

SAINTS GLOBAL

# ACTIVITY PLAN

## TEMPLES

### 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 temple-grounds visit

Between Session 2 and Session 3, each saint visits the grounds of the nearest temple or its visitor center with a parent. He records three impressions tied to holiness or order during the visit — not after. The visit grounds the rest of the plan in a real place; the next session opens with each saint's three impressions.

**OUTDOOR — NEAREST TEMPLE GROUNDS, OR ITS VISITOR CENTER IF OPEN.  
A VISITOR CENTER IS THE BETTER OPTION FOR A SAINT WHO HAS NOT  
BEEN TO A TEMPLE BEFORE.**

## SESSION 1 · SPIRITUAL CORE

⌚ 60 min target

# What temples are for

*Read what scripture says about temples and learn what each symbol teaches.*

## 🕒 WALK AWAY WITH

- Can name two purposes of temples from D&C 88:119–120 in his own words
- Can list five concrete blessings tied to temple worship or covenants
- Can explain what two temple symbols or practices teach about Jesus Christ
- Has read the scripture aloud and stood for it

## 📦 BRING / SET UP

- Printed handout of D&C 88:119–120 (one per saint)
- Whiteboard or large pad and markers for the blessings list
- Two prepared symbol cards — pick from: the temple itself as the house of the Lord, white clothing, the altar, the baptismal font on twelve oxen, the veil. One card per symbol with three short notes about what it teaches
- BRC printouts and pens
- Quiet space — no music, no phones out during scripture reading

## 🕒 THE HOUR

### BLOCK 1 · DISCUSSION Opener — Why a temple at all

⌚ 5 min

Ask the group: "You already go to a meetinghouse every Sunday. Why does the Church build temples too? What is a temple for that a meetinghouse is not for?" Take three or four answers. Don't settle the question — the next block does that from scripture. Keep the opener under five minutes.

### BLOCK 2 · SCRIPTURE Read D&C 88:119–120 and name the purposes

⌚ 18 min

1. Have everyone stand. One youth reads D&C 88:119–120 aloud while the rest follow on the printed sheet. Stand the whole time he reads.
2. Pause on the phrase "a house of order" and on the phrase "a house of God." Ask the group what each phrase means, in plain language. Take short answers — no speeches.
3. Each saint names two purposes of temples from the passage in his own words. Go around the circle. No two saints repeat each other if they can help it.
4. Ask one comparison question: what does a temple do that a meetinghouse does not do? Take two or three answers and stop.
5. Leader confirms 1a on each saint's BRC: he has named two purposes of temples from D&C 88:119–120 in his own words.

REQ 1A

## SESSION 1 · WHAT TEMPLES ARE FOR (PAGE 2 OF 2)

## THE HOUR — CONTINUED

BLOCK 3 · DISCUSSION **List five blessings of the temple**

⌚ 18 min

1. Write "BLESSINGS OF THE TEMPLE" on the board. Ask the group to name blessings tied to temple worship or covenants — not vague feelings, real outcomes. Capture every answer.
2. Push for specifics if the list goes abstract. "Peace" by itself is too vague — peace about what, peace when. Sharpen each entry until it points at a real outcome a saint or his family can name.
3. Once the list is past five, have each youth pick the five he can talk about with the most weight. The five may differ saint to saint.
4. Each saint reads his five aloud. One sentence per blessing — when he has seen it, heard of it, or expects to receive it.
5. Leader confirms 1b on each saint's BRC: he has identified five blessings tied to temple worship or covenants.

## REQ 1B

BLOCK 4 · SKILL PRACTICE **Two symbols, what each teaches about Christ**

⌚ 14 min

1. Lay the two symbol cards on the table. For each, leader names the symbol in one sentence — what it is, where it sits in the temple, what it is used for. No theological elaboration.
2. Each youth picks one of the two and writes two or three sentences on a sheet: what does this symbol teach me about Jesus Christ? Keep it short and concrete.
3. Each saint reads his answer aloud for one symbol. Then a second pass for the other symbol. Don't rate the answers; let each one stand.
4. Name the move plainly: a symbol carries meaning beyond the words used to describe it. The saint will see more in it the second and third time he stands near it than he sees today.
5. Leader confirms 1c on each saint's BRC: he has studied two temple symbols or practices and explained what each teaches about Christ.

## REQ 1C

BLOCK 5 · REFLECTION **Close — What's already been given**

⌚ 5 min

1. Each saint names one thing he heard tonight he had not thought about before. One sentence — no follow-up.
2. Confirm 1a, 1b, and 1c are marked on each BRC. Step 1 completes in-session.
3. Bring the printed D&C 88:119–120 sheet back to Session 2. The work next week starts where tonight stopped.

## AT THE CLOSE · DEBRIEF

1. Which of the two purposes of temples in D&C 88 did you put in your own words tonight?
2. Which of the five blessings on your list have you actually seen — in yourself or in someone in your family?
3. Which of the two symbols teaches you something about Christ you had not thought of before?

☒ Mark 1a, 1b, and 1c after this session — Step 1 completes in-session. If a saint left without naming two purposes in his own words, sit with him before he leaves and get the sentences.

## SESSION 2 · SPIRITUAL CORE

⌚ 60 min target

# One change, one person, one visit

*Pick one reverence change, one person to teach, and lock in the temple-grounds visit before Session 3.*

## 🎯 WALK AWAY WITH

- Has named one specific behavior or attitude that erodes his reverence
- Has chosen one focused change to improve worthiness or reverence and can explain why
- Has picked one person to explain temples to and outlined what he will say
- Has a temple-grounds visit on the calendar with a parent before Session 3

## 📦 BRING / SET UP

- The D&C 88:119–120 sheets the saints brought from Session 1
- A printed temple-grounds visit card (one per saint) — see Handouts
- A printed explain-temples reference card (one per saint) — see Handouts
- Pens and the BRC printouts
- A list of the nearest temples and visitor centers, with addresses and open hours, for the parents who will drive

## 🕒 THE HOUR

### BLOCK 1 · DISCUSSION Opener — One sentence from last week

⌚ 5 min

Go around the room. Each saint says one sentence about what stayed with him from Session 1 — a purpose, a blessing, or a symbol. One sentence each, no follow-up. The point is to put the group back inside last week's work before tonight's planning starts.

### BLOCK 2 · DISCUSSION Name what would reduce reverence

⌚ 14 min

1. Set the question on the table: what behaviors or attitudes would erode reverence in a temple — for you, not in general? Pull the answers toward the saint's real life, not a theoretical list.
2. Give each youth two minutes of silent writing. Name one behavior or one attitude he knows would reduce his reverence. Write the honest one, not the safest one.
3. Each saint names his one item aloud. Leader does not rate them. The room hears each one once and moves on.
4. Name the move plainly: reverence is built or eroded in small habits.
5. Leader confirms 2a on each saint's BRC: he has named one specific behavior or attitude that would reduce his reverence.

REQ 2A

## SESSION 2 · ONE CHANGE, ONE PERSON, ONE VISIT (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 3 · CREATIVE **Pick one change and write the why**

⌚ 16 min

1. Each youth picks one specific change to improve his worthiness or reverence. Tie it to the item he named in the last block — the change should answer it.
2. Constraint: the change is something he can act on this week, not a vague resolution. "Be more reverent" is not a change. "Put my phone in another room before family prayer" is a change.
3. Each saint writes the change on his BRC sheet and writes one sentence underneath naming why this change matters in concrete terms — what it gives, what it costs.
4. Each youth reads the change and the why aloud, in that order. Reading it aloud commits the change to the group, and the why keeps it from drifting back to vague.
5. Leader confirms 2b on each saint's BRC: he has chosen one specific change to improve worthiness or reverence and explained why it matters.

## REQ 2B

BLOCK 4 · SKILL PRACTICE **Pick one person and outline what you'll say**

⌚ 20 min

1. Each youth picks one specific person he can explain temple purpose to respectfully — a younger sibling, a cousin, a friend of another faith. Name a person, not a category.
2. Hand out the explain-temples reference card. Walk it together once: three plain things to say, what to leave out, what to do when a hard question comes back.
3. Each saint writes on his card the three things he will say — drawn from Session 1's work on purposes, blessings, and symbols. Concrete, not abstract.
4. Pair up. One youth plays the audience, one plays the saint. Run the explanation for two minutes. Audience asks one real question back. Switch and run it again.
5. Debrief in the pair: where did the saint reach for jargon? Where did the audience lose interest? Sharpen the three sentences once before the conversation goes live.
6. Leader confirms 2c on each saint's BRC: he has identified one person he can explain temple purpose to respectfully and outlined what he will say.

## REQ 2C

BLOCK 5 · REFLECTION **Close — Lock in the visit**

⌚ 5 min

1. Hand out the temple-grounds visit card. The visit happens this week, before Session 3, with a parent. Write the date, the location (temple grounds or visitor center), and the parent driving — on the card and on the BRC.
2. Confirm 2a, 2b, and 2c are marked tonight. Req 3a is set up tonight and gets marked next week, after the visit.
3. Reminder: bring the visit card back to Session 3 with three impressions tied to holiness or order written on it — written during the visit, not after.

## SESSION 2 · ONE CHANGE, ONE PERSON, ONE VISIT (PAGE 3 OF 3)

## 🗨 AT THE CLOSE · DEBRIEF

1. What behavior or attitude did you name tonight as the one that erodes your reverence?
2. What is the specific change you wrote down, and what did you say it costs?
3. Who did you pick to explain temples to, and which one sentence on your card will you lead with?

📝 *Mark 2a, 2b, and 2c after this session. Req 3a is in flight — leave it unmarked until each saint brings back the visit card with three written impressions at Session 3.*

## SESSION 3 · SPIRITUAL CORE

⌚ 60 min target

## Practice it in real settings

*Practice the change, teach a younger family member, and behave reverently in a sacred setting.*

### 🕒 WALK AWAY WITH

- Has reported on the temple-grounds visit and named three impressions
- Has practiced his chosen change in a real situation and named what happened
- Has explained temple purpose to a younger family member and answered one hard question
- Has demonstrated reverent conduct in a sacred or formal Church setting in front of the leader

### 📦 BRING / SET UP

- The temple-grounds visit cards from Session 2 — each saint brings his own back with three written impressions
- Access to the chapel or another formal Church setting for ten minutes during the session (clear it with the building scheduler ahead of time)
- A short reading the saint can hold — the same D&C 88:119–120 sheet, or a hymnal opened to a temple hymn
- Pens and the BRC printouts
- The explain-temples reference card from Session 2 (each saint brings his own)

## 🕒 THE HOUR

### BLOCK 1 · DISCUSSION Opener — Three impressions from the grounds

⌚ 8 min

Each saint pulls out his temple-grounds visit card. Read the three impressions tied to holiness or order he recorded during the visit. One youth at a time. No commentary from the leader between readings — let each saint's three impressions stand on their own. Leader marks 3a on each BRC as the saint finishes reading.

REQ 3A

### BLOCK 2 · DISCUSSION Report on the chosen change in a real situation

⌚ 14 min

1. Each youth names the change he wrote down in Session 2 and the one real situation in the past week where reverence or obedience mattered. Where was he, what happened, what did he do.
2. Push for the specific. "I was more reverent" is not a report. "I left my phone in the car for sacrament meeting and noticed I followed the speakers more closely" is a report.
3. Where the change held, name what helped. Where it slipped, name what got in the way. Give the honest version, not the polished one.
4. Pick one youth's report each to highlight to the rest — a clean run and a slip. Both teach the group what the change actually looks like.
5. Leader confirms 3b on each saint's BRC: he has practiced his chosen change in a real situation and named what happened.

REQ 3B

## SESSION 3 · PRACTICE IT IN REAL SETTINGS (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 3 · ROLEPLAY **Teach a younger family member — live**

⌚ 16 min

1. Each saint pulls out the explain-temples reference card from Session 2. The three sentences he wrote are tonight's script.
2. Pair each youth with another saint who plays the role of a specific younger sibling or cousin — name, age, real questions that kid would ask. Pick the kid the saint has in mind.
3. Run the explanation in three minutes. The audience asks one challenging question back. The saint answers respectfully, in plain words, without reaching for jargon or moralizing.
4. Swap pairs once. Each saint runs the explanation twice with two different audiences so the answers stop sounding rehearsed.
5. Assignment: between tonight and Session 4, each saint runs this conversation with the real family member — not a substitute. He reports the result at Session 4.
6. Leader confirms 3c on each saint's BRC tonight if he has run a clean version in pairs. The real conversation is the test; if it does not happen before Session 4, hold the mark.

## REQ 3C

BLOCK 4 · SKILL PRACTICE **Behave reverently in a formal setting**

⌚ 17 min

1. Move the group to the chapel or another formal Church setting in the building. Walk in together, in single file, quiet — the leader is watching conduct from the walk in, not just at the pew.
2. Each saint sits in a pew with the reading in hand. Read silently for five minutes. No phones, no whispering, no slouching. Leader sits in the back row and watches posture, attention, and engagement.
3. After five minutes, one saint at a time stands and reads a single verse aloud from the reading. The room stays silent between readings.
4. Walk back to the meeting room, same way — single file, quiet. Sit down.
5. Each saint names in one sentence why reverence mattered in that setting — for himself, for the room, for what the room is used for. No moralizing; just the practical reason.
6. Leader confirms 3d on each saint's BRC: he has demonstrated reverent conduct in a sacred or formal Church setting and explained why it mattered.

## REQ 3D

BLOCK 5 · REFLECTION **Close — Confirm the real conversation**

⌚ 5 min

1. Each saint writes on his BRC the name of the family member he will explain temples to before Session 4 and the day he will do it. The day, not a range.
2. Confirm 3a, 3b, and 3d are marked tonight. 3c is marked at Session 4 after the real conversation is reported.
3. Bring something written from the family member's response to Session 4 — even one sentence. The next session opens with it.



## SESSION 3 · PRACTICE IT IN REAL SETTINGS (PAGE 3 OF 3)

## 🗨 AT THE CLOSE · DEBRIEF

1. Which of your three impressions on the temple grounds was the one you did not expect to write?
2. Where did your chosen change slip this week, and what got in the way?
3. What did the chapel feel like differently when you walked in single file and read silently for five minutes?

☑ *Mark 3a, 3b, and 3d after this session. Hold 3c until each saint reports his real conversation with the family member at Session 4 — pairs work tonight is rehearsal, not completion.*

## SESSION 4 · SPIRITUAL CORE

⌚ 60 min target

## Write it down and stand on it

*Write what temples do, record a testimony of covenants, and finish the badge.*

### 🎯 WALK AWAY WITH

- Has reported on the real conversation with the family member and answered any held questions
- Has written how temples help him focus on Christ rather than the world
- Has recorded a testimony of eternal covenants in his own voice
- Has every Temples BRC requirement marked

### 📦 BRING / SET UP

- Each saint's BRC sheet and pen
- A blank sheet of lined paper per saint for the writing block
- A phone or recorder per saint — or one shared device with a queue — for the testimony recording
- Quiet space — no music, no group conversation during the silent writing or recording blocks
- The four temple symbol or practice cards from Session 1 (optional, as visual anchors during the writing block)

## 🕒 THE HOUR

### BLOCK 1 · DISCUSSION Opener — The real conversation

⌚ 8 min

Each saint reports on the conversation he ran this week with the real family member. Who he picked, what he led with, the one hard question that came back. Leader marks 3c as each saint reports. If a saint did not run the conversation, hold the mark and set a deadline before the BRC sign-off block at the end of the hour.

REQ 3C

### BLOCK 2 · CREATIVE Write how temples shift focus to Christ

⌚ 18 min

1. Give each saint a sheet of lined paper. Lay out the question plainly: how do temples help you focus on Christ rather than the world? Write it on the board.
2. Two minutes of silent thinking before any pen touches paper. The first sentence is usually the worst — let it come and pass.
3. Twelve minutes of silent writing. No phones, no talking, no leader prompts. The saint writes in his own words — what changes in him when he is on temple grounds, what holds him there, what the world feels like when he comes back.
4. Leader does not collect the writing or critique it. Each youth keeps his own sheet — fold it into the BRC. The writing is the saint's, not the leader's.
5. Each saint reads one sentence from his page aloud — the one sentence he wants the group to hear. One sentence each, no commentary, no follow-up question.
6. Leader confirms 4a on each saint's BRC: he has written how temples help him focus on Christ rather than the world.

REQ 4A

## SESSION 4 · WRITE IT DOWN AND STAND ON IT (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 3 · REFLECTION **Record a testimony of eternal covenants**

⌚ 18 min

1. Set the frame: each saint records a short testimony of eternal covenants — what he knows, not what he hopes. Two to three minutes per saint. In his own voice, not a borrowed phrase.
2. Before any recording starts, leader gives one real example tying eternal covenants to a moment he can name — a sealing, a temple visit, a covenant kept under pressure. One example, one minute.
3. Each saint records his testimony on his own phone or on the shared device. The room stays silent during each recording. No prompting, no coaching, no rewording from the leader.
4. Saints who finish first re-read their writing from the last block while the rest record. No phones out for anything else.
5. Leader confirms 4b on each saint's BRC: he has borne testimony of eternal covenants. The recording stays with the saint.

## REQ 4B

BLOCK 4 · DISCUSSION **BRC sign-off and what carries forward**

⌚ 11 min

1. Walk every requirement on each saint's BRC — 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b. Confirm each is marked. Mark anything still in flight tonight.
2. Each saint names one of the four sessions that did the most work for him — and what he will keep doing about it. Not a vague resolution; a specific thing.
3. Name the practical next step: a saint who has the badge keeps a temple-grounds visit on his calendar at least twice a year, with the same parent or with another mentor. Write the next date on the BRC tonight, even rough.
4. If a saint is short of one requirement, set the deadline now — the date by which he will complete it and bring back the evidence to the leader. Write it on the BRC, not a side sheet.

BLOCK 5 · REFLECTION **Close — Stand on what you wrote**

⌚ 5 min

1. Each saint holds the sheet from the writing block and the BRC. One sentence aloud — what he is willing to keep doing about temples after the badge is signed.
2. Leader signs each completed BRC.
3. Reminder: the work the badge measures is small habits — the change picked in Session 2, the conversations like the one in Session 3, the visits scheduled like the one between Session 2 and 3. The habits keep running after the BRC is signed.

## SESSION 4 · WRITE IT DOWN AND STAND ON IT (PAGE 3 OF 3)

## 🗨 AT THE CLOSE · DEBRIEF

1. Which family member did you actually run the conversation with, and what surprised you about his response?
2. What is the one sentence from your writing you will keep where you can read it again?
3. What date did you write on your BRC for the next temple-grounds visit, and who is going with you?

☑ *Mark 3c (real conversation), 4a (writing), and 4b (testimony) after this session. Sign each saint's BRC for any saint with all twelve requirements marked. For any saint still short, the deadline and the missing requirement should be written on the BRC tonight, not added later.*

HANDOUT 1 OF 2

FROM SESSION 2 — PICK ONE PERSON AND OUTLINE WHAT YOU'LL SAY

# Explain Temples — Reference Card

Print one per saint. Carry it in a pocket; pull it out before the conversation, not during it.

## TEMPLES · REFERENCE CARD

### Plan what you'll say first.

Carry this in your pocket. Pull it out before the conversation starts, not while it is running.

PERSON YOU'LL TELL \_\_\_\_\_ AGE \_\_\_\_\_ DATE \_\_\_\_\_

#### 1 THREE THINGS TO SAY

drawn from Session 1's work

##### A. WHAT A TEMPLE IS

The temple is the house of the Lord — a place set apart for the most sacred ordinances of the Church.

.....  
Your one sentence in your own words:

##### B. WHAT IT GIVES

Name one blessing tied to temple worship — peace, guidance, sealing, instruction, or protection. Pick the one you can speak to.

.....  
Your one sentence in your own words:

##### C. WHAT IT POINTS TO

Name one symbol or practice and what it teaches about Jesus Christ.

.....  
Your one sentence in your own words:

#### 2 WHAT TO LEAVE OUT

match the audience, not the lesson

Details of ordinances themselves — those are sacred and not shared outside the temple.  
Words a younger sibling would not know. Use plain language, not Church jargon.  
Comparisons that put another faith down. The temple stands on its own.  
A speech. If you are talking more than the listener, slow down.

.....  
If you don't know the answer, say so. "I don't know" is a respectful answer.

#### 3 WHEN A HARD QUESTION COMES BACK

##### PAUSE

Take a beat before answering. A pause is respectful; a hurried answer is not.

##### REPEAT THE QUESTION

Say it back in your own words. Makes sure you are answering what was actually asked.

##### ANSWER WHAT YOU KNOW

Stay inside what you have read or seen. If the question goes past that, say so.

##### OFFER WHO ELSE TO ASK

A parent, a bishop, a temple worker. Naming who else to ask is part of the answer.

.....  
Keep your tone calm and respectful, especially if the question feels sharp.

**Read the card once before the conversation, then put it away and talk.**

Print this handout for in-person reference during session 2 — pick one person and outline what you'll say.

## HANDOUT 2 OF 2

## FROM SESSION 2 — CLOSE — LOCK IN THE VISIT

# Temple-Grounds Visit Card

Carry on the visit. Record the three impressions on the grounds — not in the car on the way home.

## TEMPLES · VISIT CARD

## Carry this on the grounds.

Write the three impressions while you are standing there, not in the car on the way home.

SAINT .....

VISIT DATE .....

LOCATION .....

PARENT DRIVING .....

### 1 WHAT TO WEAR

Sunday clothes — the same standard as sacrament meeting.  
A jacket if the air is cool; the grounds are usually open and exposed.  
Comfortable shoes — you will walk the grounds, not stand still.  
*If a visitor center is open, the same standard applies inside as on the grounds.*

### 2 WHAT TO BRING

This card and a pen. Write on the grounds, not later.  
A copy of D&C 88:119–120 from Session 1. Read it once on a bench.  
Water and a small snack if the drive is long. Eat in the car, not on the grounds.  
*Phone off or silent. Photos are fine; scrolling is not.*

### 3 WHAT TO DO ON THE GROUNDS

Walk the perimeter once. Don't talk the whole way.  
Sit on a bench for five minutes. Read D&C 88:119–120 once.  
If the visitor center is open, walk through it once with your parent.  
Stop and write the three impressions below before you leave.  
*If the grounds are closed for landscaping or repair, walk what is open and write what you saw.*

### 4 THREE IMPRESSIONS

WRITE ON THE GROUNDS

*Tied to holiness or to order. One sentence each is enough.*

1. ....
2. ....
3. ....

Bring this card back to Session 3 with the three lines filled in.

Print this handout for in-person reference during session 2 — close — lock in the visit.