

SAINTS GLOBAL ACTIVITY PLAN

COMMUNICATION

SOCIAL 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

Speech Night

In Session 4, each saint stands and delivers his prepared 3–5 minute message to the troop. Saints take turns introducing the next speaker using the interview material they gathered between sessions. The night closes with a brief reflection round and BRC sign-off.

INDOOR — MEETING ROOM WITH A CLEAR FRONT-OF-ROOM AND SEATS FOR THE TROOP

SESSION 1 · SOCIAL CORE

⌚ 60 min target

How communication works (and breaks)

Watch how a real conversation works before practicing one yourself.

SESSION AIM

Saints read James 1:19 and Ephesians 4:29 and paraphrase them in their own words, then watch a staged fishbowl conversation and name what made the listening land or fail. Each saint leaves with a clear noticing assignment to observe two real conversations during the week.

🎯 WALK AWAY WITH

- Has paraphrased James 1:19 and Ephesians 4:29 in his own words
- Has watched a fishbowl conversation and named what made the listening land or fail
- Has two specific real-life conversations planned to observe before Session 3

📦 BRING / SET UP

- Scripture handouts: James 1:19 and Ephesians 4:29 (one per saint)
- Two index cards with the fishbowl scenario pre-written — one for the speaker, one for the listener
- Observation worksheets (one per saint) for the between-session assignment
- Pens and a board or large sheet for capturing answers
- Two chairs in the center of the room for the fishbowl

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — A sentence that landed wrong**

⌚ 5 min

Open with a single question: tell the group about a recent moment when something you said landed wrong, or something someone said to you landed wrong. Take three or four answers. Don't fix anything, don't moralize. Just put real conversations into the room before the session uses them.

BLOCK 2 · SCRIPTURE Paraphrase the two passages

⌚ 15 min

1. Read James 1:19 aloud once, then Ephesians 4:29. No commentary.
2. Give each saint two minutes to write a paraphrase of each verse in his own words — what "swift to hear, slow to speak" looks like in a real conversation, and what counts as speech that builds someone up.
3. Go round the room. Each saint reads one of his paraphrases aloud — not both, just the one he's most willing to defend.
4. Capture three or four of the strongest paraphrases on the board. Name the pattern plainly: both passages put listening before speaking and ask whether what was said helped or hurt.

REQ 1A

SESSION 1 · HOW COMMUNICATION WORKS (AND BREAKS) (PAGE 2 OF 2)

THE HOUR — CONTINUED

BLOCK 3 · ROLEPLAY **Fishbowl a conversation**

⌚ 18 min

1. Set two chairs in the middle of the room. Pick two volunteers. Hand each one the prepared scenario card — speaker is bringing a hard piece of news (a missed commitment, a falling-out with a friend); listener is hearing it for the first time.
2. Run the conversation for three minutes. Everyone else watches in silence — no coaching, no laughing.
3. Freeze. Ask the watching saints what the listener did that worked and what didn't. Capture answers in two columns on the board.
4. Reset and run a second three-minute round with two new volunteers and the same scenario. Tell the new listener he can use one move from the board.
5. Freeze again. Ask the watching saints what changed between rounds. Name the difference plainly: listening is something the body does — eyes, pace, follow-up questions — not just something the ears do.

REQ 1B

BLOCK 4 · DISCUSSION **Launch the observation assignment**

⌚ 17 min

1. Explain the assignment: between now and Session 3, each saint watches two real conversations — at home, at school, at church, on a team — without taking part. He notes one example of effective listening and one example of poor listening.
2. Hand out the observation worksheets. Walk through the prompts in about a minute. Tell the saints to watch the body and silences, not just the words.
3. Give five minutes of in-session work. Each saint writes down where he will likely see his two conversations this week — which dinner, which class, which practice.
4. Pair up for the last three minutes. Each saint reads his planned settings to a partner; the partner names one specific thing to watch for in that setting.
5. Confirm the assignment: two conversations observed, one good and one poor example written down, brought back to Session 3.

REQ 1B

BLOCK 5 · REFLECTION **Close — One conversation to watch**

⌚ 5 min

1. Each saint names aloud the one conversation he is most likely to watch first this week.
2. Confirm Session 2 brings the picked skill (Req 2a) and the start of the outline. Tell the saints to come ready to choose.

AT THE CLOSE · DEBRIEF

1. Which paraphrase from another saint changed how you read your own?
2. In the second fishbowl round, what did the listener do that the first round missed?
3. Where will the easiest place to watch a real conversation be this week?

☑ Mark Req 1a after the paraphrase round. Req 1b is launched here; mark it in Session 3 after the observation report-back.

SESSION 2 · SOCIAL CORE

⌚ 60 min target

Pick a skill and draft the message

*Pick one skill to strengthen and draft the outline for the speech you will give.***SESSION AIM**

Each saint names the one communication skill he most needs to strengthen and ties it to a current responsibility, then drafts the outline for his Speech Night message using the worksheet. Each saint rehearses the outline aloud to a partner and leaves with a polished outline and a delivery slot in Session 4.

🎯 WALK AWAY WITH

- Has named the one communication skill he most needs to strengthen and tied it to a current responsibility
- Has a written outline for a 3–5 minute Speech Night message
- Has rehearsed the outline aloud to a partner and signed up for a delivery slot in Session 4

📦 BRING / SET UP

- Speech outline worksheets (one per saint) — see the handout
- Half-sheets for the skill-pick exercise
- Pens and a timer
- A short three-minute message the leader has prepared as the rehearsal example
- The Session 4 sign-up sheet — names and speaking order

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — The leader goes first**

⌚ 5 min

Open by delivering your own three-minute message — a real one. Pick something you actually want to tell the troop: a story about a hard call you made, a teaching point you've been turning over, a charge for the group. Deliver it without notes if you can. Then sit down. Don't explain what you just did. The saints have now seen what the bar is.

BLOCK 2 · DISCUSSION Pick the one skill you need

⌚ 12 min

1. List the four skills on the board: listening, public speaking, persuasion, teaching.
2. Each saint writes on a half-sheet which skill he most needs to strengthen and one current responsibility where the gap shows up — a class he leads, a sibling he teaches, a meeting he runs, a relationship he keeps losing.
3. Go round the room. Each saint names his skill and his one responsibility. Keep it to twenty seconds per saint.
4. Name the difference plainly: a skill the saint needs is one that is failing somewhere in his current life — not one he might use someday.

REQ 2A

SESSION 2 · PICK A SKILL AND DRAFT THE MESSAGE (PAGE 2 OF 2)

THE HOUR — CONTINUED

BLOCK 3 · CREATIVE **Draft the speech outline**

🕒 23 min

1. Hand out the outline worksheet. Walk the shape once: hook, main point, two supports, closing line, and the audience-and-takeaway slot at the top.
2. Run sixteen minutes of silent writing. Each saint drafts a full outline for a 3–5 minute message he will deliver on Speech Night (Session 4). The audience is the troop and any visiting parents or leaders.
3. Circulate. Ask one sharpening question per saint — usually about the main point or the audience. Do not rewrite the outline; sharpen it.
4. Confirm the assignment: the saint polishes the outline at home and brings the rehearsed version to Session 4. The outline is for him, not the audience — he speaks from it, not reads from it.

REQ 2B

BLOCK 4 · SKILL PRACTICE **Rehearse aloud to a partner**

🕒 15 min

1. Pair up. Each pair has a stopwatch or phone timer.
2. Each saint stands and delivers his outline aloud to his partner. Three to five minutes. Stand up, no chair-talking — the body has to learn what the speech feels like before Session 4.
3. After each delivery, the partner names one strength and one specific thing to fix. The fix is concrete — a word, a pace, a part where the saint lost his place. Not 'be more confident.'
4. Switch and repeat. Both saints deliver, both give one strength and one fix.
5. Capture the speaking order for Session 4 on the sign-up sheet before the block ends. Speech Night runs by sign-up order.

REQ 2B

BLOCK 5 · REFLECTION **Close — What needs another pass**

🕒 5 min

1. Each saint names the one part of his outline that still needs work before Session 4 — usually the closing line or the second support.
2. Confirm Session 3 brings the observation report-back, the listening drill, and the launch of the interview assignment (Req 3b). Tell the saints to come ready to listen, not to talk.

AT THE CLOSE · DEBRIEF

1. Which skill did you pick, and what responsibility made it obvious?
2. In the rehearsal, which part of your outline held up and which fell apart?
3. What still needs another pass before Speech Night?

☑ *Mark Req 2a after the skill-pick round. Req 2b is in progress — mark it when the outline is polished and rehearsed at the start of Session 4.*

SESSION 3 · SOCIAL CORE

⌚ 60 min target

The five moves and the teach-back

Practice the listening moves and the teach-back before Speech Night.

SESSION AIM

Saints report back on the two conversations they observed, drill the five active-listening moves in pairs, then take turns teaching a practical skill to another saint and adjusting on the fly. The session ends with the interview assignment for Speech Night launched and the speaker order confirmed.

🎯 WALK AWAY WITH

- Has reported back on the two real conversations observed during the week
- Has drilled the five active-listening moves with another saint
- Has taught a practical skill to another saint and adjusted the explanation when the learner got stuck
- Has named one adult to interview before Session 4

📦 BRING / SET UP

- Active-listening reference cards (one per saint) — see the handout
- Each saint's filled-in observation worksheet from Session 1
- Five short discussion prompts pre-written on index cards for the restate-before-respond round (charged topics: phones at the dinner table, allowances, a calling at church, a coach the saint disagrees with, a movie the parents banned)
- A timer and pens
- Interview question sheets (one per saint) for the Speech Night introduction assignment

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — One conversation each**

⌚ 5 min

Go round the room. Each saint names one moment from the two conversations he observed this week — the effective example or the poor one, his choice. One sentence per saint, no follow-up. The goal is to put the observation work into the room before the listening drill uses it.

SESSION 3 · THE FIVE MOVES AND THE TEACH-BACK (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE Drill the five listening moves

⌚ 15 min

1. Hand out the active-listening cards. Walk the five moves once: paraphrase, ask, summarize, name the feeling, check for understanding.
2. Pair up. Each pair picks one move and runs a two-minute drill: one saint tells a real story (a hard week, a sports loss, a teaching he disagrees with); the partner listens using only that one move.
3. After two minutes, switch the move and switch the speaker. Run the drill four times so each saint practices two moves as listener and two as speaker.
4. Bring the room back. Ask which move felt most foreign in the body. Capture answers on the board. Name the pattern plainly: listening moves are physical habits, not personality traits. They get easier with use.

REQ 3D

BLOCK 3 · ROLEPLAY Teach a peer something you know

⌚ 20 min

1. Each saint picks a practical skill he already knows well — tying a specific knot, throwing a curveball, mounting a bike chain, baking pancakes, setting up a tent stake — and an audience that does not know it. Pair up so each pair has a teacher and a learner who is honestly new to the skill.
2. Run two seven-minute rounds. In each round, the teacher explains the skill while the learner attempts it. The teacher must adjust the explanation when the learner does it wrong — not give up, not just repeat the words louder.
3. Switch roles and run the second round with the other saint's skill.
4. Bring the room back for three minutes. Ask each saint where he had to change his explanation mid-stream. Name the takeaway plainly: teaching exposes what the saint actually understands. If he cannot adjust the explanation, he does not yet know the skill well enough to teach it.

BY TIER

ENTRY

Pick a skill you have practiced often. Stick to one explanation and adjust the pace or the order of the steps when the learner gets stuck.

ESTABLISHED

Pick a skill you have taught once before. When the learner gets stuck, change the explanation — use a comparison, a different starting point, or his own words back at him.

MENTOR

Pick a skill you teach often. Watch your learner's body, not his face — name out loud what you see going wrong before you change the explanation. After the round, debrief the learner on what changed.

REQ 3C

SESSION 3 · THE FIVE MOVES AND THE TEACH-BACK (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION **Restate before you respond**

⌚ 15 min

1. Shuffle the five prompt cards and pick one. Read it aloud. The topic is real — saints will have opinions.
2. Set the rule: before any saint responds to the previous speaker, he restates that speaker's position in one sentence. The previous speaker confirms the restatement is accurate before the new saint adds his own view.
3. Run the round for ten minutes. Stop the discussion every time a saint forgets to restate first. Be firm. The rule is the practice.
4. For the last two minutes, ask each saint where the restate slowed him down. Name the takeaway plainly: active listening costs speed. Slowing the discussion down is what makes the disagreement productive.

REQ 3D

BLOCK 5 · REFLECTION **Close — Launch the interview**

⌚ 5 min

1. Hand out the interview question sheets. Explain the assignment: between now and Session 4, each saint interviews one adult he respects about a meaningful life experience. He brings two or three things he learned to Session 4 and uses them to introduce another saint as the next speaker on Speech Night.
2. Each saint writes the name of his interview adult on his sheet before he leaves.
3. Confirm Speech Night: saints arrive with the polished outline, ready to deliver, and the interview material ready to use in another saint's introduction.

AT THE CLOSE · DEBRIEF

1. Which of the five listening moves was hardest to use in the drill?
2. In the teach-back, where did you have to change your explanation mid-stream?
3. Whose restated position in the discussion was hardest to confirm as accurate?

☑ Mark Req 1b after the opener report-back. Mark Req 3c after the teach-back round. Mark Req 3d after the restate-before-respond discussion. Req 3b is launched here; mark it in Session 4 after the introduction is delivered.

SESSION 4 · SOCIAL CORE

⌚ 60 min target

Speech Night and sign-off

Deliver the prepared message, introduce a fellow saint, and review what each saint will keep doing.

SESSION AIM

Each saint delivers his 3–5 minute message to the troop while another saint introduces him using the interview material. The session closes with one-on-one leader reflection conversations, a short charge, and a BRC walkthrough that signs off the remaining requirements.

🎯 WALK AWAY WITH

- Has delivered a 3–5 minute prepared message to a live audience of at least three
- Has orally introduced another saint using interview material gathered between sessions
- Has met one-on-one with the leader about what was most difficult and how real interaction changed it
- Has a signed BRC, or an outstanding-requirements plan with deadlines

📦 BRING / SET UP

- Each saint's polished speech outline
- Each saint's interview notes from the assignment between Sessions 3 and 4
- Each saint's BRC, printed and brought to session
- A stopwatch or phone timer for the speech slots
- The Session 2 sign-up sheet with the speaking order
- A quiet corner of the room for the leader's one-on-one meetings

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — How the night runs**

⌚ 5 min

Read the order off the sign-up sheet. Each saint will be introduced by the saint who spoke just before him — except the first, whom the leader introduces. Speeches are three to five minutes, hard cap. Audience listens without interrupting. After each speech, the group claps once and the next saint stands.

SESSION 4 · SPEECH NIGHT AND SIGN-OFF (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Speech Night**

⌚ 30 min

1. The leader introduces the first saint using one or two details he knows about him. The first saint delivers his three- to five-minute message.
2. After his speech, the first saint introduces the second saint using the interview material he gathered between Sessions 3 and 4 — what he learned about the adult, why others should listen to him, and how that connects to the second saint. Then he sits down.
3. The second saint delivers, then introduces the third. Continue down the order. The leader keeps time and signals at four minutes and five minutes.
4. If a saint exceeds five minutes, the leader stands up. The saint finishes his sentence and sits. Length is part of the skill.
5. After the last speech, the leader names one specific strength from each delivery — short, by name, and concrete. Not a sermon, not a ranking.

REQ 3A

REQ 3B

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

⌚ 10 min

1. Pull each saint into the quiet corner for two to three minutes. Use one prompt: what was most difficult about speaking or listening during this badge, and where did real interaction change it?
2. While one saint is with the leader, the others write a short paragraph at their seats answering the same question for themselves. The written paragraph is theirs to keep.
3. Listen more than you respond during the conversation. Mark Req 4a on the BRC after each one-on-one finishes.

REQ 4A

BLOCK 4 · CREATIVE **Name what you'll keep**

⌚ 10 min

1. Gather the full group in a circle. Each saint names one way he will use communication more intentionally to serve others or build unity — in a specific relationship, in a specific week. Tie it to one thing Christ did in the gospels: asked questions, listened, answered the question behind the question.
2. Aim for one sentence per saint. Concrete relationship, concrete change — not a general resolution.
3. After each saint speaks, the group offers no commentary. The next saint goes.

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 the session by reading James 1:19 — the scripture that opened the badge.

SESSION 4 · SPEECH NIGHT AND SIGN-OFF (PAGE 3 OF 3)

🗨 AT THE CLOSE · DEBRIEF

1. In your own speech, where did the audience's attention shift in a way you did not predict?
2. Which other saint's introduction made you most curious about the speaker?
3. Where will the listening moves show up in your week now that the sessions are over?

📝 *Mark Req 3a after the speech delivery and Req 3b after the introduction. Mark Req 4a after the one-on-one and Req 4b after the closing round. Any requirement still outstanding gets a concrete next step and a deadline written on the BRC.*

Speech Outline Worksheet

Hand out at the start of the outline block. Each saint fills it in during the session and brings the polished version to Session 4.

COMMUNICATION · WORKSHEET

Draft the speech in five parts.

Fill in each section in your own handwriting. Bring the polished version to Session 4.

AUDIENCE

Who is in the room? Name the group.

ONE-SENTENCE TAKEAWAY

What should they walk out remembering?

1

HOOK

A question, a short story, or a hard sentence that earns the next three minutes.

2

MAIN POINT

One sentence. If you only get to say one thing, this is it.

3

SUPPORT A

A story, a scripture, a fact, or a moment that makes the main point land.

4

SUPPORT B

A second story or fact. Pick one that is different in kind from Support A.

5

CLOSING LINE

One sentence the audience hears last. The line you sit down on.

Speak from the outline. Do not read it aloud.

Five Active-Listening Moves

Print and hand one to each saint at the start of the listening drill. Saints keep it through Session 4.

COMMUNICATION · FIELD CARD

Use one move in every real conversation.

These five moves are what active listening looks like in practice. Use them on purpose.

1 Paraphrase

WHEN TO USE IT

After someone tells you something important. Say it back in your own words.

"So what I hear is — you wanted to go, but the timing felt off."

"You're saying the coach changed the rule without telling the team."

2 Ask

WHEN TO USE IT

When you do not yet have the picture. Ask one open question, not five small ones.

"What happened first?" "What did he actually say?"

"What did you wish someone had asked you in that moment?"

3 Summarize

WHEN TO USE IT

When the conversation has gone long. Name the two or three things you heard.

"So the three big things are the deadline, the coach, and how your dad reacted."

"Let me make sure I caught it — you tried twice, then walked away."

4 Name the feeling

WHEN TO USE IT

When the body is doing more talking than the words. Name what you see.

"That sounds frustrating." "You look tired more than mad."

"It seems like the part that stings is your friend not noticing."

5 Check for understanding

WHEN TO USE IT

Before you respond. Ask whether you have the situation right.

"Did I get that right?" "Is that the part that mattered most?"

Practice one move in a real conversation this week before trying the next.