

sugardoodle



# family history

DISCOVER THE BLESSINGS FOR YOURSELF!

*Family History Kit: Lesson / Activities / Worksheets / Printables*

sugardoodle is excited to join with **rootstech** in  
Celebrating Families and Family History.

We have created this kit to help Primary Leaders,  
Y.W. / Y.M. Leaders, Families, Wards and Stakes worldwide  
DISCOVER THE BLESSINGS of...



Growing



Together

## ➔ TEACHER/PARENT ENRICHMENT

**FYI:** “Teenagers who know their family histories are more likely to show higher levels of social and emotional health, according to a rare study that looked at how storytelling helps families function.

Psychologists from Emory University recorded family dinner conversations to learn more about how (or how much) families shared their stories. Then they developed a “Do You Know” scale to assess how much teens knew about their family history.

They found that greater knowledge of family history — and higher scores on the Do You Know scale — were associated with a host of positive outcomes for the teens, including better measures of self-esteem, a stronger belief in their capacity to control the future, lower levels of anxiety, fewer behavioral problems, more resilience in the event of hardship, better academic performance and better relationships with their parents.”

**(Reprinted from The Washington Post / Michael Alison Chandler)**

The research, by Emory psychologists Robyn Fivush and Marshall Duke, and former Emory graduate student Jennifer Bohanek, was recently published in Emory’s online Journal of Family Life.

“There is **something powerful** about **actually knowing these stories,**” the study said.

However, the authors cautioned that since this is the only study to use the DYK (Do You Know) scale, more research is needed. (Emory University)

This lesson could be easily adapted for a Stake/Ward Youth **FAMILY HISTORY FIRESIDE**, a Y.W./Y.M. joint lesson, Sharing Time or FHE.

## IDENTIFY THE DOCTRINE **OBJECT LESSON**



**1**  
identify

Doctrine:  
We are "BLESSED" when we do Family History.

**OBJECTS NEEDED:** Chocolate dessert or a slice of chocolate cake.

**INSTRUCTIONS:** Start by asking, "Who REALLY loves chocolate? I'm not talking about just liking chocolate, who REALLY, REALLY, L-O-V-E-S chocolate?" Choose one child who raised their hand to come to the front to be your first volunteer.



Have the chocolate sitting on the edge of the table. Tell your first volunteer that the chocolate is theirs, the only thing is....they can't use ANY PART of their body to get to the chocolate. **If they can do that, it's theirs!** (If they move their body closer to the chocolate, remind them that they **can not use** their body to get it.)

This volunteer is left **not knowing how** to get the chocolate.

After a moment, ask the children, "Who would like to feed so-and-so (the first volunteer) this chocolate cake in exchange for something in return?" Call on someone to be your second volunteer and have them come and put the chocolate cake in the first volunteer's mouth.





**DISCUSSION:** Help the youth realize that the first volunteer represents our ancestors who REALLY, REALLY want their Family History and Temple Work done, but they can't do it. (Have the first volunteer hold up the poster "Ancestors"- see below.)



**ASK:** WHY can't they do their own Family History or Temple work? (Response: They no longer have a body.)

**SHARE:** Just like the first volunteer was not able to use their body to get the chocolate cake, our ancestors who have passed on to the other side of the veil, can't use their bodies. However, worthy members of the church (point to the 2nd volunteer) can help by seeking out family names and life stories and by doing the temple work for these ancestors.

In exchange for our doing Family History and Temple Work for those who have passed on, **the Lord blesses us.**

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## UNDERSTANDING THE DOCTRINE



Understanding the Doctrine:  
There are different types of "BLESSINGS" we may receive from doing the work.

**SHARE** that we KNOW we are ***blessing our ancestors*** when we do for them what they can not do for themselves, **BUT** we often forget that **WE** will be BLESSED too.

\* Understand the principal of RECIPROCITY and then teach this principal to the youth with a visual poster...

# RECIPROCITY:

A positive action given in turn creates another positive action. Blessing others, BLESSES ME!

## FAMILY HISTORY

works on the principle of



A POSITIVE ACTION GIVEN, in turn  
creates **ANOTHER POSITIVE ACTION.**

Blessing others, **BLESSES ME!**

[When you bless others, it blesses YOU!]

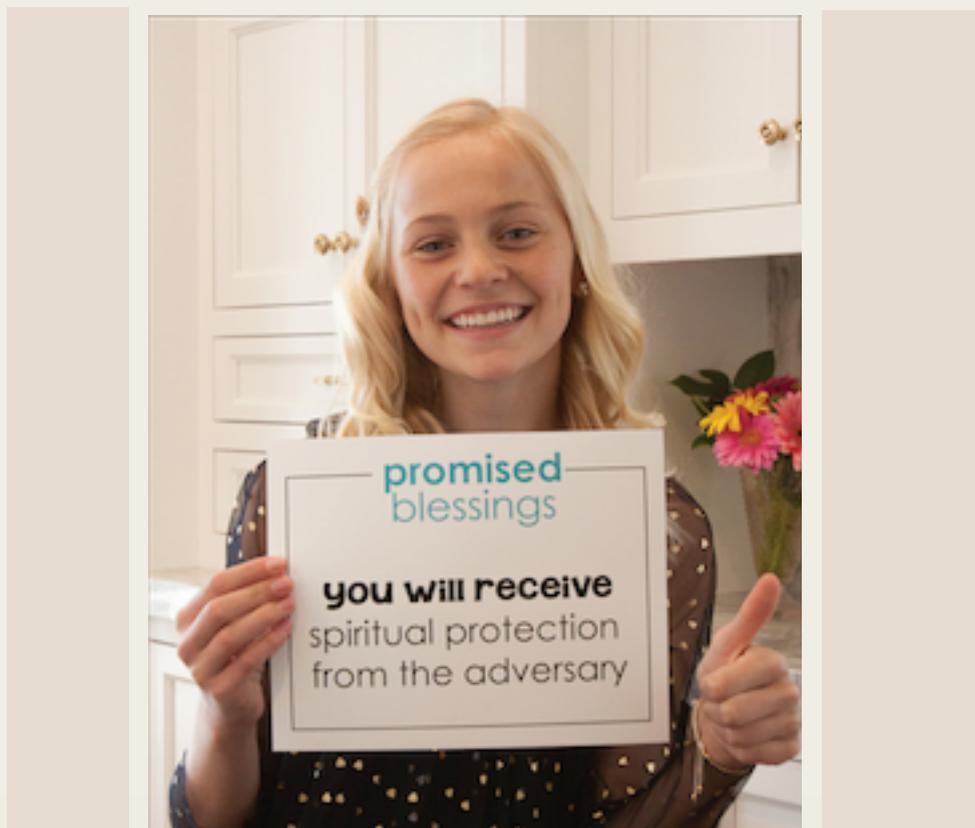
**ASK:** What type of blessings do we receive when we do FAMILY HISTORY? (Let them respond.)

**SHARE** that a recent study done at Emory University called the **“DO YOU KNOW”** study, shows that when young people KNOW their family stories they have a *greater possibility* to have *certain positive things* happen in their lives. We call these **POTENTIAL BLESSINGS.**

**ASK** your second volunteer to hold up the word cards that show these “**POTENTIAL BLESSINGS**”. Have the youth read each one out loud with you.



**SHARE** that there are other types of blessing we receive when we do Family History. These are “**PROMISED BLESSINGS**” that have been made by Apostles, Prophets and Heavenly Father. Read each PROMISED BLESSING.



## APPLYING THE DOCTRINE



3  
apply

In advance, choose one or two of the following activities to include in your lesson so they can start **receiving the BLESSINGS** that come from Family History work.



## FAMILY HISTORY ACTIVITIES / ACTIVITY #1

*Do you know?*  
QUIZ

PERFECT FOR:

Y.W. / Y.M. - Sharing Time - F.H.E. - Scouts -  
Activity Days - Family Reunions



### GIVE THE “DO YOU KNOW” QUIZ

1. In advance, print up a copy of the “**DO YOU KNOW**” quiz/questionnaire, one for each child (see below).
2. Share that the 20 questions on the quiz come from a study done at Emory University. Youth who knew the answers to these 20 questions had more positive outcomes in their lives. Have them take the quiz...
3. Ask how they did? Did anyone know all of the questions? Share that each family will be going home with a set of “DO YOU KNOW” conversation cards. Stress that it is not just knowing the information, but the process of SHARING it that is important. Dinnertime is the perfect time to ASK a few questions. Keep doing this each night until all of the questions have been answered.

## Do You Know? Dinner Conversation Cards



1. Do you know where your **mother** grew up?  
☆☆☆☆☆

2. Do you know the names of the schools your **mom** went to?

3. Do you know where your **father** grew up?

4. Do you know the names of the schools your **dad** went to?

5. Do you know some of the jobs that your **parents** had when they were young?

6. Do you know some of the awards that your **parents** received when they were young?

7. Do you know some things that happened to your **mom** and **dad** when they were in school?

8. Do you know some of the illnesses and injuries that your **parents** experienced when they were younger?

9. Do you know how your **parents** met?

10. Do you know some of the lessons that your **parents** learned from good or bad experiences?

11. Do you know where your **parents** were married?

12. Do you know where some of your **grandparents** met?

13. Do you know where some of your **grandparents** grew up?

14. Do you know which person in your family **you** look most like?

15. Do you know which person in your family **you** act most like?

16. Do you know the source of **your** name?

17. Do you know what went on when **you** were born?

18. Do you know some things about what happened when your **brothers** and **sisters** were born?

19. Do you know the national background of your **family**?

20. Do you know about a **relative** whose face "froze" in a grumpy position because he or she did not smile enough?

**DO YOU KNOW?**

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allisenkimball.com

artist credit: Allison Kimball (Allison Kimball.com)

The "DO YOU KNOW" study questions are by Emory psychologists Robyn Fivush and Marshall Duke, and graduate student Jennifer Bohanek, published in Emory's online Journal of Family Life.

## FAMILY HISTORY ACTIVITIES / ACTIVITY #2

*Walking*  
in THEIR Shoes

PERFECT FOR:

Y.W. / Y.M. - Sharing Time - F.H.E. - Sunday  
School Enrichment - Activity Days



### WALKING IN THEIR SHOES CHALLENGE:

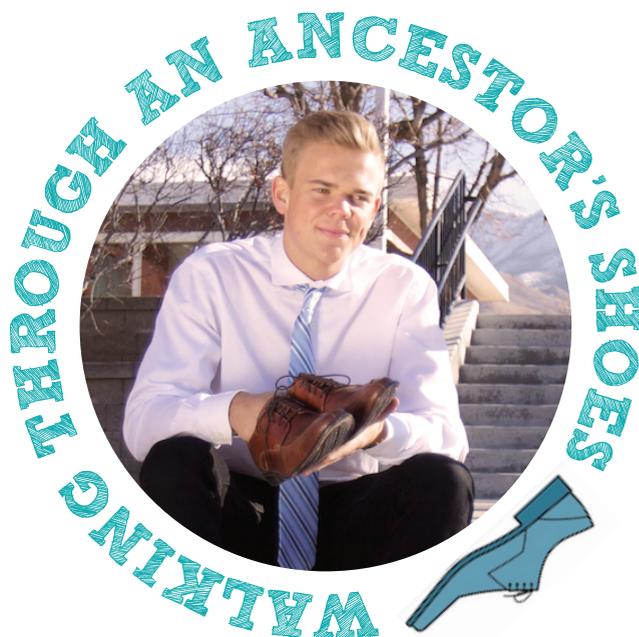
**IN ADVANCE**, (the week prior to giving this lesson) introduce the challenge. **ASK** the youth if they think they know the hardest thing their dad has walked through? What about their mom? What was a really hard trial she has had to walk through? How about Grandpa? What about an ancestor?

**SHOW THE CHALLENGE CHART** (see below)...

Invite the youth to take the **“WALKING IN THEIR SHOES CHALLENGE”** during the next week.

The challenge consists of asking a living family member what was one of the hardest challenges they had to walk through? How did they grow from it? What did they learn from it?

They can also do this with a deceased ancestor by enlisting the **help of parents, grandparents, aunts or reading family histories or journals.**





### Accept the Challenge To walk In Their Shoes

Ask a living family member what was one of the hardest challenges they have walked through?  
HOW did they grow from it?  
WHAT did they learn from it?  
Or, research an ancestor to see what they walked through

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## THE BLESSINGS of taking this challenge...

**INVITE** the youth to **accept the challenge**. Ask them, "WHO will participate?" Look for some raised hands then share that WHEN we know that we will be **receiving blessings** it can motivate us to find time to do the work.

**SHARE** that there are **two types** of blessings associated with this challenge... **if** you have... 85% commit - (you choose the percentage of your group who must commit to take the challenge), then you will plan a super fun activity. This is the first type of blessing they will receive. The other type of blessing **will come** from doing the work... the blessings of feeling closer to their relative AND receiving more strength to meet their own challenges as they learn from their family/ancestor how they faithfully endured their trials.

**REMINDERS....** Prior to giving this challenge, call three or four of your youth to see if they would be willing to send out group text messages during the week to the youth. At this point in the lesson, invite them up and introduce them as the ones who will remind them others to follow through with the challenge. Share contact information if you don't already have it. Be sure you REMIND your "REMINDERS" to text during the week!



## WALKING IN THEIR SHOES CHALLENGE RETURN & REPORT SHARING MEETING:

**OPEN BY SHARING** that one particular blessing we receive from doing Family History is the increased ability to **"do hard things"**. When we hear what shoes our parents, grand parents and ancestors walked in and the hardships they faced, **it can empower us AND BLESS US** with more courage and strength as we *walk through our own challenges.*

We become more **EMOTIONALLY CONNECTED** to our living and to our dead when we hear about their heartaches and hardships and how they endured.

Invite the youth to share their experiences and what they learned during the challenge of walking in a loved one's SHOES!



## FAMILY HISTORY ACTIVITIES / ACTIVITY #3

*More than a name*  
on MY Family Chain

PERFECT FOR:

Y.W. / Y.M. - Sharing Time - F.H.E. - Family Reunions - Activity Days - Scouts



### MORE THAN JUST A NAME ON MY FAMILY CHAIN

**SHARE** that Family History **is more** than *just finding a name on your family chain*. It's about **DISCOVERING YOUR STORY** because their story **IS your story**.

**WATCH** the **rootstech video** **“DISCOVER YOUR STORY”**

**Copy the link to your browser to watch:**

English <https://www.youtube.com/watch?v=BKmuX2CB5R4>

Spanish <https://www.youtube.com/watch?v=fVns2TQO3IA>

Portuguese <https://www.youtube.com/watch?v=krB8wTKkV7Y>



(3 minutes).

**ACTIVITY:** MAKE FAMILY HISTORY CHAINS TO RECORD AN ANCESTOR'S STORY

(See activity concept and directions below.)

In advance, make copies of the “More Than a Name”

paper chain strips (see below). Each of the youth will use this strip to begin their chain and will need six more blank strips. Each strip should be 1" x 8" - if you go to a copy store they can machine cut these to save time.

## MORE THAN JUST A NAME ON YOUR FAMILY CHAIN



**DIRECTIONS:** Make a loop with the first slip that has the words **“More Than A Name On My Family Chain”**. Glue, tape or staple the ends of this strip together. (If you use glue, let them stand before they take them home. Thread another strip through your first loop. Continue doing this until you have made their Family History chain.

### **FAMILY HISTORY CHAIN ACTIVITY:**

Each youth is given the assignment to find out six facts about an ancestor and write them down on their Family Chain. If they have a photo of the relative, they may want to hang the chain around the photo.



## Enrich This Activity. . .

In advance, ask two to three of your youth to collect six interesting facts about one of their deceased ancestors or a living grand parent. When you give them their talking assignment, also give them their 7 link paper chains to **write the facts down on**. This will be their visual for their talk. Remember that the first link has "**More Than A Name On My Family Chain**" printed on it. On the day of your activity have these volunteers hold up their chain as they share the facts that they discovered and what it felt like to learn this person's story.

**MORE THAN A NAME!**

**CLOSURE:** Close this activity by holding up the "MORE THAN A NAME" poster (see below) and helping the youth **DISCOVER for themselves**, what the picture is **ASKING** them to do. . .

**Point** to the ancestor holding the open book.

**ASK:** What does this ancestor want us to do here?  
(Read their story.)

**Point** to the ancestors holding out to us their shoes.

**ASK:** What does this ancestor want us to do? (Walk in their shoes by pondering their lives and how they endured their heartaches and hardships.)

**Point** to the ancestor holding out the paper chain.

**ASK:** What does the paper chain stand for? (It is a reminder that **we are linked to them** and will see them in heaven. How wonderful to **KNOW** them before then and to know **they can help us with our own problems** as we do their work!



*More*  
THAN A NAME

ON MY *Family* CHAIN