

# Family Genetics Education Through School and Community Partnerships

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## Background

The Utah Department of Health Chronic Disease Genomics Program and Genetic Science Learning Center identified a substantial need for culturally appropriate genetics education materials for 5th grade and high school students and their families.



## Methods

- Master Teachers attended three-day workshops and developed draft classroom activities.
- Hispanic/Latino community members adapted classroom activities and developed new take-home activities.
- The 5th grade curriculum module titled *Introduction to Heredity* (IH) consists of 5 classroom activities, 3 take-home family activities, and a teacher guide.
- The 10th grade curriculum module titled *Using Family History to Improve Your Health* (UFHTIYH) consists of 4 classroom activities, a promotional video, 2 take-home activities, and teacher materials.
- Materials meet national and state-level Health Education and Biology Standards.
- Materials available in English and Spanish.

## Results

- The IH module was tested with six 5th grade teachers and 159 students.
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- The UFHTIYH module was tested with 8 high school Biology teachers and 536 students.
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- Classroom materials were culturally appropriate, engaged students, and achieved learning objectives.
- Family activities were effective in engaging parents in their student's education.

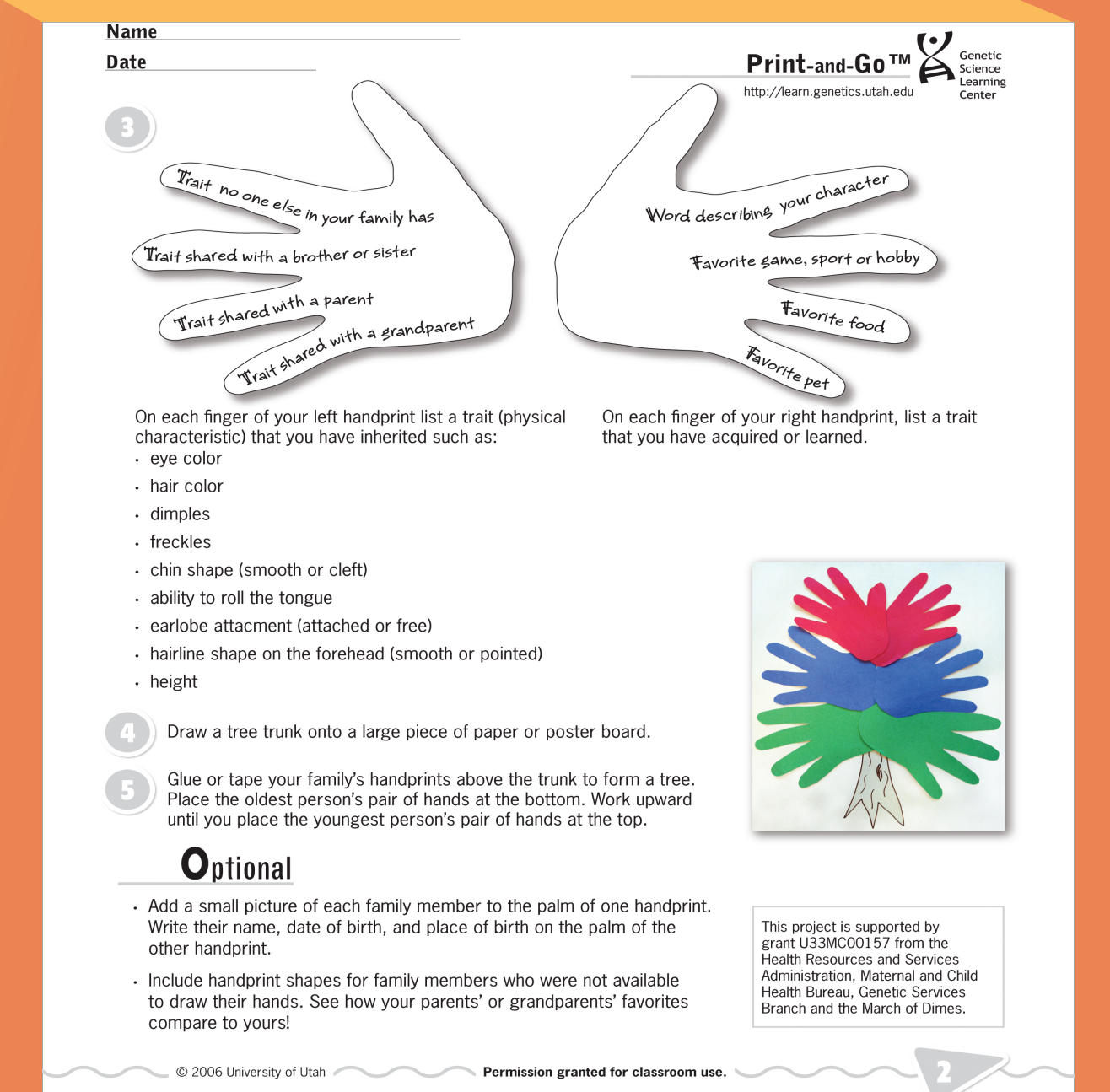
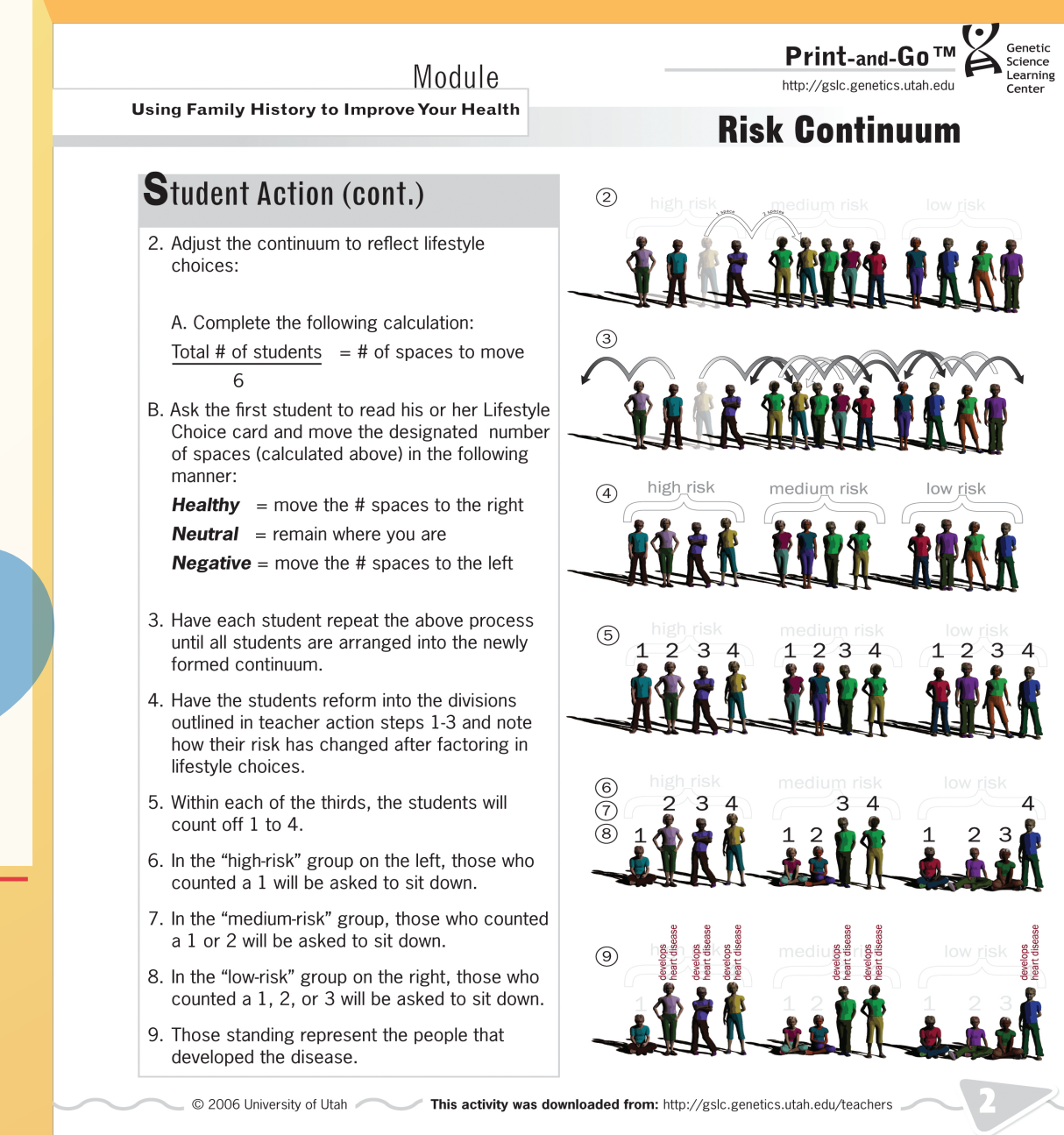
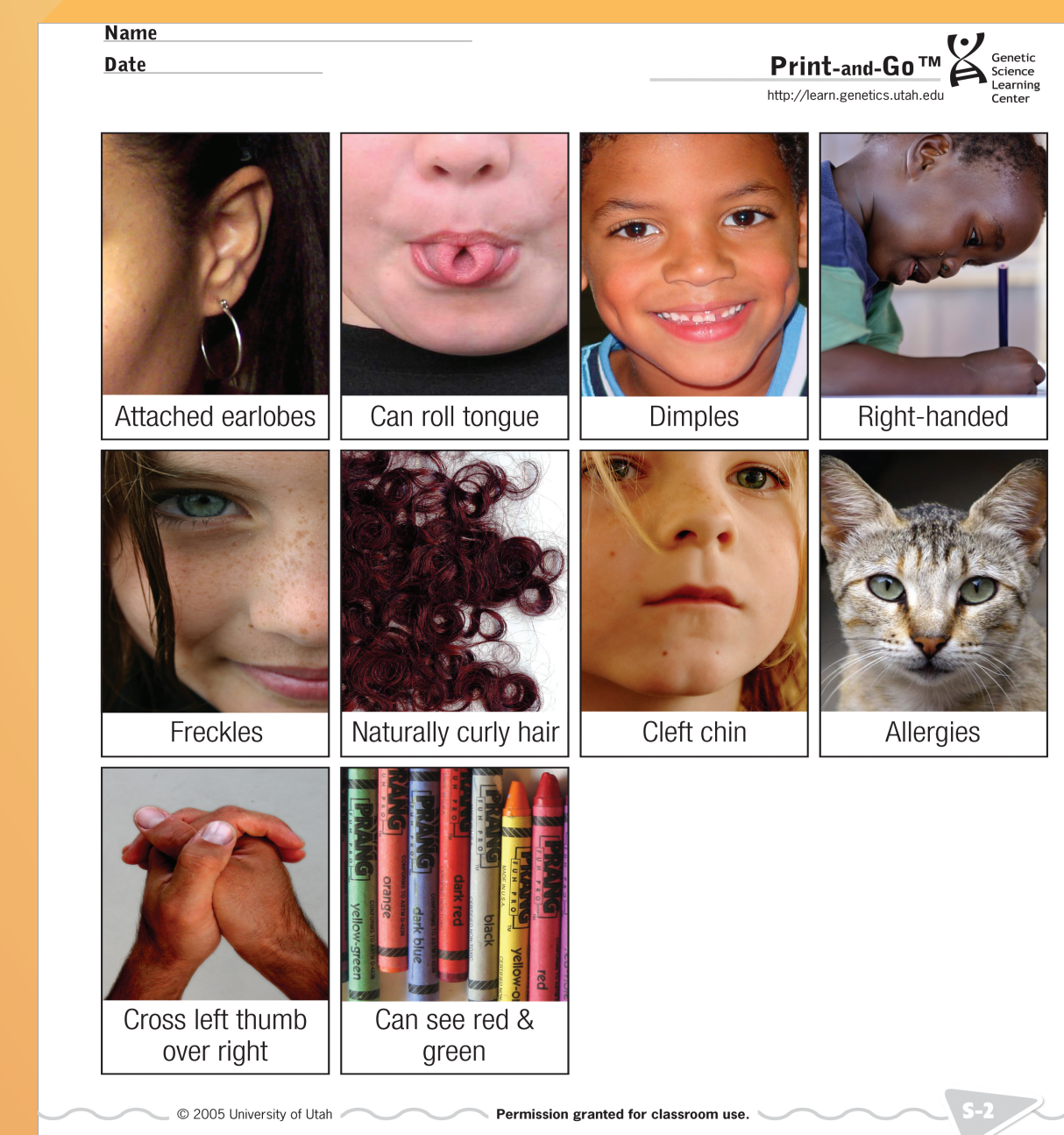
## Conclusion

- The *Introduction to Heredity* (IH) and *Using Family History to Improve Your Health* (UFHTIYH) curriculum modules are an effective way to teach genetics to students and their families.
- Teachers are the ultimate gatekeepers for increasing students' genetic literacy.
- Hands-on learning is important for engaging community members, teachers, students, and families in genetics.

Log in as a teacher at <http://learn.genetics.utah.edu> to access these curriculum materials or visit [www.health.utah.gov/genomics](http://www.health.utah.gov/genomics)

*The home activities were the best part of this unit. The Spanish-speaking parents of my students are now able to participate more fully in their students' education. My students had some very good conversations about genetics with their families. Having everything in Spanish really validated my Spanish-speaking students and let them know their native language was valued in our school.*

— 5th grade teacher



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