

SAINTS GLOBAL

ACTIVITY PLAN

GENEALOGY

SPIRITUAL CORE

Version 2026.1



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 relative interview

Between Sessions 2 and 3, each saint conducts a 45–90 minute recorded interview with a living relative. The saint runs his prepared question kit, records at least 20 facts or stories, and brings the transcript to Session 3 as the source his three-generation tree builds on.

OFF-MEETING — A QUIET ROOM AT THE RELATIVE'S HOME, BY PHONE, OR BY VIDEO CALL

SESSION 1 · SPIRITUAL CORE

⌚ 60 min target

Read the records

Examine real records so the saint knows what genealogy actually preserves.

SESSION AIM

Hand each saint a real family group record and a real source document. Walk the data fields each form captures, the difference between primary and secondary sources, and what Malachi 4:5–6 names as the work. Saints leave knowing how a record is built and which branch they will research next week.

WALK AWAY WITH

- Has identified at least ten data fields on a real family group record
- Has handled three real record types and named what each can prove
- Has named one ancestor or branch he wants to start with

BRING / SET UP

- One completed sample family tree and one filled family group record (one set per saint or pair)
- Three real source documents — a birth certificate, a census page, a will or deed (originals or clean photocopies)
- Highlighters and pens for marking data fields
- Printed copies of Malachi 4:5–6 (one per saint)
- Index cards or sticky notes for the record-type quick-sort

THE HOUR**BLOCK 1 · DISCUSSION Opener — A name you know nothing about**

⌚ 5 min

Ask the group: "Name one ancestor — grandparent, great-grandparent, anyone — whose first name you know but whose life you know almost nothing about." Take three or four answers around the room. One name each, no story yet. The point is to put a real name in the room before the work starts.

BLOCK 2 · SKILL PRACTICE Identify the data fields

⌚ 18 min

1. Hand each saint the sample family tree and filled family group record. Give two minutes of quiet reading.
2. Each youth highlights ten data fields on the family group record and writes what each field captures on a sticky note: name, birth date, birth place, marriage date, parents, source, and so on.
3. Pair up. Each pair compares their ten and adds any field the partner caught that they missed. Aim for twelve to fifteen between the pair.
4. Around the room, each pair reads one field and names what is lost if that field is blank. Capture the list on the board.
5. Name the takeaway: the form's structure decides what gets preserved. A blank field is a fact nobody can recover later.

REQ 1A

SESSION 1 · READ THE RECORDS (PAGE 2 OF 2)

THE HOUR — CONTINUED

BLOCK 3 · SKILL PRACTICE **Handle three record types**

⌚ 17 min

1. Lay out the three documents on the table: a birth certificate, a census page, and a will or deed. Each saint handles all three.
2. For each document, the youth answers three questions on the sticky note: Who created this? When? What can it prove that the other two cannot?
3. Walk around and prompt: a birth certificate proves the parents named at registration; a census proves the household on one day; a will proves who the writer wanted to inherit, not always who did.
4. Name primary vs. secondary plainly: a record made at the time of the event by someone present is primary; everything else is secondary and carries less weight.
5. Each youth picks the document he trusts most and the one he trusts least, and says why in one sentence.

REQ 1B

BLOCK 4 · SCRIPTURE **Scripture connection — Malachi 4:5–6**

⌚ 12 min

1. Read Malachi 4:5–6 aloud once. Don't add commentary.
2. One concrete prompt for the room: "Whose name in your family do you think of when you hear 'hearts of the fathers'?" Take two or three answers, one name each.
3. Ask each saint to write one sentence on his sticky note: what preserving a family record looks like in his own family this year. Collect or have him pocket it — it seeds the Session 2 branch choice.
4. Close the block by reading verse 6 once more, then move on.

REQ 1C

BLOCK 5 · REFLECTION **Close — Pick the branch you'll research**

⌚ 8 min

1. Each youth names which branch he will research starting next week — paternal, maternal, or a specific lineage. Write it on the BRC.
2. Homework: before Session 2, talk to one parent or guardian about which living relatives in that branch are reachable and willing to be interviewed.
3. Bring the names and contact methods to Session 2 — phone, address, or email is enough.

AT THE CLOSE · DEBRIEF

1. Which data field on the family group record surprised you the most?
2. Which of the three documents did you trust the least, and why?
3. Which branch did you pick, and what made you pick it?

☑ Mark Req 1a, 1b, and 1c after this session. Note the chosen branch on each saint's BRC under Req 2a — Session 2 builds on it.

SESSION 2 · SPIRITUAL CORE

⌚ 60 min target

Plan the research

Build the interview kit, pick the databases, and set the appointment.

SESSION AIM

Each saint maps his chosen branch onto a research plan: which relatives to talk to, which databases to search, and what to ask in his first real interview. The session ends with an appointment on the calendar — the relative interview happens between this session and Session 3.

WALK AWAY WITH

- Has a written research map of relatives and records in one branch
- Has a printed interview kit with questions, recording method, and a permission plan
- Has set the relative interview appointment before Session 3

BRING / SET UP

- Pedigree chart worksheets (one per saint) — the four-generation fillable handout
- Interview question card handouts (one per saint) — the printed prompt set for use during the interview
- Laptops, tablets, or phones with internet access (one per saint or pair)
- Permission slips for recording (one per saint to take home)
- Pens, sticky notes, and a wall calendar visible to the group

THE HOUR**BLOCK 1 · DISCUSSION Opener — One name from home**

⌚ 5 min

Open with the names each saint brought back from home. Three or four youth read aloud: the relative they identified, the branch he sits in, and whether he is reachable by phone, by visit, or by video. Keep it brief. The goal is to confirm the homework happened before the planning starts.

BLOCK 2 · CREATIVE Map the branch

⌚ 18 min

1. Hand each youth the pedigree chart worksheet. Walk the format in 30 seconds: self, parents, grandparents, great-grandparents, four generations.
2. Each youth fills in every name he already knows. Pencil in question marks where he doesn't know — a question mark is honest data.
3. Mark each living person with a circle and each deceased person with a line through the name. Living relatives are the interview targets.
4. On the back of the chart, the youth writes which two living relatives in the branch he can plausibly interview before Session 3.
5. Quick pair-check. Partner asks one sharpening question — "Could a great-aunt fill in that gap?" — and the youth updates the chart.

REQ 2A

SESSION 2 · PLAN THE RESEARCH (PAGE 2 OF 2)

THE HOUR — CONTINUED

BLOCK 3 · CREATIVE **Build the interview kit**

⌚ 17 min

1. Hand out the interview question card. Walk it once: ten open questions, room for follow-ups, a permission line at the top, and a place to write the date.
2. Each youth picks the relative he will interview first and writes the name on the card. He drafts his own opening question in his own words.
3. Walk the recording method choices: phone voice memo, a tablet on the table, or pen-and-paper notes. Each youth picks one and writes it on the card.
4. Walk permission plainly: tell the relative the recording is for a family record, ask before pressing record, and stop if asked to. Each youth signs the permission line as his own commitment.
5. Pair up. One youth runs the opening question on his partner for two minutes; the partner gives one improvement on tone or follow-up.

REQ 2B

BLOCK 4 · SKILL PRACTICE **Pick the three databases**

⌚ 14 min

1. Walk three real sources on the screen: FamilySearch (free, broad), Ancestry (paid, broad), and one local source — the state archive or a denominational record set the saint can reach.
2. Each youth sets up an account or library access for at least one of the three tonight. FamilySearch is free; start there if nothing else is set up.
3. On the back of the pedigree chart, each youth writes the three sources he will search, in order, and one specific record he is hoping to find in each.
4. Name the rule plainly: no single database has the full picture. One source confirms; two sources agree; three sources start to look like a fact.

REQ 2C

BLOCK 5 · REFLECTION **Close — Set the appointment**

⌚ 6 min

1. Each youth calls or messages his first interview target tonight, before he sleeps. Confirm the date on the wall calendar and write it on the BRC.
2. Bring the recorded interview, the question card with notes, and at least 20 facts or stories to Session 3. The interview is the source the rest of the badge builds on.
3. Homework: complete the pedigree chart at home through the names you already know. Bring it to Session 3 unfinished — Session 3 fills in the gaps.

AT THE CLOSE · DEBRIEF

1. Which living relative did you pick first, and why him?
2. Which database are you starting with, and what specific record are you hoping to find there?
3. What is the one question you are most nervous to ask?

✓ Mark Req 2a, 2b, and 2c after this session. Note the interview date and the relative's name on each saint's BRC under Req 3a — that interview happens off-meeting before Session 3.

SESSION 3 · SPIRITUAL CORE

⌚ 60 min target

Work the records

Use the interview as the source and build a verified three-generation tree.

SESSION AIM

Each saint arrives with his recorded interview. The session walks document evaluation, citation format, and tree-building so the youth turns spoken stories and two real documents into a three-generation tree with six verified citations. Session ends with two family group records filed.

WALK AWAY WITH

- Has two real source documents from different record types attached to the tree
- Has a three-generation family tree with at least six verified citations
- Has two family group records completed and organized in a labeled folder

BRING / SET UP

- Each saint's interview recording and notes from the off-meeting interview
- Each saint's pedigree chart from Session 2 (now partly filled)
- Laptops or tablets with internet access — FamilySearch and Ancestry signed in
- Two source documents per saint (these may be obtained live during the block — birth certificate, census page, marriage record, or obituary)
- Blank family group record forms (at least two per saint)
- Labeled folders — one per saint, with his name written on the tab

THE HOUR**BLOCK 1 · DISCUSSION Opener — One fact from the interview**

⌚ 5 min

Go round the room. Each youth names the one fact from his interview that he could not have found in any database — a story, a relationship, a place name nobody else would know. One fact per saint, no follow-up. The goal is to put the interview content in the room before the document work starts.

SESSION 3 · WORK THE RECORDS (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE Obtain two source documents

⌚ 18 min

1. Each youth picks two ancestors from his interview notes — one he wants a vital record for, one he wants a record about (census, will, immigration, obituary).
2. Open FamilySearch or Ancestry. Each youth runs the search for his two targets. Help any saint stuck on search syntax — names, dates, places.
3. When a record is found, save it: download the image, save the link, or screenshot the page. Two documents from two different record types per saint.
4. If a search returns nothing live, the youth writes the next search to try at home — wrong spelling, broader date range, or a different repository — and gets one document during the session from a known record set.
5. Each youth reads aloud what each of his two documents shows: who it names, when it was made, what it proves.

REQ 3B

BLOCK 3 · SKILL PRACTICE Evaluate and cite each document

⌚ 15 min

1. For each document, the youth writes three lines: creator (who made it), date (when), and reliability (primary or secondary, and one reason).
2. Walk citation format once: title of record, repository, collection or series, page or item, date accessed. Two minutes on the board.
3. Each youth writes a citation for each of his two documents, in full, on a sticky note attached to the printout or saved with the digital file.
4. Pair up. One youth reads his citation; the partner says whether he could find the same record from that citation alone. If not, the citation is incomplete — fix it.
5. Name the rule plainly: a document without a citation is a rumor. The citation is what makes the work usable by anyone else.

REQ 3C

SESSION 3 · WORK THE RECORDS (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Build the tree and file the records**

⌚ 17 min

1. Each youth completes his pedigree chart to three generations — self, parents, grandparents — using the interview, the two documents, and what was already known at home.
2. Attach citations to at least six facts on the tree. Draw a line from the fact to the citation note, or use the citation field in the software. Six is the floor; more is better.
3. Each youth fills two family group records — typically his parents' family and one grandparent's family. Use the source for each filled field.
4. Label the folder with his name and the branch. File the pedigree chart, both source documents, both family group records, and the citation notes inside.
5. Pair-check. Partner picks one fact on the tree and asks where the source is. If the youth can find the citation in under thirty seconds, the filing is good. If not, reorganize.

REQ 3D

REQ 3E

BLOCK 5 · REFLECTION **Close — Confirm the folder**

⌚ 5 min

1. Each youth holds up his labeled folder. Confirm out loud what is inside: pedigree chart, two source documents with citations, two family group records.
2. Homework: pick the one ancestor from the interview or the records whose story stayed with you. Write a one-page reflection at home before Session 4 (Req 4b).
3. Bring the folder, the reflection, and one genealogy technology you want to show the group to Session 4.

AT THE CLOSE · DEBRIEF

1. Which of your two documents was harder to find, and what made it hard?
2. Where did the interview and the records disagree?
3. Which of the six citations are you least sure is complete?

☒ Mark Req 3a once the interview transcript and 20+ facts are confirmed. Mark Req 3b, 3c, 3d, and 3e after the folder is checked at the end of this session.

SESSION 4 · SPIRITUAL CORE

⌚ 60 min target

Reflect and preserve

Show one tool, read one story, and file the folder where the next researcher can find it.

SESSION AIM

Each saint demonstrates one genealogy technology that improved his research, reads aloud from his ancestor reflection, and names what he is preserving and for whom. Session ends with the folder filed and a follow-up date set for the gaps still on the chart.

WALK AWAY WITH

- Has demonstrated one genealogy technology and named what it does and where it falls short
- Has read aloud his one-page ancestor reflection
- Has a labeled, filed folder and a written follow-up date for unfinished research

BRING / SET UP

- Each saint's labeled folder from Session 3
- Each saint's one-page ancestor reflection (handwritten or printed)
- Laptops, tablets, or phones for technology demos — DNA results, FamilySearch tree-hint features, OCR'd newspaper search, photo-restoration apps
- A wall calendar or shared digital calendar visible to the group
- Blank cards or notes for the follow-up date and the unfinished-research list

THE HOUR**BLOCK 1 · DISCUSSION Opener — One name added since Session 3**

⌚ 5 min

Each youth names one ancestor he added to the chart since Session 3 and where the name came from — a database, a relative, a record. One name per saint, no follow-up. The point is to confirm the work continued between sessions, then move on.

BLOCK 2 · SKILL PRACTICE Demonstrate one technology

⌚ 18 min

1. Each youth has two minutes to demonstrate one genealogy technology on his device. Examples: FamilySearch hints, an OCR'd newspaper search, a DNA-match interface, a photo-restoration app, or a place-name geocoder.
2. For each demo, the youth answers three questions out loud: What did this tool do that you could not do by hand? Where did it help most? Where did it mislead you or get it wrong?
3. After each demo, take one question from the room. Keep the room moving — six demos in eighteen minutes is the budget.
4. Capture the names of the tools on the board. By the end, the group has a list of six real tools and what each is actually good for.
5. Name the rule plainly: technology accelerates the search and never replaces the judgment about whether a source is good.

REQ 4A

SESSION 4 · REFLECT AND PRESERVE (PAGE 2 OF 2)

THE HOUR — CONTINUED

BLOCK 3 · REFLECTION **Read the ancestor reflection**

⌚ 15 min

1. Each youth reads his one-page ancestor reflection aloud — ninety seconds each, no more. Read it as written; no live editing.
2. After each reading, no group discussion. One short word of thanks from the leader, and the next saint reads.
3. After all readings, leader gives a single sentence on the room: name what was common across the reflections and what was particular to each saint.
4. Each youth files his reflection in his labeled folder.

REQ 4B

BLOCK 4 · DISCUSSION **Name what you are preserving and for whom**

⌚ 15 min

1. Each youth answers two questions on a card: One ancestor's specific record I am preserving is _____. One descendant — born or not yet — I am preserving it for is _____.
2. Around the room, each saint reads both lines aloud. Two sentences per saint, no commentary.
3. Walk the practical preservation steps: a labeled folder at home, a backup copy of the folder somewhere else, and a person in the family who knows where the folder is.
4. Each youth writes those three preservation steps on the back of the card and signs it.
5. Name the work plainly: preservation is filing, backups, and one trusted person who can find the records when you are not the one looking.

REQ 4C

BLOCK 5 · REFLECTION **Close — Set the follow-up date**

⌚ 7 min

1. Each youth lists the three biggest gaps still on his pedigree chart. Write them on the inside cover of the folder.
2. Pick a follow-up date — three months out — when he will spend two hours working on those gaps. Write it on the BRC and on the calendar.
3. Confirm the folder is labeled, the backup plan is named, and the person who knows where the folder is has been told. If any of those three are missing, fix it before he leaves the room.

AT THE CLOSE · DEBRIEF

1. Which tool did you demonstrate, and where did it mislead you?
2. Whose name did you write as the descendant you are preserving the records for?
3. Which gap on your chart is the most likely to never close, and what would you need to close it?

☑ Mark Req 4a, 4b, and 4c after this session. Sign off the BRC and confirm the follow-up date is recorded.

HANDOUT 1 OF 2

FROM SESSION 2 — MAP THE BRANCH

Four-Generation Pedigree Chart

Use the chart during the branch mapping in Session 2 and at home. Pencil names; mark unknown fields with a question mark.

Four-Generation Pedigree Chart

Pencil names you know. Mark gaps with a question mark — a question mark is honest data.

GEN 1 — SELF	GEN 2 — PARENTS	GEN 3 — GRANDPARENTS	GEN 4 — GREAT-GRANDPARENTS
NAME BIRTH YEAR / PLACE	FATHER — NAME B / D YEARS	PATERNAL GRANDFATHER B / D YEARS	GREAT-GRANDFATHER — PATERNAL LINE B / D YEAR - PLACE
		PATERNAL GRANDMOTHER B / D YEARS	GREAT-GRANDMOTHER — PATERNAL LINE B / D YEAR - PLACE
	MOTHER — NAME B / D YEARS	MATERNAL GRANDFATHER B / D YEARS	GREAT-GRANDFATHER — PATERNAL LINE B / D YEAR - PLACE
		MATERNAL GRANDMOTHER B / D YEARS	GREAT-GRANDMOTHER — PATERNAL LINE B / D YEAR - PLACE
		MATERNAL GRANDFATHER B / D YEARS	GREAT-GRANDFATHER — MATERNAL LINE B / D YEAR - PLACE
		GREAT-GRANDMOTHER — MATERNAL LINE B / D YEAR - PLACE	
		MATERNAL GRANDMOTHER B / D YEARS	GREAT-GRANDFATHER — MATERNAL LINE B / D YEAR - PLACE
		GREAT-GRANDMOTHER — MATERNAL LINE B / D YEAR - PLACE	

Write only the names you can prove. Mark unknown fields with a question mark and come back to them.

HANDOUT 2 OF 2

FROM SESSION 2 — BUILD THE INTERVIEW KIT

Relative Interview Question Card

Print one card per saint. Use during the off-meeting relative interview. The youth writes the date and the relative's name at the top.

Run the relative interview from this card

Read the permission line first. Press record only after the relative says yes.

RELATIVE'S FULL NAME

DATE

RECORDING METHOD (CIRCLE)

phone voice memo · tablet recorder · pen and paper · video

PERMISSION — READ ALOUD BEFORE PRESSING RECORD

I'd like to record this so I can write down what you say accurately. It's for a family record I'm putting together. You can ask me to stop or skip a question at any time. Is it all right if I start the recorder now?

TEN OPEN QUESTIONS — ASK IN ORDER, FOLLOW THE STORY

- 1 Where were you born, and what was the house or neighborhood like?
- 2 Who lived in the home when you were growing up? Name them in order of age.
- 3 What did your parents and grandparents do for work?
- 4 What's the oldest story you remember being told about our family?
- 5 Where did the family live before that — what town, country, or region?
- 6 Who in the family is the one nobody talks about, and what do you know?
- 7 What event in your lifetime changed the family the most?
- 8 Are there family papers, photos, or records at home — and where are they kept?
- 9 Who else should I talk to who would remember things you don't?
- 10 What do you want our family to remember about you and the people you loved?

FOLLOW-UP NOTES — NAMES, DATES, AND PLACES TO LOOK UP LATER

Listen longer than you talk. Write down names and places exactly as the relative says them.

Print this handout for in-person reference during session 2 — build the interview kit.