

SAINTS GLOBAL

ACTIVITY PLAN

NATIONAL HERITAGE

SPIRITUAL CORE

Version 2026.1

National Heritage

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 Heritage Field Experience

Between Session 2 and Session 3, each saint visits a local heritage site he planned in Session 2 — a museum, archive, historic site, memorial, battlefield, historic church, or historical society. He takes a truthful record on site: ten observations, five facts learned, two open questions. Session 3 opens with a field-report debrief.

OFF-MEETING — A LOCAL HERITAGE SITE EACH SAINT CHOSE IN SESSION 2

4 SESSIONS IN THIS PLAN

SESSION 1 · SPIRITUAL CORE

⌚ 60 min target

Read the founding sources

Read the founding sources the way you would read a working manual.

SESSION AIM

Open D&C 101:77–80 once, then move to vocabulary work — Founders, Framers, later national leaders — with named examples. Each saint picks his two figures (one founding-era, one later) and lists three reliable sources he can reach before Session 2.

🕒 WALK AWAY WITH

- Has explained in his own words why D&C 101:77–80 cares about just laws
- Has sorted three labels — Founders, Framers, later national leaders — with one named example for each
- Has picked one founding-era figure and one later figure to research, with three sources lined up for each

📦 BRING / SET UP

- D&C 101:77–80 printed (one per saint)
- Three sets of index cards labelled FOUNDERS / FRAMERS / LATER LEADERS, plus 20 blank cards
- A short pre-printed list of 20 named figures across the three categories (e.g. Adams, Madison, Hamilton, Jefferson, Washington, Mason, Sherman, Henry, Wilson, Webster, Clay, Calhoun, Lincoln, Douglass, Sumner, Roosevelt, Eisenhower, King, Reagan, Bush)
- Source-quality cheat sheet: primary letter or speech, published biography, peer-reviewed article, archive site
- Pens, notebook page or printable worksheet for each saint, BRC printouts

🔧 THE HOUR

BLOCK 1 · DISCUSSION **Opener — Who counts as a founder**

⌚ 5 min

Ask the room: name one founding-era person, one later national leader, and one person who could be either. Take three or four answers. Most saints will mix the categories — that is the point of the session. Tell the group: by the end of the hour each saint will have his two figures picked and three sources lined up for each.

BLOCK 2 · SCRIPTURE **Read D&C 101:77–80**

⌚ 12 min

1. Read D&C 101:77–80 aloud once, slowly. Pause at 'maintained for the rights and protection of all flesh.'
2. Two minutes of silence. Each saint marks the phrase that stood out to him.
3. Open round. Each saint says in his own words why the Lord cares about just laws. One sentence per saint. Don't add commentary between answers.
4. Name the connection plainly: civic order is named in scripture because the same laws that protect a stranger protect a saint.

REQ 1A

SESSION 1 · READ THE FOUNDING SOURCES (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 3 · CREATIVE **Sort Founders, Framers, and later leaders**

⌚ 18 min

1. Define the three terms on the board in three short lines. Founders: leaders of the independence period, 1763–1789. Framers: the 55 delegates who wrote the Constitution at the 1787 convention. Later national leaders: presidents, justices, senators, and reformers who shaped the country after 1789.
2. Pair the saints up. Hand each pair the 20 named cards and the three category cards. Set an eight-minute timer.
3. Each pair sorts the cards into FOUNDERS, FRAMERS, LATER LEADERS — and a fourth pile for overlap (a name that fits two categories). They write a one-sentence reason on the back of any card they put in overlap.
4. When time is up, read out one pair's sort. The room corrects it. Capture the corrected sort on the board.
5. Name the overlap plainly: some Founders were Framers (Madison), some were Founders but not Framers (Jefferson — in Paris during the convention), some were neither (Lincoln, Douglass). The labels are precise tools.

REQ 1B

BLOCK 4 · CREATIVE **Pick your two figures and line up sources**

⌚ 20 min

1. Hand each saint the worksheet: one founding-era figure on the left, one later national figure on the right, three reliable source slots under each.
2. Set a four-minute pick window. Each saint writes his two names. Help anyone who is stuck — suggest figures whose lives are documented in primary sources (Adams, Franklin, Washington, Lincoln, Douglass).
3. Walk the source-quality cheat sheet: a primary letter or speech beats a Wikipedia summary; a published biography beats a blog; an archive site (loc.gov, founders.archives.gov, archives.gov) is gold.
4. Run twelve minutes of solo work. Each saint lists three reliable sources for each figure — name the source, where to find it, what kind it is.
5. Last two minutes: each pair reads one source they listed and the partner names one weaker source the saint could swap out.
6. By the end, every saint has six sources written down — three per figure — and knows where to find each. The actual summary writing (Req 1c) is between-sessions homework, due to Session 2.

REQ 1C

SESSION 1 · READ THE FOUNDING SOURCES (PAGE 3 OF 3)

THE HOUR — CONTINUED

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

⌚ 5 min

1. Each saint reads aloud the names of his two figures and one source he has lined up. One sentence per saint.
2. Confirm the homework: draft each summary by Session 2 — major decisions, character strengths, one cautionary lesson, three sources cited. Bring the drafts to Session 2.
3. Remind the group: Session 2 plans the 7-day study, the field-experience visit, and the service. Bring a phone or laptop if you can — sites and times will be looked up live.

AT THE CLOSE · DEBRIEF

1. Which phrase in D&C 101:77–80 did you mark, and why that one?
2. Which of the 20 names was hardest to sort, and which category did you finally put him in?
3. Which of your two figures will be harder to research, and what makes the sources harder to find?

📋 *Mark Req 1a and 1b after this session. Req 1c is launched here — mark it once each saint brings his two written summaries with three sources cited to Session 2.*

SESSION 2 · SPIRITUAL CORE

⌚ min target · 60 authored

Plan the study, the visit, and the service

Plan the 7-day study, the heritage visit, and the service before any of them start.

SESSION AIM

Each saint locks in three plans: the 7-day study on one founding document (Declaration, Constitution, or Bill of Rights), the Heritage Field Experience he will visit between Sessions 2 and 3, and the heritage service he will run by Session 4. The session ends with the field-experience date, transport, and questions confirmed out loud.

🎯 WALK AWAY WITH

- Has a 7-day study plan written down, with one founding document chosen and a daily 10–15 minute slot named
- Has a Heritage Field Experience planned in writing: site, date, transport, cost, safety, and eight questions
- Has a service or contribution picked with a beneficiary named and leader-or-parent approval secured

📦 BRING / SET UP

- Printed Declaration, Constitution, and Bill of Rights (one set per saint) — full text, not summaries
- Founding Documents Quick Reference handout (one per saint)
- Phone or laptop per pair for looking up local sites and museum hours
- 7-day study worksheet (one per saint): seven daily slots, a place for the daily note, a place for one question per day
- Field-experience planner (one per saint): site, date, transport, cost, safety, eight questions
- Service planner (one per saint): beneficiary, what is preserved, approval signature line, target completion date
- Each saint brings his two figure summaries (Req 1c) for sign-off

🔧 THE HOUR

BLOCK 1 · DISCUSSION **Opener — Figure summaries quick-share**

⌚ 5 min

Go round the room. Each saint names one decision his founding-era figure made and one cautionary lesson from his later figure. One sentence each, no follow-up. Then have him pass his two written summaries to the leader for sign-off during Block 4. By the end of the round, every Req 1c summary is in the room and being read.

REQ 1C

SESSION 2 · PLAN THE STUDY, THE VISIT, AND THE SERVICE (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Build the 7-day study plan**

⌚ 18 min

1. Each saint picks one document: Declaration of Independence, Constitution, or Bill of Rights. Hand him the printed full text of his choice.
2. Walk the Founding Documents Quick Reference once: one line per document — what it is, when it was signed, what work it does. Saints keep the handout for the 7-day run.
3. Hand out the 7-day study worksheet. Each saint writes the date of Day 1 (tonight or tomorrow — not later) and the daily 10–15 minute slot he will read in.
4. Frame what to look for each day: Day 1 read straight through and mark unfamiliar words; Day 2 list every right or duty the document names; Day 3 read aloud the section that confused you yesterday; Day 4 write what would change if that section were removed; Day 5 find one phrase that connects to D&C 101:77–80; Day 6 ask one adult what the document means to him; Day 7 write your one-page summary of what the document does.
5. Run six minutes of solo writing. Each saint writes a one-line task for each of the seven days on his worksheet, in his own words.
6. Last two minutes: each saint reads Day 1 and Day 7 aloud to a partner. The partner names one thing he would change about Day 7.

REQ 2A

BLOCK 3 · CREATIVE **Plan the Heritage Field Experience**

⌚ 20 min

1. Pair the saints up. Each pair pulls up a list of local heritage sites within driving distance — museum, archive, historic site, memorial, battlefield, historic church, historical society, cemetery. Three minutes of looking.
2. Each saint picks his site and writes it on the field-experience planner. The site has to be one he can actually visit before Session 3, not aspirational.
3. Walk the planner field by field: site name, address, date, transport (who drives, what time), cost (admission, parking), safety plan (who knows where he is, what time he is back).
4. Frame the eight questions: not 'what is this?' questions a docent could give a paragraph to, but specific questions ('What did the soldiers eat the night before the battle? How did the regiment get water? What did the families left at home know about the campaign?').
5. Run eight minutes of solo writing. Each saint writes his eight questions on the planner. Help any saint who is stuck — suggest he look at the site map online and write a question per area he plans to walk.
6. Last two minutes: each pair reads two questions to each other. The partner asks 'Would the docent answer that in one sentence?' If yes, the question is too thin — rewrite it sharper.

REQ 2B

SESSION 2 · PLAN THE STUDY, THE VISIT, AND THE SERVICE (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Plan the heritage service**

⌚ 12 min

1. Name the menu out loud: cleaning a cemetery, indexing or archiving help, interviewing elders, digitizing family documents, leading a flag-etiquette lesson, assisting a historical society. Each saint picks one.
2. Hand out the service planner. Each saint writes the beneficiary by name (the cemetery board, the family records project, the historical society's outreach coordinator), what is preserved by the work, and the target completion date.
3. Make leader or parent approval a written step on the planner — a signature line. No approval, no Req 2c sign-off. Approval comes between Sessions 2 and 4.
4. Frame the service plainly: this work serves people the saint will never meet — the next family to use the archive, the next visitor to find the cemetery readable.
5. Last minute: each saint says one sentence about who benefits from the work he picked. If he cannot name the beneficiary, he picks again.

REQ 2C

BLOCK 5 · REFLECTION **Close — Confirm the visit out loud**

⌚ 5 min

1. Round the room: each saint names his field-experience site, his visit date, his transport plan, and one of his eight questions. Out loud.
2. Set the field-experience window before Session 3. Every saint visits once, takes the truthful record on site (ten observations, five facts learned, two open questions), and brings the record to Session 3.
3. Reminder: the 7-day study runs in parallel — the daily slot starts tonight, not the day before Session 3. Each saint commits to his Day 1 read aloud before he leaves the room.

AT THE CLOSE · DEBRIEF

1. Which of your eight questions are you most afraid no one at the site will answer?
2. Which day of your 7-day plan are you most likely to skip, and what will you do to keep it?
3. Who did you name as the beneficiary of your service, and what does the work actually preserve for him?

☑ *Mark Req 1c after sign-off in the opener. Mark Req 2a, 2b, and 2c after the plans are written and the field-experience visit is committed out loud. Req 3b (interview), 3a (7-day study + map), and 3c (field-experience truthful record) begin between Sessions 2 and 3 — they will be marked at Session 3.*

SESSION 3 · SPIRITUAL CORE

🕒 min target · 60 authored

Harvest the field, build the map, debrief the interview

Bring back what the visit, the study, and the interview taught — and make a usable map of it.

SESSION AIM

Session 3 harvests the off-meeting work. Each saint reports his field-experience truthful record, debriefs the heritage interview he ran, and builds the one-page Founding Principles Map from the 7-day study he completed during the week. The session closes with each saint locking in the date and audience for his teaching moment.

🎯 WALK AWAY WITH

- Has reported the Heritage Field Experience to the group with the truthful record in hand
- Has built a one-page Founding Principles Map with at least five principles and a modern application for each
- Has debriefed his heritage interview and verified one detail with a second source
- Has a date written down for the Session 4 teaching moment

📦 BRING / SET UP

- Each saint's field-experience truthful record (ten observations, five facts, two open questions)
- Each saint's heritage-interview notes and the second-source verification
- Each saint's 7-day study worksheet, marked through Day 7
- Half-sheet for the Founding Principles Map template (one per saint): document name, five principles in column 1, four columns for modern application — home, church, school, community
- Pens, BRC printouts
- A wall or whiteboard wide enough to post completed maps for a gallery walk

🕒 THE HOUR

BLOCK 1 · DISCUSSION **Opener — Field-experience headline**

🕒 5 min

Round the room. Each saint names his site, his single most-surprising observation, and one of his two open questions. One sentence each. Any saint who has not yet visited names a date this week and the leader writes it on the BRC. By the end of the round, the truthful records are in the room.

REQ 3C

SESSION 3 · HARVEST THE FIELD, BUILD THE MAP, DEBRIEF THE INTERVIEW (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Field-experience deeper share**

⌚ 12 min

1. Pair the saints up — pair with someone who visited a different site. Each saint reads three of his ten observations and one fact he did not know before the visit.
2. The partner picks one of the three observations and asks, "What was your evidence — what did you see or hear at the site that made you write that down?"
3. After five minutes, swap pair direction. Same drill in the other direction.
4. Bring two highlights back to the full group. One per pair, picked by the partner.
5. Name the pattern plainly: the truthful record is what makes the visit count as study. A saint who did not write it down on site is welcome to revisit; the rest move on with the map.

REQ 3C

BLOCK 3 · CREATIVE **Build the Founding Principles Map**

⌚ 22 min

1. Hand out the half-sheet template. The document name goes in the header. The left column is the five principles. The four right columns are home, church, school, and community.
2. Frame the work plainly: the principles come out of the document the saint read for seven days. Not five principles in general — five principles he can name from the text he read.
3. Run fifteen minutes of solo writing. Each saint writes at least five principles in column 1 and at least one concrete modern application in each of the four columns for each principle.
4. Leader circulates. The job is to ask one sharpening question per saint: "Where in the text is that principle? Read the sentence." If the saint cannot point at the sentence, the principle is not from the text — he rewrites it.
5. Last five minutes: a gallery walk. Tape every map to the wall. Each saint reads one application from a map other than his own and tells the room why that application is concrete.

BY TIER

ENTRY

Pick the Bill of Rights — its ten amendments make the principles easiest to list straight from the text.

ESTABLISHED

Pick the Constitution — find principles in the structural articles, not just the bill of rights.

MENTOR

Pick the Declaration — its principles are stated as a chain of reasoning. Number them in the order the argument introduces them, and write that order on your map.

REQ 3A

SESSION 3 · HARVEST THE FIELD, BUILD THE MAP, DEBRIEF THE INTERVIEW (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION **Debrief the heritage interview**

⌚ 16 min

1. Round the room. Each saint names who he interviewed, what relationship (parent, grandparent, veteran, immigrant, community elder, civic leader), and where the interview happened.
2. Each saint reads his respectful summary aloud — not the full transcript, the summary he wrote. One paragraph, no more.
3. Each saint names the one detail he verified with a second source and what that second source was (a service record, a newspaper, a published account, a different family member).
4. After each summary, the room offers one observation. Keep observations short.
5. Name the principle plainly: respectful summary is what turns an interview into a record. The interviewee should be able to read it back without flinching.

REQ 3B

BLOCK 5 · REFLECTION **Close — Lock in the teaching moment**

⌚ 5 min

1. Each saint names the audience for his Session 4 teaching moment (his patrol, his family, a Sunday school class) and the date.
2. Frame the teaching moment outline: one founding idea, one heritage story from this badge (the interview or the field experience), one gospel principle that strengthens civic virtue.
3. Last reminder: by Session 4, each saint brings his approved service completed (Req 3e) — beneficiary, what changed, how long it took, one improvement. The 7-day study, the field experience, and the interview are already done; the service is the last off-meeting piece.

AT THE CLOSE · DEBRIEF

1. What did the docent or guide answer at your site that contradicted what you expected before the visit?
2. Which principle from your map was hardest to point at in the text, and what did you do about it?
3. Which sentence from your interviewee did you write down word for word, and why that one?

☑ *Mark Req 3a, 3b, and 3c after this session — the map, the interview summary with verified detail, and the truthful record. Req 3d (teaching moment) and 3e (service) are committed to specific dates here and marked at Session 4. Any saint missing the field-experience visit gets a make-up date written on the BRC tonight.*

SESSION 4 · SPIRITUAL CORE

⌚ min target · 60 authored

Teach, reflect, sign off

Deliver the teaching moment, write what honoring family and country has asked of you, and finish the BRC.

SESSION AIM

Session 4 delivers the teaching moment, harvests the service work, and walks each saint through the written reflection and the testimony. The session closes with a one-on-one BRC sign-off and a short reading from D&C 101 — the scripture the badge opened with.

🎯 WALK AWAY WITH

- Has delivered the 10–15 minute teaching moment to a real audience
- Has written the 250+ word reflection on honoring family and country while remaining Christlike toward those who disagree
- Has shared the testimony of God's hand in the badge and the one concrete way he will Just Serve going forward
- 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 teaching-moment outline and any handouts he prepared
- Each saint's drafted Req 4a reflection (250 words minimum) — first draft, on paper
- Each saint's heritage service completion record (Req 3e): beneficiary, what changed, how long, one improvement
- D&C 101:77–80 handout from Session 1, for the closing read
- A quiet corner for the leader one-on-ones

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Service completion report**

⌚ 5 min

Round the room. Each saint names his service, the beneficiary, how long the work took, and one improvement he would make next time. One sentence each. Any saint who has not finished his service names a deadline this week and the leader writes it on the BRC. The service record gets handed in for sign-off during Block 4.

REQ 3E

SESSION 4 · TEACH, REFLECT, SIGN OFF (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · ROLEPLAY **Deliver the teaching moment**

⌚ 24 min

1. Each saint delivers his 10–15 minute teaching moment to a real audience this week — his patrol, his family, a Sunday school class. Tonight is the rehearsal in front of this group, scaled down to four minutes per saint.
2. Four minutes per saint, strict. He hits one founding idea, one heritage story from the badge (the interview or the field experience), one gospel principle that strengthens civic virtue. The room times him.
3. After each delivery, the room gives one specific note: a sentence that landed, a transition that was rough, a moment the saint should slow down for the real delivery.
4. Leader's job: catch any place the gospel principle is being preached at the audience rather than connected to the founding idea.
5. Confirm the real delivery date out loud. Each saint brings proof of delivery — a leader or parent signature, a photo, a short note from the audience — to the next Board of Review.

BY TIER

ENTRY

Teach to your immediate family at the kitchen table. Four minutes, three beats, one question for them at the end.

ESTABLISHED

Teach to your patrol or a Sunday school class. Same three beats, ten to fifteen minutes, with one hands-on element (an artifact you bring, a passage you read aloud together).

MENTOR

Teach to a younger patrol or a Junior Saints group. Same three beats, ten to fifteen minutes, plus you debrief the lesson with their leader afterward — what worked, what would you change.

REQ 3D

BLOCK 3 · CREATIVE **Write the reflection**

⌚ 15 min

1. Hand each saint his Req 4a draft. The prompt has not changed: how does learning national heritage help you keep the Saint's Oath to honor family and country while remaining Christlike toward people who disagree with you?
2. Frame the writing plainly: name a specific person he has disagreed with this year, name what honoring family and country asked of him in that disagreement, name what Christlike treatment looked like in the same moment. Three named pieces, not abstractions.
3. Run ten minutes of solo writing. Each saint adds or sharpens. The minimum length is 250 words; he should not be cutting to that floor — he should be writing past it.
4. Last three minutes: each saint reads one paragraph aloud to a partner. The partner asks 'Where is the specific person?' If the paragraph stays in generalities, the saint rewrites that paragraph this week.
5. No leader correction beyond pointing at where the specifics are missing. The reflection is the saint's account, not the leader's.

REQ 4A

SESSION 4 · TEACH, REFLECT, SIGN OFF (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · REFLECTION **One-on-one and testimony**

⌚ 11 min

1. Pull each saint into the quiet corner for two minutes. Use the prompt: where has God's hand — or the need for God — become clearer to you through this badge, and what is the one concrete way you will Just Serve going forward?
2. Concrete means a named action, not a feeling. A name (who he serves), a frequency (when), a duration (how long he commits). 'I will help' is not concrete; 'I will read at the assisted-living center on the second Sunday for six months' is concrete.
3. While one saint is with the leader, the others finalize their reflection drafts, sign their service-completion records, and review each other's BRC for what is still outstanding.
4. Mark Req 4b on the BRC after each one-on-one finishes.

REQ 4B

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

⌚ 5 min

1. Walk through the BRC with each saint one requirement at a time. Mark what is 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 by reading D&C 101:77–80 aloud — the scripture that opened the badge. One read, no commentary.

AT THE CLOSE · DEBRIEF

1. Which of your three beats in the teaching moment is going to need the most work before the real delivery?
 2. Which named person made it into your reflection, and what did Christlike treatment of him cost you?
 3. What is the one concrete way you committed to Just Serve, and when does it start?
- ☑ *Mark Req 3d after the rehearsal — final sign-off lands once proof of the real delivery is brought to the leader. Mark Req 3e after the service-record sign-off in the opener. Mark Req 4a once the 250-word reflection meets the named-person test, and 4b after the one-on-one. Any requirement still outstanding gets a deadline written on the BRC tonight.*

HANDOUT 1 OF 1

FROM SESSION 2 — BUILD THE 7-DAY STUDY PLAN

Founding Documents Quick Reference

Print this for each saint at the start of the 7-day study (Req 2a). It is a quick reference for the document he picks, not a substitute for reading the full text.

NATIONAL HERITAGE · STUDY CARD

Read your document for ten minutes a day.

One card per founding document. Use it alongside the full text, not instead of it.

THE THREE FOUNDING DOCUMENTS

1

Declaration of Independence

1776 · 56 signers · Jefferson drafted, Congress edited

WHAT IT DOES

Announces the break from Britain. Names the rights people are born with. Lists the specific abuses that made independence necessary.

It is an argument, not a law.

READ FOR — DURING YOUR 7 DAYS

The four self-evident truths in the opening paragraphs.
The list of grievances — what the king actually did wrong.
The closing pledge — what the signers risked by signing.

2

Constitution

1787 · 39 signers · drafted at the Philadelphia Convention

WHAT IT DOES

Sets up the federal government. Defines three branches and what each one can do. Splits power so no one branch holds all of it.

It is an operating manual.

READ FOR — DURING YOUR 7 DAYS

The Preamble — six purposes the document names for itself.
Articles I, II, III — the three branches in order: Congress, the President, the courts.
Article V — how the document changes itself.

3

Bill of Rights

1791 · first 10 amendments · ratified by the states

WHAT IT DOES

Names the rights the federal government cannot take from a person. Limits what the new government is allowed to do.

It is a list of stop signs.

READ FOR — DURING YOUR 7 DAYS

First Amendment — five freedoms in one sentence. List them.
Fourth, Fifth, Sixth — what the government must do before it takes a person's liberty.
Tenth — who holds the powers the document did not list.

Read the document itself for ten or fifteen minutes a day. This card is the reference, not the reading.

Print this handout for in-person reference during session 2 — build the 7-day study plan.