

# SAINTS GLOBAL ACTIVITY PLAN

## CHIVALRY

### SOCIAL CORE

Version 2025.2



Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

#### THE CULMINATING EVENT

### The pressure stations

In Session 3, saints rotate through four scenarios that test restraint under realistic provocation — peer pressure, public mockery, a charged disagreement, a violation against someone weaker. Each saint responds in real time while a paired coach watches the body and voice, then debriefs what worked and what slipped.

INDOOR — LARGE ROOM WITH SPACE TO SET UP 3-4 STATIONS AND PHYSICAL SEPARATION BETWEEN THEM

#### 4 SESSIONS IN THIS PLAN

## SESSION 1 · SOCIAL CORE

⌚ 60 min target

# Restraint in real moments

*Practice restraint in scenarios where the easy response is to escalate.*

**SESSION AIM**

Youth read the Gethsemane account and Moroni 7 alongside a staged tableau, then sort the twelve medieval chivalric virtues against Saints Global standards. Each saint leaves with two adult men picked for an honor-cost interview and a noticing assignment to run during the week.

**🎯 WALK AWAY WITH**

- Has worked through the Gethsemane scene and named what restraint looked like in the moment
- Has sorted the twelve chivalric virtues against Saints Global standards and explained the sort
- Has two adult men named for the interview assignment and the first call scheduled

**📦 BRING / SET UP**

- Twelve index cards — one medieval chivalric virtue on each: faith, charity, justice, prudence, temperance, fortitude, truth, loyalty, courtesy, valor, hope, mercy
- Scripture handouts: Luke 22:47–51 and Moroni 7:45–48 (one per saint)
- Interview question sheets (one per saint) for the Session 3 mission
- A snack for the winning card-sort pair
- Open floor space in the room — the Gethsemane tableau needs a circle to stand in

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — A real scenario**

⌚ 5 min

Read this scenario aloud: "You're at a party you didn't want to be at. Someone starts mocking a younger boy who can't push back. Most of the room laughs along. What does a chivalrous response actually look like here?" Take three or four responses from the youth. Don't answer for them. Move on after a minute.

## SESSION 1 · RESTRAINT IN REAL MOMENTS (PAGE 2 OF 3)

## THE HOUR — CONTINUED

## BLOCK 2 · ROLEPLAY Stage the Gethsemane scene

⌚ 15 min

1. Pick three volunteers — Peter, Christ, the servant. Empty hands, no props. Put them in the center of the room with everyone else watching.
2. Walk them through it once. Peter mimes drawing the sword, swings, cuts. The servant reacts. Christ stops Peter, touches the servant's ear, then turns to face the soldiers.
3. Freeze the scene. Ask the watching saints what they saw, where the power was, and where the choice was. Capture answers on the board in two columns.
4. Read Moroni 7:45–48 aloud once. Don't add commentary.
5. Run a two-minute silent prompt: where have you used power when you could have chosen restraint? Take two volunteer answers, then move on.

## REQ 1A

## BLOCK 3 · CREATIVE Sort the chivalric virtues

⌚ 15 min

1. Hand each pair the twelve chivalric-virtue cards. Have them sort into three piles: matches Saints Global, falls short of our standard, neutral. Set an eight-minute timer.
2. When time is up, read out the fastest defensible sort and award the snack. Spread all cards on the floor in the three piles for everyone to see.
3. Ask the room what Saints Global adds that the medieval code was missing. Capture at least three answers on the board.
4. Name the difference plainly: medieval chivalry was outward courtesy to a lord; Saints Global chivalry adds inner restraint as a daily practice.

## REQ 1B

## BLOCK 4 · SERVICE Launch the interview assignment

⌚ 20 min

1. Leader goes first. Tell a three- to five-minute story of a moment when choosing honor cost you something real — money, a friendship, a job, a reputation. This sets the kind of story the youth are listening for.
2. Explain the assignment: by Session 3, each saint interviews two adult men about a moment when honor cost them. One should be inside the family; one outside it.
3. Hand out the interview sheets. Walk through the prompts in about a minute — they are conversation starters, not a checklist.
4. Give five minutes of in-session work. Each youth writes his two names on the sheet and drafts a one-sentence opening question. Help anyone who can't name two.
5. Set the expectation that the first call goes out before he sleeps tonight.

## BLOCK 5 · REFLECTION Close — Notice one chivalrous act this week

⌚ 5 min

1. Assign the noticing: notice one moment this week where you have power you could use but choose not to. One moment, ready to share next week.
2. Confirm Session 2's date. Remind the youth the first interview call goes out tonight.

## SESSION 1 · RESTRAINT IN REAL MOMENTS (PAGE 3 OF 3)

## 🗨 AT THE CLOSE · DEBRIEF

1. What was your first instinct when you heard the opening scenario?
2. Which 'falls short' card was the hardest to place, and why?
3. What will you do this week the next time you notice a moment of restraint?

📝 Mark Req 1a and 1b after this session. Req 1c is launched here; mark it after the interview debrief in Session 3.

## SESSION 2 · SOCIAL CORE

⌚ 60 min target

# Scenarios, rules, and the lesson

*Work through the rules of chivalrous conduct and prepare to teach them.***SESSION AIM**

Youth perform right-and-wrong responses to four real scenarios, write a personal rule of life covering speech, media, conduct, and leadership, and sketch the lesson each will teach to younger saints between this session and Session 4. The 21-day rule of life run starts tonight.

**🎯 WALK AWAY WITH**

- Has performed both the right and the wrong response to a real chivalry scenario
- Has a written rule of life and has started the 21-day run
- Has a sketched lesson plan for teaching a younger group about chivalrous conduct

**📦 BRING / SET UP**

- Four pre-printed scenario cards — defending the weak, resisting mockery, rejecting impurity, correcting a peer (one per pair or triad)
- Rule of life worksheets (one per saint) — four-area template covering speech, media, physical conduct, leadership
- Half-sheets for the lesson-skeleton sketches
- Pens, a timer, and open floor space for the role-plays

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — Last week's noticing**

⌚ 5 min

Open with the noticing assignment from last week. Three or four youth share the moment of restraint they noticed — the situation, the easy reaction, and what they chose instead. Keep it brief and skip follow-up questions. The goal is to confirm the work happened between sessions.

**BLOCK 2 · ROLEPLAY Perform the right and wrong response**

⌚ 20 min

1. Form four pairs and hand each pair one scenario card. Give each pair seven minutes to design two one-minute role-plays: the wrong response and the right response. Each pair performs both for the group, back to back.
2. After each pair, ask the room what made the right response work — the words, the timing, the body, or the voice.
3. Capture answers under each scenario on the board. By the end the group has four scenarios with a short vocabulary of what made each right response work in practice.
4. Name the takeaway: a chivalrous response is built from body, tone, and timing as much as words. Practice all four.

**REQ 2A**

## SESSION 2 · SCENARIOS, RULES, AND THE LESSON (PAGE 2 OF 2)

## THE HOUR — CONTINUED

## BLOCK 3 · CREATIVE Write your rule of life

⌚ 15 min

1. Hand out the rule of life worksheets. The template covers four areas — speech, media, physical conduct, leadership — with a target of seven commitments total split however the saint chooses.
2. Frame the writing this way: write a rule you would feel shame to break, not a rule that just sounds good.
3. Run twelve minutes of silent writing. Circulate and ask one sharpening question per youth. Don't critique the commitments — just sharpen the wording.
4. In the last two minutes, each saint reads one commitment aloud that he's nervous about keeping. No discussion after, just the reading.
5. Each youth takes the worksheet home to polish tonight. The 21-day run starts tonight, not after Session 4.

## REQ 2B

## BLOCK 4 · CREATIVE Plan the lesson you'll teach

⌚ 15 min

1. Explain the assignment: in the next two or three weeks, each saint teaches what he's learned so far to a younger group at one of their meetings. Tonight he sketches the skeleton.
2. Hand out the half-sheet template: hook (a question or scenario), two teaching beats, one activity, one closing question. Give twelve minutes of solo sketching.
3. Pair up for the last three minutes. Each youth reads his skeleton to a partner; the partner gives one improvement.
4. Each saint polishes at home and coordinates with the younger group's leader to schedule the delivery. He brings proof of delivery — a sign-off or a photo — to Session 4.

## REQ 2C

## BLOCK 5 · REFLECTION Close — Confirm the three commitments

⌚ 5 min

1. Confirm status with each youth: one interview done or scheduled, rule of life run starts tonight, lesson skeleton sketched and ready to polish.
2. Tell the group Session 3 is the pressure-stations drill. Remind them to come ready to move — they will push tables back when they walk in.

## AT THE CLOSE · DEBRIEF

1. Which scenario's right response was the hardest to perform, and why?
2. Which commitment on your rule of life do you think will be the first to break?
3. What still needs work on your lesson sketch before you teach it?

☑ Mark Req 2a after the role-plays. Mark Req 2b once the worksheet is complete and the 21-day run begins. Mark Req 2c when the lesson is delivered to a younger group between Sessions 2 and 4.

## SESSION 3 · SOCIAL CORE

⌚ 60 min target

# The pressure stations

*Test restraint under pressure in the pressure-stations drill.*

**SESSION AIM**

Youth debrief one moment from each of their two adult interviews, then rotate through four pressure stations that test real-time restraint and a calm, dignified response. The session ends with a mid-run check on the 21-day rule of life and a date set for the first service act before Session 4.

**WALK AWAY WITH**

- Has worked through the pressure stations as both responder and coach
- Has named where the urge to escalate was strongest and what held it back
- Has a written service-act date on the BRC before Session 4

**BRING / SET UP**

- Four station cards — one scenario per station, set up around the room before saints arrive
- A kitchen timer or phone timer at each station
- A rubber ball or other soft object at one station as the 'thing being threatened' — a prop helps keep responses in the body rather than in the head
- Open floor — push tables back so the stations have walking room
- Pens for the mid-run check-in

**THE HOUR****BLOCK 1 · DISCUSSION Opener — Interview quick-share**

⌚ 5 min

Go round the room. Each youth names who he interviewed and the one sentence that surprised him most. One sentence per saint, no follow-up. The goal is to put the interview content into the room before the group uses it.

**BLOCK 2 · DISCUSSION Share one loaded moment from the interviews**

⌚ 15 min

1. Each saint picks one moment from his two interviews — the loaded sentence, the hardest thing the adult said, or the unexpected detail.
2. Go round the room. One saint tells the loaded moment. The next saint may ask one follow-up if he wants. Then move on.
3. If the group is eight or more, split into two groups of four for this round, then bring two highlights back to the full group.
4. Name the pattern plainly: most honest adults have paid a real cost for choosing honor.

**REQ 1C**

## SESSION 3 · THE PRESSURE STATIONS (PAGE 2 OF 2)

## THE HOUR — CONTINUED

BLOCK 3 · ROLEPLAY **Run the pressure stations**

🕒 25 min

1. Four stations are already set up around the room. Each has a scenario card and a prop. Read the four scenarios aloud once so every youth knows the landscape before starting.
2. Pair the saints up. Each pair rotates through two stations — one as the respondent (the saint under pressure), one as the watcher and coach.
3. Allow five minutes per station. The respondent reads the scenario and reacts in real time while the coach watches the body and voice. When the timer ends, freeze and run a sixty-second debrief: what worked, what slipped, what was hard about staying composed when the moment got real.
4. At the end, gather the full group in a circle. Ask which moment hit hardest and what that tells the youth about his own response.

## BY TIER

## ENTRY

Watch the first station as an observer. Note how the senior saint reads the scenario and adjusts his body, then step in as the responder for stations two through four.

## ESTABLISHED

Run all four stations as the responder. Push yourself hardest on the scenario that pulls you closest to your real-life patterns.

## MENTOR

Run one station as the scenario facilitator. Set the pressure, then debrief the responder before he rotates out. Take your own turn as responder last.

## REQ 3D

BLOCK 4 · REFLECTION **Mid-run check on the rule of life**

🕒 10 min

1. Run a pair-share check-in on the 21-day rule of life — not a full circle.
2. Give each pair two prompts: which commitment is hardest to keep, and what has surprised you that you did not predict?
3. Bring two or three highlights back to the room. Share only what the pair gave permission to share.

BLOCK 5 · CREATIVE **Close — Set the service-act date**

🕒 5 min

1. Each saint names his two service acts (Req 3c) and sets a date for at least one before Session 4. Write the date on the BRC.
2. Remind the group of the final-week assignments: finish the 21-day journal, complete the second service act, and draft the two-page reflection (Req 4a). All four assignments should be done before Session 4.

## AT THE CLOSE · DEBRIEF

1. Which station's scenario felt closest to a real situation you might actually face?
2. Which interview moment from another saint changed how you think about honor?
3. Where is your rule of life most likely to break in the next seven days, and what will you do to hold it?

☑ *Mark Req 1c after the interview-sharing block. Mark Req 3d after the pressure-stations debrief. Req 3a, 3b, and 3c remain in progress.*



## SESSION 4 · SOCIAL CORE

⌚ 60 min target

# Verdict and sign-off

*Review what each saint changed and what habits he'll keep.*

**SESSION AIM**

Youth give an honest report on the 21-day rule of life, share one moment from each of their two service acts, and meet one-on-one with the leader about what restrained strength has changed for them. The session ends with a short charge, a closing scripture, and a BRC walkthrough that signs off any remaining requirements.

**WALK AWAY WITH**

- Has reported honestly on the 21-day rule of life run
- Has shared one moment from each service act with the group
- Has met one-on-one with the leader about restrained strength
- Has a signed BRC, or an outstanding-requirements plan with deadlines

**BRING / SET UP**

- Each saint's BRC, printed and brought to session
- Each saint's rule of life worksheet — the original, with 21 days of marks on it
- Each saint's drafted two-page reflection — bring it ready
- D&C 121:36–46 handout for the closing read
- A quiet corner of the room for the leader's one-on-one meetings

**THE HOUR****BLOCK 1 · DISCUSSION Opener — 21-day rule of life report**

⌚ 5 min

Go round the room. Each youth reports how the 21 days went. "Made it." "Broke it on day 14." "Made it most days, compromised on Sunday afternoons." Whatever the truth is. Treat the honest answer the same whether the run held or not — honesty is what the practice was teaching.

**BLOCK 2 · DISCUSSION Share one moment from each service act**

⌚ 15 min

1. Each saint shares one moment from his two service acts. Not a summary — one specific moment: the face of the person helped, the sentence said, the cost paid.
2. After each story, the group offers one observation. Keep observations short.
3. Don't push for length. Three youth in five minutes is better than two youth in fifteen.

**REQ 3C**

## SESSION 4 · VERDICT AND SIGN-OFF (PAGE 2 OF 2)

## THE HOUR — CONTINUED

BLOCK 3 · REFLECTION **One-on-one with the leader**

⌚ 20 min

1. Pull each saint into the quiet corner for three to four minutes. Use the prompt: how has practicing restrained strength changed your understanding of power, humility, and discipleship?
2. While one saint is with the leader, the others polish their two-page reflection or peer-review a partner's draft in pairs.
3. If a youth has not drafted his reflection, have him use this block to write it. No saint leaves Session 4 without a draft on the page.
4. Mark Req 4b on the BRC after each one-on-one finishes.

## REQ 4B

BLOCK 4 · CREATIVE **Name the cost and the keep**

⌚ 15 min

1. Gather the full group in a circle. Run an open round on two questions: what has chivalry cost you to live this far, and what has it given you? Aim for at least one cost and one gift per saint.
2. Read D&C 121:36–46 aloud, slowly. No commentary.
3. Give a two-minute leader's charge — short, direct, and addressed to each saint by name. Not a sermon.

BLOCK 5 · REFLECTION **Close — BRC sign-off**

⌚ 5 min

1. Walk through the BRC with each saint one requirement at a time. Mark what's done. Note what is still outstanding.
2. For each outstanding requirement, set a concrete next step and a deadline before the next Board of Review or Court of Honor.
3. Close the session by reading Luke 22:47–51 — the scripture that opened the badge.

## AT THE CLOSE · DEBRIEF

1. Which service moment from another saint will you remember in six months?
2. What did your leader say in the one-on-one that you did not expect?
3. Where will chivalry show up in your week now that the sessions are over?

☒ Mark Req 3a, 3c, 4a, and 4b after this session. Any requirement still outstanding gets a concrete next step and a deadline written on the BRC.