

SAINTS GLOBAL

ACTIVITY PLAN

CLASSICAL HERITAGE

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 patrol or family lesson

Between Session 3 and Session 4, each saint delivers his 10–15 minute lesson connecting one classical idea, US founding governance, and the gospel of Jesus Christ to a real audience — his patrol, his family, or a younger Saint. A parent or leader signs off on delivery. Session 3 closes by locking in the date, audience, and signer; Session 4 opens with one-sentence reports on how it landed.

OFF-MEETING — AT HOME, IN A FAMILY SETTING, OR IN A SEPARATE
PATROL MEETING

SESSION 1 · SPIRITUAL CORE

⌚ 60 min target

Discover the inheritance

Read the scripture, then look at where Greek and Roman thinking still shapes American life.

SESSION AIM

Open with D&C 98:5–7 read aloud and paraphrased in plain English. Move into a vocabulary hunt: pick ten English words from civic and legal life and trace the Greek or Latin root. Close by pairing one Greek and one Roman governance idea against the problem each was trying to solve.

🎯 WALK AWAY WITH

- Can paraphrase D&C 98:5–7 in his own words
- Has ten English civic or legal words paired with their Greek or Latin roots written down
- Can name one Greek and one Roman governance idea and what problem each was trying to solve

📦 BRING / SET UP

- A printed copy of D&C 98:5–7 (one per saint)
- A short reference list of common Greek and Latin roots — lex, polis, civis, demos, res publica, virtus, etc. (one per pair)
- Index cards or a notebook page — ten cards or ten lines per saint
- A whiteboard or large sheet of paper for the room
- BRCs and pens

🔧 THE HOUR

BLOCK 1 · DISCUSSION **Opener — Why this badge**

⌚ 5 min

Read aloud: "Over four weeks you will trace where American government came from. The vocabulary and the institutions came from Greece and Rome. The moral grounding came from scripture. The job of the badge is to see all three at work, not pick a favorite." Take two or three responses on what the saints already know about Greece or Rome. Don't correct them. Move on.

BLOCK 2 · SCRIPTURE **Scripture connection**

⌚ 12 min

1. Hand out D&C 98:5–7. Read it aloud once at normal pace.
2. Have one saint read it again slowly, pausing at each conditional clause ("inasmuch as," "that which is more or less than this").
3. Each youth writes a one-sentence paraphrase of verses 5 through 7 on the back of the handout. Plain English, no scripture-quoting.
4. Go round the room. Each saint reads his paraphrase aloud. No commentary from the leader on which is best.
5. Single closing prompt to the room: name one place in American life where law without virtue is breaking down. One example, then move on.

REQ 1A

SESSION 1 · DISCOVER THE INHERITANCE (PAGE 2 OF 2)

THE HOUR — CONTINUED

BLOCK 3 · SKILL PRACTICE **Hunt ten roots in daily words**

⌚ 25 min

1. Hand each pair the roots reference card. Walk through three examples together: republic (res publica — public thing), justice (ius — right or law), civic (civis — citizen).
2. Each saint picks ten English words he uses in daily life or hears in government or the news. He writes the word, the Greek or Latin root, and what the root tells him about the modern meaning.
3. At least five of the ten must be civic or legal words. Suggest: democracy, federal, senate, constitution, liberty, republic, justice, virtue, citizen, law.
4. Pair-check. Each pair reads two of his words aloud to the other. The partner challenges any root that seems wrong; the leader confirms.
5. Reset the room. Ask: which root surprised you? Take two answers. Name the pattern plainly — most American civic vocabulary is borrowed from Greek and Latin, which means classical thought is built into how we argue about government.

REQ 1B

BLOCK 4 · DISCUSSION **Pair Greek and Roman governance against a problem**

⌚ 13 min

1. Name the four pairings on the board: Athenian democracy / Roman republic / Greek citizenship / Roman senate. Each pair takes one.
2. Five-minute task: name the problem the institution was trying to solve in its own time, where it succeeded, and where it failed in practice. Use one sentence per answer.
3. Each pair reports out in 90 seconds or less. The room listens and adds one note to its own pair if it applies.
4. Name the pattern plainly: each institution solved a real problem, and each one broke when the citizens stopped living the virtue it depended on. Session 2 picks up where this leaves off — what the US founders built on top.

REQ 1C

BLOCK 5 · REFLECTION **Close — Homework for next week**

⌚ 5 min

1. Each youth writes on his BRC the date he will start his 5–7 day roots study (Req 2a). The study begins this week, not next.
2. Bring the ten-word root list back to Session 2. It feeds the comparison work.

AT THE CLOSE · DEBRIEF

1. Which root made the most difference to a word you thought you already understood?
2. Which Greek or Roman institution did your pair say succeeded — and where did it fall short?
3. After reading D&C 98:5–7, name one law in your own life that needs virtue behind it to work.

☒ Mark Req 1a, 1b, and 1c after this session. Confirm each saint has the ten-word list written down and his roots-study start date on the BRC.

SESSION 2 · SPIRITUAL CORE

⌚ 60 min target

Plan the study and the lesson

Write a real 5–7 day roots plan, pick one founding document, and outline the lesson you will teach.

SESSION AIM

Three planning blocks: the roots-study schedule, a focused study of one US founding document, and the first outline of the patrol-or-family lesson the saint will deliver between Session 3 and Session 4. Saints leave with three written plans on paper, not in their heads.

🎯 WALK AWAY WITH

- Has a written 5–7 day study plan for 20 Greek or Latin roots, with review and application built in
- Has picked one US founding document or principle and written its classical influence, biblical influence, and the role of moral character
- Has a hand-drafted outline of his 10–15 minute lesson, with audience and date

📦 BRING / SET UP

- A list of 20 Greek or Latin roots grouped by theme — justice, law, governance, virtue (one sheet per saint)
- Short excerpts of four founding sources: the Declaration, Constitution preamble, Federalist 51 (one paragraph), Washington's Farewell (one paragraph)
- Blank planning sheets — one for the roots schedule, one for the document study, one for the lesson outline
- Pens and clipboards
- BRCs

🔧 THE HOUR**BLOCK 1 · DISCUSSION Opener — Roots in the room**

⌚ 5 min

Each youth reads one word from his ten-word list aloud and gives the root in one sentence. One per saint, fast. The point is to put the vocabulary into the room before the planning work starts. If a youth did not finish his ten, mark it on his BRC and pair him with someone who did.

BLOCK 2 · CREATIVE Write the 5–7 day roots-study plan

⌚ 15 min

1. Hand out the 20-root sheet. The roots are pre-grouped by theme — justice, law, governance, virtue.
2. Each saint writes his 5–7 day schedule on the planning sheet. He picks how many roots per day and which themes go on which days.
3. Each plan must include a review method (flashcards, a partner quiz, writing the root in a sentence) and an application method (spot the root in a scripture passage, use the word correctly in a piece of writing).
4. Pair-share. Each pair reads each other's plans and flags any day with too many roots or no review built in.
5. Sign the plan. Each youth writes his name and the start date at the top.

REQ 2A

SESSION 2 · PLAN THE STUDY AND THE LESSON (PAGE 2 OF 2)

THE HOUR — CONTINUED

BLOCK 3 · DISCUSSION **Pick a founding document and trace its threads**

⌚ 20 min

1. Lay the four founding excerpts on a table — Declaration, Constitution preamble, Federalist 51, Washington's Farewell. Each saint picks one. No more than two saints on the same excerpt.
2. Read the excerpt twice. First read for sense; second read with a pen, underlining any word that came from a Greek or Latin root.
3. On the planning sheet, write three short answers: the classical Greek or Roman influence, the biblical or gospel-aligned principle, why moral character is required for this principle to function.
4. Pair up with a saint who picked a different excerpt. Trade sheets and read each other's answers. Each partner names one thing his partner missed.
5. Round the room: each saint reads his "moral character" line aloud in one sentence. The room hears five different framings of the same point.

REQ 2B

BLOCK 4 · CREATIVE **Outline the patrol or family lesson**

⌚ 15 min

1. Each youth picks his audience now — patrol, family, or younger Saints. Write the audience and a target date (before Session 4) at the top of the lesson sheet.
2. Outline the lesson in four parts: one hook, two teaching beats, one activity. Keep the whole outline to half a page.
3. Teaching beat 1 names the classical idea. Teaching beat 2 names where the gospel adds what the classical idea couldn't reach. Name self-government plainly — not self-indulgence.
4. Pair-share. Read each other the lesson in 90 seconds. The partner asks one question; the author writes the question on the back of his sheet.

REQ 2C

BLOCK 5 · REFLECTION **Close — Three plans, one calendar**

⌚ 5 min

1. Each youth writes three dates on the BRC: roots-study start, founding-document deeper read, lesson rehearsal day.
2. Bring the founding-document sheet, the lesson outline, and the running root list back to Session 3. They feed every block.

AT THE CLOSE · DEBRIEF

1. Which of your three plans is hardest to keep this week — and what will you do to hold it?
2. Which founding line in your excerpt depends on a virtue your saints in this room would have to live?
3. Who is your lesson actually for, and what should he walk away with?

☒ Mark Req 2a, 2b, and 2c after this session. Confirm each saint has a signed roots-study plan, a founding-document study sheet, and a lesson outline.

SESSION 3 · SPIRITUAL CORE

⌚ 60 min target

Act on the chart and rehearse the lesson

*Build the comparison chart, find the roots already in scripture, and rehearse the lesson to a partner.***SESSION AIM**

The heaviest session: five requirements move forward in one hour. Saints sit a quick definitions test on twenty modern words, build a five-row classical / US / gospel comparison chart, write one Founder statement against the gospel, hunt Greek and Latin roots in scripture and a public document, then rehearse the lesson to a partner with one specific piece of feedback before the off-meeting delivery.

🎯 WALK AWAY WITH

- Has defined twenty modern English words from his root list, including at least five civic or legal terms
- Has a five-row comparison chart filled in across classical, US founding, and gospel columns
- Has rehearsed his 10–15 minute lesson to a partner with written feedback in hand
- Has the patrol or family lesson date, audience, and adult sign-off committed on the BRC

📦 BRING / SET UP

- A pre-printed blank comparison chart (5 rows × 3 columns) for each saint — see the handout
- Each saint's running root list and 20-root study sheet
- A short stack of Founder statements on virtue, morality, or religion — Adams, Washington, Madison (one paragraph each)
- Bibles or scripture handouts marked with three passages where Greek- or Latin-derived words appear (e.g. Romans 13, Ephesians 6, 1 Corinthians 13)
- A copy of one local or state law, or a paragraph from the US Constitution, for the public-document hunt
- BRCs and pens

🕒 THE HOUR**BLOCK 1 · SKILL PRACTICE Sit the roots-to-words test**

⌚ 8 min

1. Hand each saint a sheet listing twenty modern English words from the 20-root set. At least five are civic or legal terms (republic, federal, justice, legislator, constitution).
2. Three-minute timed write: each youth writes a one-sentence definition for each word using the root meaning. No reference materials.
3. Pair-swap and grade. Partners use the root reference card to check. Mark the count out of twenty on the BRC.
4. Read out two words the room got wrong. Don't shame anyone — read the root, restate the meaning, move on.

REQ 3A

SESSION 3 · ACT ON THE CHART AND REHEARSE THE LESSON (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · CREATIVE **Build the three-traditions chart**

⌚ 18 min

1. Hand each youth the blank chart — five rows (justice, liberty, authority, citizenship, accountability) by three columns (Classical, US founding, Gospel).
2. Each saint fills the chart from memory and from his founding-document sheet. One short phrase per cell, not a paragraph. A primary source citation is required in every cell — a name, a document, or a scripture.
3. When the chart is full, each saint marks a star in any row where the gospel column says something the other two columns don't reach.
4. Pair-share. Each pair reads one starred row aloud. The room hears five different examples of where the gospel adds something classical reason alone could not.
5. Single closing prompt: name one row where the three traditions agree the most. Why does that agreement matter?

REQ 3B

BLOCK 3 · DISCUSSION **Set one Founder against the gospel**

⌚ 12 min

1. Hand out the Founder-statement stack. Each saint picks one statement from Adams, Washington, or Madison on virtue, morality, or religion.
2. Each youth writes two short paragraphs on his founding-document sheet: where the statement aligns with restored gospel teachings, and where the gospel adds clarity the Founder did not have.
3. Go round the room. Each saint reads only the "where the gospel adds clarity" sentence aloud. One sentence per saint, no follow-up.
4. Name the pattern plainly: the Founders were not prophets and the saints should not treat them as prophets. They saw what their tradition could see, and the restored gospel adds what that tradition could not provide on its own.

REQ 3C

SESSION 3 · ACT ON THE CHART AND REHEARSE THE LESSON (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · SKILL PRACTICE **Rehearse the lesson; hunt roots in scripture**

⌚ 17 min

1. Pair up. Each saint delivers his 10–15 minute lesson outline to his partner in compressed form — about five minutes per lesson.
2. The listening partner does two things while listening: writes down one piece of feedback on the lesson, and underlines on the scripture handout every word that came from a Greek or Latin root (the second copy of the assignment is the next requirement).
3. After both have delivered, each pair lists at least five places where Greek or Latin influence appears — three from the scripture passages, two from the public-document paragraph on the table.
4. Trade feedback. Each saint reads the one piece of feedback his partner wrote and writes a short response on the back of his outline.
5. Confirm the patrol or family lesson date on the BRC. Confirm the audience and the adult who will sign delivery off. Write all three on the BRC, not on a phone note.

BY TIER

ENTRY

Deliver only the opening hook and the first teaching beat to your partner; ask the partner to coach you on pacing before the off-meeting delivery.

ESTABLISHED

Deliver the full compressed lesson. Take the partner's feedback and rewrite one part on the back of your outline before leaving.

MENTOR

Pair with an entry-tier saint. Listen first and coach the entry-tier saint through his hook, then deliver your own compressed lesson with the entry-tier saint as the listener.

REQ 3D

REQ 3E

BLOCK 5 · REFLECTION **Close — Commit the delivery**

⌚ 5 min

1. Each saint says aloud, to the room, who he is teaching, when, and which adult will sign the delivery sheet on the BRC.
2. Bring the signed delivery sheet to Session 4 ready to report on how it landed.

AT THE CLOSE · DEBRIEF

1. Which word did you miss on the definitions sheet, and what does the root actually tell you about it?
2. Which row on the comparison chart hit hardest when you starred the gospel cell — and why that one?
3. What is the one piece of feedback from your partner you will change before you deliver the lesson?

☑ Mark Req 3a, 3b, 3c, and 3e after this session. Mark Req 3d when the saint returns with the signed delivery sheet at Session 4.

SESSION 4 · SPIRITUAL CORE

⌚ 60 min target

Reflect and commit

Report on the lesson, write the 250-word reflection, and write the commitment in your own handwriting.

SESSION AIM

Open with the patrol-or-family lesson report and the signed delivery sheet. Move to the written reflection block: each saint drafts his 250-word reflection on classical wisdom and the limits of human reason without the gospel. Close with a handwritten commitment to use knowledge, virtue, and faith at home, in the community, and in the country, then walk the BRC for sign-off.

🎯 WALK AWAY WITH

- Has reported on the patrol or family lesson and turned in the signed delivery sheet
- Has a 250+ word reflection drafted on classical wisdom and the limits of reason without the gospel
- Has a written, signed commitment to use knowledge, virtue, and faith in family, community, and country
- Has a signed BRC, or a written next-step plan for any outstanding requirement

📦 BRING / SET UP

- Each saint's signed delivery sheet from the off-meeting lesson
- Lined paper for the reflection — at least two sheets per saint
- A blank commitment card (index card or half-sheet) for each saint
- BRCs printed and brought to session
- Pens; a quiet corner for solo writing

🕒 THE HOUR

BLOCK 1 · DISCUSSION **Opener — Delivery report**

⌚ 5 min

Go round the room. Each youth names his audience, the date he delivered the lesson, and the one sentence from the audience that he did not predict. One sentence per saint, no follow-up. If a youth has not delivered yet, note the date he will deliver and set a hard deadline before the next Court of Honor.

BLOCK 2 · DISCUSSION **Share one moment from each lesson**

⌚ 10 min

1. Each saint picks one moment from his lesson delivery — a question someone asked, a place his outline broke down, a sentence he said that he didn't expect to land.
2. Go round the room. One saint shares the moment. The next saint may ask one follow-up if he wants. Then move on.
3. Name the pattern plainly: teaching consolidates the content. The youth who taught the badge knows the badge in a way the youth who only read about it does not.

REQ 3D

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

THE HOUR — CONTINUED

BLOCK 3 · CREATIVE **Draft the 250-word reflection**

⌚ 25 min

1. Read aloud once: the reflection answers two questions — how did classical wisdom prepare the world for greater truth, and why is human reason alone insufficient without the gospel of Jesus Christ?
2. Give each saint a one-minute silent start to pick the classical idea he will write from. Concrete, not general — Athenian citizenship, Roman law, Stoic restraint, Plato's forms.
3. Twenty minutes of solo writing. The leader writes alongside. No talking, no music, no phones.
4. At the twenty-minute mark, each saint reads his draft aloud to a partner. The partner says one thing that was sharp and one thing the writer should say more plainly. The writer writes the feedback on the back of his page.
5. A youth who finishes early uses the remaining time to revise one paragraph based on his partner's note.

REQ 4A

BLOCK 4 · CREATIVE **Write the commitment in your own hand**

⌚ 15 min

1. Hand each saint a commitment card. Write three short lines: how knowledge, how virtue, and how faith will show up in family, community, and country.
2. Plain language. A commitment is concrete and dated. "I will read one chapter of the Federalist with my father on Sunday nights for the next eight weeks" beats "I will study harder."
3. Each saint signs the card and dates it. The leader countersigns.
4. Round the room. Each saint reads only one line aloud — the one he is least sure he will keep. No commentary from the room.

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, write a concrete next step and a deadline before the next Board of Review or Court of Honor on the BRC.

AT THE CLOSE · DEBRIEF

1. What did your audience say during your lesson that you wrote down afterward?
2. Which classical idea did your reflection actually start from, and what did the writing teach you about that idea?
3. Which of the three lines on your commitment card is least sure to hold, and what will you do this week to hold it?

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

HANDOUT 1 OF 2

FROM SESSION 3 — BUILD THE THREE-TRADITIONS CHART

Three-Traditions Comparison Chart

Print one per saint for Block 2 of Session 3. Each cell holds a short phrase plus a primary source citation — a name, a document, or a scripture.

Three-Traditions Chart

Fill one short phrase per cell, with a primary source — a name, a document, or a scripture.

AREA	CLASSICAL	US FOUNDING	GOSPEL
JUSTICE What it gives each citizen.	<hr/> <hr/> <hr/> SOURCE:	<hr/> <hr/> <hr/> SOURCE:	<hr/> <hr/> <hr/> SOURCE:
LIBERTY What it protects in each citizen.	<hr/> <hr/> <hr/> SOURCE:	<hr/> <hr/> <hr/> SOURCE:	<hr/> <hr/> <hr/> SOURCE:
AUTHORITY Where it comes from.	<hr/> <hr/> <hr/> SOURCE:	<hr/> <hr/> <hr/> SOURCE:	<hr/> <hr/> <hr/> SOURCE:
CITIZENSHIP What it asks of the citizen.	<hr/> <hr/> <hr/> SOURCE:	<hr/> <hr/> <hr/> SOURCE:	<hr/> <hr/> <hr/> SOURCE:
ACCOUNT- ABILITY To whom each citizen answers.	<hr/> <hr/> <hr/> SOURCE:	<hr/> <hr/> <hr/> SOURCE:	<hr/> <hr/> <hr/> SOURCE:

HOW TO USE

Fill the cell with a short phrase, not a paragraph. Write the primary source on the SOURCE line.
Star any row where the gospel column says something the other two columns cannot reach.

Bring the filled chart to Session 3 ready to read one starred row aloud.

Print this handout for in-person reference during session 3 — build the three-traditions chart.

HANDOUT 2 OF 2

FROM SESSION 4 — DRAFT THE 250-WORD REFLECTION

Civic Greek & Latin Roots Reference

Print one per saint at the start of Session 1. Saints carry it through the 5–7 day roots study and the comparison chart in Session 3.

Civic Greek & Latin Roots

Carry this card through the 5–7 day study and the Session 3 chart.

JUSTICE

ROOT	ORIGIN	MEANING	CIVIC WORD
ius	Latin	right; what is owed	justice, jurisprudence
lex	Latin	law that is written	legislator, legal
dikē	Greek	judgment; right order	syndicate, theodicy
aequus	Latin	level; even	equity, equal
krinō	Greek	to judge; to decide	critic, criterion

LAW

ROOT	ORIGIN	MEANING	CIVIC WORD
nomos	Greek	law; custom	autonomy, economy
statuere	Latin	to set up; establish	statute, constitution
iudex	Latin	one who judges	judge, judiciary
archē	Greek	rule; first principle	monarchy, anarchy
foedus	Latin	a binding agreement	federal, confederate

GOVERNANCE

ROOT	ORIGIN	MEANING	CIVIC WORD
polis	Greek	city; political body	politics, metropolis
dēmos	Greek	the people	democracy, demographic
res publica	Latin	the public thing	republic, republican
civis	Latin	citizen of a city	civic, citizenship
senex	Latin	elder; an old man	senate, senator

VIRTUE

ROOT	ORIGIN	MEANING	CIVIC WORD
virtus	Latin	manliness; courage	virtue, virtuous
aretē	Greek	excellence; right use	aristocrat, aretology
prudentia	Latin	practical wisdom	prudence, jurisprudent
fides	Latin	trust; loyalty	fidelity, confidence
sōphrōn	Greek	sound mind; restraint	temperance (kindred)

Mark a check beside each root once you have used the English word in a sentence of your own.

Print this handout for in-person reference during session 4 — draft the 250-word reflection.