[](http://www.familysearch.org)[Gathering & Preserving Records (Memories, Goals 1-2)](https://www.thefhguide.com/project-2-memories.html)

[](http://www.ancestry.com)

[](http://www.myheritage.com)**[](http://www.findmypast.com)** [VAULT](https://www.thefhguide.com/vault.html#mem-pre)

**Goal 1: Gather and safeguard your records.**

*Online classes*: Skip the Activities; learners can do them after the class. For discussion activities, share brief comments of your own.

**Choice A, Gather your own important records**

- Step 1: Discuss - What other documents might be important to gather?

- Step 2: Activity: Learners make a list of which documents they may not have, or may not know where to find.

- Step 3, article: Review the Family Traditions section; learners add to their lists from Step 2.

**Choice B, Gather photos and documents of ancestors**

- Step 1B: Use the Info button next to the BYU video to select one or more topics in the video to show and discuss.

**Choice C, Scan or copy photos and documents**

- Step 4: Read & discuss article. Emphasize 3-2-1 plan. See Mary & Tim comments at bottom.

**Choice D, Protect original photos and documents**

- Step 4: Briefly scroll through the LOC page to see the links for preserving each item type.

- Step 8A: Open the article and select a tile, such as Preserving Photos. Then review headings and discuss a key point for each one.

**Optional: Choice E, Restore damaged photos**

- Read & discuss any articles of interest.

**Goal 2: Gather records from others.**

**Choice A, Contact living relatives or others for photos and documents to add**

- Steps 1-2: Learners can access FamilySearch Memories, find at least one photo uploaded by someone else, and get Contributed By info. Additional work can be done at home, where more time can be spent browsing photos.

- Step 3B: Read and discuss “How to Gather” and “Requesting Additional Information.”

**Choice B, Add photos and documents from others and catalog them**

- Steps 1-3: Read and discuss.

- Step 5: Inside the article, watch all or part of the video. If time is limited, briefly review the gold headings in the article.

- Step 6: Read and discuss the main headings in the article.

**Recap**

- Learners share key learnings from the class

- Quick questions: Ask a few review questions for key learning points. Keep it simple: true / false, etc.