

SAINTS GLOBAL

ACTIVITY PLAN

COUNTRYMAN

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

A real civic meeting visited

Between Sessions 2 and 3, each saint attends one real meeting on the civic calendar — city council, school board, county commission, or a state legislative session. He takes notes during the meeting, not from memory afterward. The actual meeting is the culmination; the in-session work on either side prepares him for it and harvests what he learned.

OFF-MEETING — THE SAINT ATTENDS A REAL MEETING AT THE ACTUAL CIVIC VENUE BETWEEN SESSIONS 2 AND 3

SESSION 1 · SOCIAL CORE

⌚ 60 min target

Dignity, government, and the three branches

This session anchors citizenship in human dignity and the three-branch structure of U.S. government.

SESSION AIM

In this session, saints read Genesis 1:26–27 and D&C 101:77–80 aloud, work through plain definitions of four forms of government with one modern nation for each, then walk through the three branches of U.S. government in their own words. Each saint leaves with the four forms identified, the three branches described in plain language, and the assignment to choose a civic issue before Session 2.

🎯 WALK AWAY WITH

- Can explain how human dignity precedes any government in his own words
- Has identified democracy, constitutional republic, autocracy, and oligarchy with one modern nation each
- Can describe the legislative, executive, and judicial branches in plain language, not the Constitution's
- Has been assigned to bring one current civic issue with moral implications to Session 2

📦 BRING / SET UP

- Bibles or printed Genesis 1:26–27 (one per saint)
- Printed D&C 101:77–80 (one per saint)
- Printed copy of the U.S. Constitution Preamble and Articles I–III (one per saint)
- Whiteboard or large pad with four columns drawn: democracy, constitutional republic, autocracy, oligarchy
- Pens and a notebook for each saint

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — A citizen you respect**

⌚ 5 min

Ask each saint to name one citizen he respects who is not a public figure — a neighbor, a teacher, a man at church, a relative. One sentence on why. Don't reach for famous names; reach for someone he has actually watched. Take a few responses around the room, then move on. The point is to put real citizenship into the room before doctrine and structure show up.

SESSION 1 · DIGNITY, GOVERNMENT, AND THE THREE BRANCHES (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SCRIPTURE **Read the dignity passages**

⌚ 14 min

1. Have a saint read Genesis 1:26–27 aloud. Pause at 'image of God.' Ask the room what that phrase requires of how we treat any other person.
2. Have another saint read D&C 101:77–80 aloud. Pause at 'agency.' Ask what changes when a government remembers that human dignity precedes its authority, not the other way around.
3. Take two or three responses on the board. Do not summarize or moralize — let the saints make the connection in their own words.
4. Name the link plainly: every requirement in this badge rests on the fact that a person is made in the image of God before he is a citizen of anything.

REQ 1A

BLOCK 3 · SKILL PRACTICE **Define four forms of government**

⌚ 18 min

1. Write the four terms on the board: democracy, constitutional republic, autocracy, oligarchy. Give each saint a notebook page split into four boxes.
2. Have the saints work in pairs. Each pair writes a one-sentence plain definition for each term, then names one modern nation as an example of each. Allow ten minutes. Help when a pair is stuck on autocracy or oligarchy — the textbook word doesn't matter; the reality does.
3. Go around the room. Each pair reads one definition and its example. Sharpen wording on the board where a definition slips into slogan or accusation.
4. Name the takeaway plainly: the same word can describe very different countries, so precise vocabulary is not pedantry — it is the floor of an honest civic conversation.

REQ 1B

BLOCK 4 · DISCUSSION **Walk through the three branches**

⌚ 18 min

1. Read the Preamble aloud as a group. Each saint reads one Article header aloud — Article I, II, III — then names the branch and its job in his own words.
2. Pose a real example: a law is passed that the courts later strike down. Walk the room through which branch did what, in what order. Don't lecture — ask, then correct.
3. Pose a second example: a court ruling that Congress responds to with a new statute. Walk it through again. The goal is the saint hearing himself describe the structure in plain language twice.
4. Close with one sentence on the board: the three-branch structure is deliberate, not arbitrary — it assumes that any one branch left unchecked will overreach. Don't expand on the sentence; let it sit.

REQ 1C

SESSION 1 · DIGNITY, GOVERNMENT, AND THE THREE BRANCHES (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 5 · REFLECTION **Close — Pick the issue for next week**

⌚ 5 min

1. Assign the homework: by Session 2, each saint brings one current civic issue at the local, state, or national level that has moral implications. Not a partisan slogan — an issue, with a real moral question underneath.
2. Confirm Session 2 date and tell the saints to come ready to defend why their issue matters.

AT THE CLOSE · DEBRIEF

1. Which sentence in the two scriptures changed how you would treat a stranger today?
2. Which of the four forms of government is the one you understood least before tonight?
3. Which branch of government do you actually pay the least attention to, and why?

☒ *Mark Req 1a, 1b, and 1c after this session, once each saint has explained the dignity passages, defined the four forms, and described the three branches in his own words.*

SESSION 2 · SOCIAL CORE

⌚ min target · 60 authored

Plan the issue and the visit

This session turns a chosen civic issue into a real visit and three sharpened questions.

SESSION AIM

In this session, saints work through whether their issue is actually an issue (and whose government is responsible), draft three real questions for a public official, then practice using those questions in a mock town-meeting roleplay. The session ends with a calendar lock: every saint walks out with a real meeting date on the civic calendar and a community-leader interview scheduled.

🎯 WALK AWAY WITH

- Has named one civic issue with a moral question underneath and identified the responsible level of government
- Has three sharpened questions a public official could honestly answer
- Has a real meeting on the actual civic calendar with date, location, and topic
- Has one community-leader interview scheduled before Session 3

📦 BRING / SET UP

- Each saint brings the civic issue he chose for homework
- Interview-question handout (one per saint) for drafting questions
- Local civic-structure reference card (one per saint) for picking the right level of government and the right meeting
- Printed monthly civic calendars for the area (city council, school board, county commission) — print a week before
- Pens, a timer, and open floor space for the mock town-meeting roleplay

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Defend the issue you chose**

⌚ 5 min

Go round the room. Each saint names his issue in one sentence and the moral question inside it in one more. No follow-up questions yet. If a saint brought a partisan slogan instead of an issue, name that plainly and have him reshape it before the next saint speaks. The goal is to put twelve to fifteen real issues into the room before any of them get planned for.

SESSION 2 · PLAN THE ISSUE AND THE VISIT (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Match the issue to the level of government**

⌚ 15 min

1. Hand each saint the civic-structure reference card. Walk through it once aloud: which decisions belong to city council, which to the school board, which to the county, which to the state, which to the federal level.
2. Each saint writes on his notebook page which level of government is responsible for his issue and why. If the issue spans levels, name the primary one.
3. Pair up. Each pair checks the other saint's match — is the level actually responsible, or has the saint picked the loudest level instead of the right one?
4. Bring two or three corrections back to the room. The point is the saint can name where the decision actually gets made before he tries to influence it.

REQ 2A

BLOCK 3 · CREATIVE **Draft three real questions**

⌚ 15 min

1. Hand each saint the interview-question handout. Read the four rules aloud once: ask what an official could honestly answer, not what he must defend; ask one thing per question; ask for a specific example, not a position; leave the buried argument out of the question.
2. Run twelve minutes of solo writing. Each saint drafts three questions for a public official on his issue. Circulate and ask one sharpening question per saint — not a critique, a sharpening.
3. Pair up for the last two minutes. Each saint reads his three questions aloud to a partner. The partner names which question is closest to a buried argument and helps reshape it.
4. Each saint copies his three sharpened questions onto the handout to bring to the actual meeting and the leader interview.

REQ 2B

SESSION 2 · PLAN THE ISSUE AND THE VISIT (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · ROLEPLAY **Mock town-meeting roleplay**

⌚ 20 min

1. Push tables back. Set five chairs in a row facing the room — these are the council. Pick five volunteers to take the council seats. The rest of the saints take notes from the gallery, as if they were citizens at the actual meeting.
2. Pick one saint's issue. The council reads a one-paragraph agenda summary the leader has prepared. Open public comment. Two saints from the gallery each give a two-minute comment using one of his three questions. The council responds — partially, evasively, or directly — as a real council would.
3. Run a second round with a different saint's issue and different council members. Switch who speaks from the gallery so more saints get the experience of asking a question in a room of strangers.
4. Gather everyone back into a circle. Ask the room what surprised them about how a public comment is actually received — the body language, the tempo, the fact that you do not finish the sentence you planned.
5. Name the takeaway: a real civic meeting works in slow, often boring increments. Practice tonight is the only reason your three questions will sound civic and not partisan when you ask them next month.

BY TIER

ENTRY

Watch the first round from the gallery and write down what you would change about how the comment was delivered. Take a gallery role in the second round.

ESTABLISHED

Take a gallery role in the first round and a council role in the second. Practice receiving the question without defending immediately.

MENTOR

Run the agenda summary at the start of each round. Then debrief one saint who asked a question on what would land harder at the real meeting.

REQ 2C

BLOCK 5 · REFLECTION **Close — Lock the meeting and the interview**

⌚ 5 min

1. Spread the printed civic calendars on a table. Each saint picks a real meeting on the actual calendar — not a video stream, not a recording — and writes the date, location, and one agenda item he wants to watch for on his BRC.
2. Each saint names which community leader he will interview before Session 3 — an elected official, a town clerk, a school board member, a police chief, a long-serving committee member. He writes the name and how he will reach him on the BRC.
3. Tell the saints the first contact to the community leader goes out before they sleep tonight.

AT THE CLOSE · DEBRIEF

1. Which of your three questions is closest to a buried argument, and how will you reshape it before next month's meeting?
2. What surprised you about how the mock council received a public comment in real time?
3. Which level of government did you discover is actually responsible for the issue you chose?

☒ Mark Req 2a, 2b, and 2c after this session, once each saint has matched his issue to the responsible level, drafted three sharpened questions, and written a real meeting date on his BRC. The actual meeting attendance counts after the visit, before Session 3.

SESSION 3 · SOCIAL CORE

🕒 min target · 60 authored

Report from the room, then write the letter

This session harvests the meeting and the interview, then writes a reasoned letter to a representative.

SESSION AIM

In this session, saints debrief the civic meeting each one attended off-meeting, share what their community-leader interview taught them about the moral cost of public service, then draft a respectful letter to one elected representative on the issue they have chosen. The session ends with the service-act date set on the BRC before Session 4.

🎯 WALK AWAY WITH

- Has reported on the real civic meeting he attended and what he saw beyond the printed agenda
- Has shared the hardest moment from his community-leader interview
- Has a drafted letter to one elected representative — respectful, reasoned, grounded in moral principles
- Has a service-act date written on the BRC before Session 4

📦 BRING / SET UP

- Each saint's meeting notes from the off-meeting civic visit
- Each saint's notes from the community-leader interview
- Pens, notebook pages, and printed envelopes (or a laptop if writing by email)
- Sample address blocks for the saints' actual representatives — state, federal, and local — printed in advance
- A quiet corner of the room for the saint who wants to read his draft aloud once before he sends it

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Field report from the meeting**

🕒 8 min

Go round the room. Each saint names which meeting he attended, how long it ran, and the one thing he saw in the room that the agenda did not predict — who spoke at length, who stayed silent, what disagreement actually looked like, how a vote was actually taken. One specific thing per saint, no follow-up. The point is to confirm each saint was in the room and noticed something government works in slow, often boring increments.

SESSION 3 · REPORT FROM THE ROOM, THEN WRITE THE LETTER (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · DISCUSSION **Share the hardest interview moment**

⌚ 12 min

1. Each saint picks one moment from his community-leader interview — the hardest decision the leader described, the unexpected admission, the cost of public service the leader has paid.
2. Go round the room. One saint tells the moment in two or three sentences. The next saint may ask one follow-up if he wants. Then move on.
3. If the group is eight or more, split into two groups for this round and bring two highlights back to the full group.
4. Name the pattern plainly: most honest public servants have paid a real cost most citizens never see.

REQ 3B

BLOCK 3 · CREATIVE **Draft the letter to a representative**

⌚ 25 min

1. Hand out the sample address blocks. Each saint identifies which representative he is writing to — the one whose office actually has authority over his issue, not the most famous name.
2. Frame the writing aloud: a letter that earns engagement is short, names the issue specifically, states the saint's reasoned position, names the moral principle underneath, and asks one thing the representative can actually do. No template phrases, no insults, no threats. A respectful tone is what gets a letter read past the first paragraph.
3. Run eighteen minutes of solo drafting. Each saint writes a one-page letter on his issue. Circulate and ask one sharpening question per saint — usually about the ask at the end, or the moral principle stated underneath.
4. In the last three minutes, each saint reads his closing paragraph aloud to a partner. The partner names one phrase that sounds like a template and one phrase that sounds earned. Sharpen the template phrase out.
5. The letter goes out before Session 4 — in the mail, in the email outbox, or hand-delivered to a local office. Bring the proof of sending to Session 4.

BY TIER

ENTRY

Write your letter to a local representative — a city council member, a school board member, a county commissioner. The closer the office to your daily life, the shorter the path from your letter to a real response.

ESTABLISHED

Write to your state or federal representative on the issue at the level it is actually decided. Expect a templated reply; the discipline is writing the reasoned argument anyway.

MENTOR

Write to a representative on a moral question where you and the representative are on different sides. Practice respectful tone without softening the position you actually hold.

REQ 3A

REQ 3C

SESSION 3 · REPORT FROM THE ROOM, THEN WRITE THE LETTER (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · SERVICE **Set the service-act date**

⌚ 10 min

1. Each saint names the act of civic service he will perform before Session 4 — a public cleanup hour, a community support event, voter assistance, a neighborhood project, an hour at a food bank, helping at a local polling location.
2. Name the constraint plainly: pick a project where you will not be visibly credited, so the reason for serving is not the credit.
3. Each saint writes the service-act date, the location, and what he will be doing on his BRC. The leader checks each saint's date before the session ends.
4. Tell the saints to bring a one-page report to Session 4 — what he did, what he saw, who else was there — without naming himself.

REQ 3D

BLOCK 5 · REFLECTION **Close — Confirm the letter and the date**

⌚ 5 min

1. Confirm with each saint: the letter is drafted and will be sent before Session 4, and the service-act date is on his BRC.
2. Tell the group Session 4 is the reflection and BRC sign-off. Remind them to bring the meeting notes, the interview notes, the letter (drafted or with proof of sending), and the service-act report.

AT THE CLOSE · DEBRIEF

1. What did you see in the actual meeting that you would not have caught from a recording?
2. What did the community leader tell you that you have not been able to stop thinking about?
3. Which phrase in your letter sounded the most like a template before you rewrote it?

📋 *Mark Req 3a after the field report, Req 3b after the interview share, and Req 3c after each saint has a drafted letter. Req 3d is marked after the service act is performed before Session 4.*

SESSION 4 · SOCIAL CORE

⌚ min target · 60 authored

Verdict, gospel, and BRC sign-off

This session reports honestly on the civic engagement and signs off the requirements.

SESSION AIM

In this session, saints report on the service act each performed without seeking credit, name where direct civic participation actually changed how they understand citizenship, and share where gospel principles affected tone or courage during the work. The session ends with a one-on-one BRC walkthrough and any outstanding requirements set on a deadline before the next Board of Review.

WALK AWAY WITH

- Has reported honestly on the service act without naming himself
- Has named one specific moment when direct civic participation shifted his understanding of citizenship
- Has shared where gospel principles affected his tone or courage during the work
- Has a signed BRC, or an outstanding-requirements plan with deadlines

BRING / SET UP

- Each saint's printed BRC, brought to session
- Each saint's one-page service-act report
- Each saint's letter to the representative — drafted, sent, or with the reply if it came back
- Each saint's notes from the civic meeting and the community-leader interview
- A quiet corner of the room for the leader's one-on-one BRC meetings

THE HOUR**BLOCK 1 · DISCUSSION Opener — The service nobody saw**

⌚ 5 min

Go round the room. Each saint reads two or three sentences from his one-page service-act report — what he did, what he saw, who else was there. The constraint holds: he does not name himself. Treat the honest report the same whether the service was a public cleanup, an hour stuffing envelopes, or a quiet visit to a neighbor. The point is that the service happened and that no one had to see it.

SESSION 4 · VERDICT, GOSPEL, AND BRC SIGN-OFF (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · CREATIVE **Name where citizenship actually shifted**

⌚ 18 min

1. Give each saint a notebook page and three minutes of silent writing. The prompt: name one specific moment in the last four weeks — at the meeting, in the interview, while drafting the letter, during the service hour — when your view of citizenship actually changed. Not in theory; in that moment.
2. Go round the room. Each saint reads the moment aloud in three or four sentences. No correction. No follow-up commentary from the leader — just listening and one neutral question if the moment needs sharpening.
3. Capture the pattern on the board. Most moments will cluster around one of three places: being in a real room, hearing a real cost paid, or writing the reasoned letter and noticing the difference between a slogan and an argument.
4. Name the takeaway plainly: a classroom can teach how government is structured, but only taking part teaches what citizenship asks of a person. The badge is finished when the saint can tell a younger saint what direct participation taught him that a classroom did not.

REQ 4A

BLOCK 3 · DISCUSSION **Gospel principles in the public square**

⌚ 15 min

1. Begin with a brief personal example from the leader — one specific moment when a gospel principle affected his own tone or courage in public life. Two or three sentences. Not a sermon, a moment.
2. Each saint takes two minutes of silent thought. The prompt: name one moment in the last four weeks when gospel principles affected your tone, your courage, or your choice — at the meeting, in the interview, in the letter, in the service.
3. Go round the room. Each saint shares his moment in two or three sentences. Keep the connection grounded in his own civic actions — not in a general statement about faith and citizenship.
4. Name the distinction plainly, once: political conformity and gospel integrity are not the same. Conformity follows the room; integrity speaks plainly and respectfully whether the room agrees or not. Do not expand the sentence; let it sit.

REQ 4B

SESSION 4 · VERDICT, GOSPEL, AND BRC SIGN-OFF (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · REFLECTION One-on-one BRC walkthrough

⌚ 17 min

1. Pull each saint into the quiet corner for three to four minutes. Walk through his BRC one requirement at a time, marking what is done and what is still outstanding.
2. Use the time to confirm the letter status: drafted, sent, or with a reply received. If the letter has not been sent, set the send date with him before he leaves the room.
3. While one saint is with the leader, the others polish their reflection notes, draft a thank-you note to the community leader they interviewed, or peer-review another saint's letter on paper.
4. For each outstanding requirement, set a concrete next step and a deadline before the next Board of Review or Court of Honor. Write the deadline on the BRC.

BLOCK 5 · REFLECTION Close — BRC sign-off

⌚ 5 min

1. Confirm each saint walks out with a signed BRC or an outstanding-requirements plan with deadlines.
2. Thank the saints for the work and read Doctrine and Covenants 101:77–80 once aloud as a closing. Do not comment.

AT THE CLOSE · DEBRIEF

1. Which saint's service-act moment will you remember in six months?
2. Where did gospel principles actually change your tone in the last four weeks, and where were you tempted to soften the principle to fit the room?
3. Which outstanding requirement will be the first you finish after tonight, and by when?

☑ *Mark Req 4a after the citizenship-shift share and Req 4b after the gospel-principles share. Walk every remaining requirement in the one-on-one; any outstanding requirement gets a concrete next step and a deadline written on the BRC.*

HANDOUT 1 OF 2

FROM SESSION 2 — MATCH THE ISSUE TO THE LEVEL OF GOVERNMENT

Which Government Decides What

Print one per saint. Use it during the match-to-level block in Session 2 to identify which government is actually responsible for the issue the saint chose.

COUNTRYMAN · FIELD CARD

Match the issue to the right room.

Most civic issues are decided at one level, not five. Find the level before you write the letter.

1

City or Town

DECIDES

Local zoning, road repair, police and fire, water and sewer, parks, business permits.

ATTEND

City council, town meeting, planning commission, public-safety committee — usually monthly, often in the evening so working citizens can come.

2

School District

DECIDES

Curriculum, school budget, hiring, library and book policy, calendar, sports and after-school programs.

ATTEND

School board meeting — usually monthly. Public comment is almost always part of the agenda. Check the district website the week before.

3

County

DECIDES

Sheriff, jails, courts, county roads, property records, elections, public health.

ATTEND

County commission or board of supervisors. Court sessions are also public — most circuit courts.

4

State

DECIDES

Criminal law, marriage law, driver licensing, state taxes, education standards, abortion law, gun law.

ATTEND

State legislative committee hearings during the session. Most states publish a daily calendar; many allow public testimony with sign-up.

5

Federal

DECIDES

Defense, immigration, interstate commerce, federal taxes, currency, foreign treaties, federal courts.

ATTEND

A representative's local town hall, or a federal court session. Congress itself is rarely local.

Pick the level that actually decides. A letter to the wrong office is a letter that does not arrive.

Print this handout for in-person reference during session 2 — match the issue to the level of government.

HANDOUT 2 OF 2

FROM SESSION 2 — DRAFT THREE REAL QUESTIONS

Three Questions for a Public Official

Print one per saint. Use it during the question-drafting block in Session 2 and bring it to the real civic meeting and the community-leader interview before Session 3.

COUNTRYMAN · FIELD CARD

Draft three real questions, then ask them.

Good questions earn answers. The four rules below sharpen each question before it leaves the page.

FOUR RULES FOR A SHARP CIVIC QUESTION

- 1 Ask what an official can honestly answer.**
Not what he must defend. Your question is an invitation, not a trap.
- 2 Ask one thing per question.**
Two questions stacked into one is a speech. Pick the one that matters and save the other for later.
- 3 Ask for a specific example, not a position.**
"What is the hardest case you decided this year?" works. "Where do you stand on X?" produces a slogan.
- 4 Leave the buried argument out of the question.**
If your question already contains your conclusion, you are not asking. Reshape it as a question first.

WRITE YOUR THREE QUESTIONS HERE

1 Question one

2 Question two

3 Question three

Read each question aloud once before you ask it. Reshape any that buries an argument.

Print this handout for in-person reference during session 2 — draft three real questions.