too. We wanted the U. S. map to be the largest as we knew most of the pins would be in the states. Then on the world map we cut

out each of the continents and adhered them to the foam core boards at about the locations they would be in relation to the U. S.

On the map, at the location of the city we live in, we pushed the brad through both layers of foam core, but left the head sticking up enough for every participant to start their “line” by looping it around the brad.

In our communications with the youth and their parents and leaders, we told them to bring a device to the activity and to make sure they knew their FamilySearch login. We had extra devices available in case someone didn’t have one.

**Activity:** At the beginning of the activity we gave an overview of what they would be doing – plotting one of their family lines backwards on the map to see how we all ended up in Chandler, Arizona. We gave each person a sticky note and pen, and told them to pick a family line, use the fan chart view on FamilySearch.org or the Family Tree app, note the birth location of each of the direct-line ancestors on that line, until they were able to take that line to a country outside the United States. On the sticky note they just needed to write the birth locations in the order they went back in time.

Once they had done the research, they were to come to the map with their sticky note and pick which color of embroidery thread they wanted to use to represent their family line. They tied/looped the end of the thread around the head of the brad, so everyone was starting in the same place. They put a push pin in at the next location on their sticky note, probably the birth location of one of their parents, and wrapped the thread around that pin two to three times, then placed the next pin at the location of where a grandparent on that line was born, and so on. If more than one generation was born in a location, only one pin was used there. Once they put a pin in another country, and wrapped their thread around it, that was the end of the line. They put a piece of masking tape with their name on it on the thread, somewhere over the “ocean” so it didn’t cover up land space.

Some kids wanted to find an ancestor from a different overseas location than the others, so they did research on several lines until they found a unique country, while others wanted to keep going further back on their line even though they had already taken it to another country.

The map was displayed in the foyer before and after meetings the following Sunday, with my husband and I there to share information about the activity with parents and families.

**Suggested Follow-up Activity:** Have one paper where the youth write their names and the name of their ancestor’s country. At the next activity arrange the chairs in one large circle, give each person an index card and pen, and have them spend 15 minutes learning about the country – sports, famous people, government, flag, economy, transportation, culture, arts, topography, weather, etc. - anything that interests them. Then go around the circle with each person taking a turn to share what they learned about their ancestral country. You could plan ahead and have signups to have some youth (and leaders) bring a food from “their” country for refreshments.

Grove 3<sup>rd</sup> Ward Youth-  
Ancestor Mapping

