

SAINTS GLOBAL

ACTIVITY PLAN

PENMANSHIP

INTELLECTUAL 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 letter delivered

In Session 3, each saint finishes a real handwritten letter to a real recipient — a grandparent, a leader, a missionary, a parent — addresses the envelope, and hands the letter off or drops it in the mail before he leaves. Requirement 3d is earned in front of the leader, not at home.

INDOOR — QUIET WRITING SPACE WITH DESKS, LAMPS, AND A MAILBOX OR PICKUP POINT ON THE WAY OUT

SESSION 1 · INTELLECTUAL CORE

⌚ 60 min target

Diagnose the page

Read three handwritten pages closely before trying to improve your own.

SESSION AIM

Compare three real handwriting samples, name what makes one easier to read than another, and read D&C 88:119 as the standing reason orderly writing matters. Saints leave with Step 1 marked on the BRC and a short, specific list of what is wrong with their own current cursive.

🎯 WALK AWAY WITH

- Has ranked three real handwriting samples and named specific readability factors
- Has written one plain sentence on how D&C 88:119 applies to a page he writes
- Has three specific, technical weaknesses circled on his own current cursive
- Carries the cursive-alphabet field card into the rest of the badge

📦 BRING / SET UP

- Three handwritten samples per saint: his own, a peer's, an adult's (a letter, journal page, or note works)
- A standard cursive alphabet chart (one per saint)
- Lined paper and a comfortable pen (gel or rollerball)
- A printed page of D&C 88:119 for each saint
- Magnifying loupes or large-print copies if any sample is hard to read
- BRC printouts and pens

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Whose page is easiest to read**

⌚ 5 min

Lay the three handwritten samples out on each saint's desk: his own, a peer's, an adult's. Ask: "Without translating any of these, which one would you find easiest to read if you got it in the mail tomorrow?" Take a few answers around the room without explaining yet. The work block names the reasons.

SESSION 1 · DIAGNOSE THE PAGE (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE Rank the three samples

⌚ 18 min

1. Each youth picks the most-readable and the least-readable sample on his desk and writes a one-sentence reason for each — not vague ("messy") but specific (letters run together; the slant changes line to line; some o's look like a's).
2. Walk through three readability variables on the board: letter shape, spacing between letters and words, and consistency from the first line to the last. These are separate problems with separate fixes.
3. For each sample on his desk, the youth marks the page with the variable that hurt it most — one short note in the margin. Use the leader's own sample when no clear example shows up in the youth pile.
4. Leader confirms 1a on each saint's BRC: three samples examined, ranked, with specific reasons named.

REQ 1A

BLOCK 3 · SCRIPTURE Read D&C 88:119

⌚ 12 min

1. Read D&C 88:119 aloud. Stop on the phrase "a house of order." Ask: "What does a house of order look like on a single page of writing?"
2. Take answers in plain terms: even margins, lines that run to the right side, words that don't crowd, letters that hold the same size to the bottom of the page. Order on a page is visible.
3. Each youth writes one plain sentence in his own words: how does D&C 88:119 apply to a letter he sends to another person? Keep it specific to handwriting — not a general thought about discipleship.
4. Leader confirms 1b on each saint's BRC after reading what each youth wrote.

REQ 1B

BLOCK 4 · SKILL PRACTICE Compare your page to the chart

⌚ 20 min

1. Set the standard cursive alphabet chart next to a fresh page of the youth's own writing — a paragraph he writes now, not an old one. He writes any five sentences in cursive at his normal pace.
2. Working letter by letter, he circles three weaknesses on his own page using the chart as reference. Slant that wanders, spacing that crowds or scatters, joins that lift the pen, letter sizes that drift — name the technical problem, not "messy."
3. For each circled weakness, write one short sentence: what the chart shows and what his page shows. Two pages on the desk, one comparison at a time.
4. Leader walks the room and checks: are the three weaknesses technical and specific, not vague? Push back on "sloppy" or "ugly" — those are not fixable. "My r looks like a peak instead of a shoulder" is fixable.
5. Leader confirms 2a on each saint's BRC: three specific weaknesses identified against the chart.

REQ 2A

SESSION 1 · DIAGNOSE THE PAGE (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 5 · REFLECTION **Close — Step 1 marked**

⌚ 5 min

1. Confirm on each saint's BRC: 1a, 1b, and 2a are marked. Step 1 is done; the diagnosis half of Step 2 is done.
2. Each youth keeps his marked page and his three-weakness list — they are the input to next week's practice plan.
3. Next week: write the practice plan and drill the alphabet. Bring the field card and the marked page.

AT THE CLOSE · DEBRIEF

1. Which of your three weaknesses was the hardest to see on your own page?
2. Read your D&C 88:119 sentence aloud — does it name handwriting or does it drift into general discipleship?
3. Which sample on your desk would you actually want to receive in the mail, and why?

☑ *Mark 1a, 1b, and 2a after this session. The three named weaknesses become the targets for the practice plan in Session 2.*

SESSION 2 · INTELLECTUAL CORE

⌚ 60 min target

Plan the practice and drill the alphabet

Pick two or three letters to drill, not the whole alphabet.

SESSION AIM

Write the practice plan from last week's three weaknesses, then drill the full cursive alphabet — lowercase, uppercase, and joins — at a deliberate pace. Saints leave with a daily 10–15 minute practice schedule, a drill page that shows the alphabet written correctly, and the 100-word copy passage chosen for the week.

🎯 WALK AWAY WITH

- Has a written practice plan naming two or three letters or joins and a daily time slot
- Has drilled the full lowercase and uppercase cursive alphabet with correct shapes and joins
- Has chosen a 100-word passage to copy in cursive before Session 3
- Carries the practice plan, drill page, and field card forward into the week

📦 BRING / SET UP

- Each saint's marked diagnostic page and three-weakness list from Session 1
- The cursive-alphabet field card (handout from Session 1)
- Lined paper or cursive practice paper with three rules
- A timer or stopwatch
- Three or four short 100-word passages on cards (a scripture, a short letter, a hymn verse, a poem) for each saint to pick from
- BRC printouts and pens

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Last week's three weaknesses**

⌚ 5 min

Go around the room: each youth says, in one sentence, what his three weaknesses were. Do not let it drift to "everything is bad" — push for the specific letter or join. Today's drill targets are these letters; today's plan is for the time between sessions.

SESSION 2 · PLAN THE PRACTICE AND DRILL THE ALPHABET (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · CREATIVE Write the practice plan

⌚ 15 min

1. Each youth picks two or three letters or joins from his three-weakness list to drill — not all three weaknesses if one is a posture problem or a slant problem instead of a letter problem. Two or three targets, not the whole alphabet.
2. Write the plan on lined paper in his own handwriting. Three things: which two or three letters or joins, when he will practice (a specific time each day, 10 to 15 minutes), and how he will know it is improving (one sentence — "the r has a shoulder, not a peak").
3. The plan covers the four weeks of the badge. Write the daily slot in clock terms (after breakfast, after dinner) and mark the four sessions on the page so practice does not drift to the night before.
4. Leader walks the room and checks: targets are specific letters or joins, the time slot is concrete, the success line is observable. Push back on "practice more" — that is a wish, not a plan.
5. Leader confirms 2b on each saint's BRC: a written practice plan naming the letters or joins and the method.

REQ 2B

BLOCK 3 · SKILL PRACTICE Drill the alphabet

⌚ 25 min

1. Hand out the cursive-alphabet field card again. Each youth writes the full lowercase alphabet on lined paper, slowly, comparing each letter to the card as he goes. Correct formation first; speed will come later.
2. Underneath, write the full uppercase alphabet. Capitals rise to the top line; lowercase x-height sits between the dashed mid-line and the baseline. Slant should hold the same angle from a to z.
3. Next row: drill the four letters from the field card that slip under speed — r, s, e, f — five times each, with the youth saying the correction aloud as he writes ("shoulder, not peak").
4. Next row: drill the four common joins — br, ve, ow, th — five times each. Watch where the pen lifts; a clean join keeps the next letter at the right height and slant.
5. Leader walks the room and checks two things: cursive joins (not separated print letters) and consistent slant from the first letter on the page to the last. Confirm 3a on each saint's BRC: full alphabet, lowercase and uppercase, correct shapes and joins.

BY TIER

- ENTRY** Use cursive practice paper with three rules (top, mid-line, baseline). The visible guides make letter height and x-height much easier to hold.
- MENTOR** After the alphabet, write the alphabet a second time at three-quarters speed without the field card visible. The drill is now from memory.

REQ 3A

SESSION 2 · PLAN THE PRACTICE AND DRILL THE ALPHABET (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE Choose the copy passage

⌚ 10 min

1. Lay out the 100-word passage cards. Each youth reads two or three and picks the one he will copy in cursive between this session and Session 3 — about 100 words is the requirement floor.
2. Read the chosen passage aloud once at the desk. He copies the first sentence in cursive on lined paper now, in front of the leader, so the leader sees the starting quality.
3. Write the date he will finish the full copy at the top of the page. The page is brought to Session 3 — that is where 3c gets marked.
4. Each youth writes the passage source on his practice plan so he remembers what he picked.

BLOCK 5 · REFLECTION Close — Plan and passage in hand

⌚ 5 min

1. Confirm on each saint's BRC: 2b and 3a are marked this session. 3c is on the homework slot — bring the finished 100-word copy to Session 3.
2. Each youth leaves with the practice plan, the alphabet drill page, the field card, and the chosen passage on his desk before he stands up. Nothing goes home half-collected.
3. Next week is the letter — a real letter to a real recipient, written and addressed in-session. Think this week about who the letter is for.

AT THE CLOSE · DEBRIEF

1. Which two or three letters did you put on the plan, and why those over the others?
2. Read aloud the slot you wrote for daily practice — is it a time you actually keep?
3. What time of day is the 100-word copy easiest for you to finish without rushing?

📅 Mark 2b and 3a after this session. The 100-word copy (3c) is homework — mark it at Session 3 when the finished passage is in hand.

SESSION 3 · INTELLECTUAL CORE

⌚ 60 min target

The letter delivered

Write the letter you actually mean to send, in front of the leader.

SESSION AIM

Hand in the 100-word copy passage from last week, write a paragraph in cursive to warm the hand, then plan and write a real handwritten letter to a real recipient. Saints leave with the letter sealed, addressed, and mailed or dropped off on the way out — Req 3d is earned in front of the leader.

🎯 WALK AWAY WITH

- Has handed in a clean 100-word cursive copy of a real passage
- Has written a five-sentence cursive paragraph that another saint can read without translation
- Has written, addressed, and delivered a real handwritten letter to a real recipient
- Carries the letter scaffold and his own copy of the planning panel into future letters

📦 BRING / SET UP

- Each saint's finished 100-word copy passage from the week
- Each saint's practice plan and alphabet drill page
- Letter-scaffold worksheets (one per saint)
- Quality letter paper or fine-lined writing paper
- Envelopes, stamps, and a return-address list
- A short list of recipient options for any saint who cannot name one (a leader, a missionary in the ward, a grandparent in care, the bishop)
- BRC printouts and pens

🔗 THE HOUR**BLOCK 1 · DISCUSSION Opener — Pages on the desk**

⌚ 5 min

Each youth puts three things on his desk before he sits down: the finished 100-word copy passage, his practice plan, and the alphabet drill page from last week. The leader walks the room and looks at each set — no critique yet, just a visible check that the week happened.

SESSION 3 · THE LETTER DELIVERED (PAGE 2 OF 4)

✂ THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Hand in the copy passage**

⌚ 12 min

1. Leader sits with each saint for one minute at his desk. Read the first paragraph of the copy passage. Then read the last paragraph. The letter quality at the end is the test — endurance in handwriting is a separate skill from form.
2. If the second half collapsed (letters shrunk, slant drifted, lines crowded), say so plainly. Ask the youth what happened in the writing — fatigue, rush, distraction. The honest answer is the diagnostic for next week.
3. If the page holds from first paragraph to last, say so plainly. A clean copy of a real passage is a real piece of work.
4. Mark 3c on each saint's BRC for the passages that hold clarity throughout. For passages that broke down badly, the youth re-copies the failing section before he leaves the room today — do not stretch this into a separate practice week.

REQ 3C

BLOCK 3 · SKILL PRACTICE **Write the warm-up paragraph**

⌚ 12 min

1. Each youth picks one real topic he cares about — a thing he did this week, a person he visited, a book he is reading. Five sentences in cursive, no rushing.
2. No template, no copying. The point is whether he can write a real paragraph of his own thinking in cursive without the lines wandering off the right margin or the slant changing line to line.
3. When finished, he passes the page to the saint on his right. The other youth reads it silently. If he has to translate any letter, he circles it lightly in pencil.
4. Pages come back. Look at what got circled — that is the gap between writing for yourself and writing for a reader.
5. Leader confirms 3b on each saint's BRC: five sentences in cursive, legible to a peer, evenly spaced, slant consistent.

REQ 3B

SESSION 3 · THE LETTER DELIVERED (PAGE 3 OF 4)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Write the letter**

⌚ 26 min

1. Hand out the letter-scaffold worksheet. Each youth fills the planning panel first — recipient name, relationship, mailing address, one concrete moment to thank or remember, one true thing about the recipient, what he asks or commits to next. The plan is on the worksheet so he can refer to it while he writes.
2. Move to the letter paper. Write the date upper right. Write the greeting on the next free line. Skip a line and start the body. Keep one-inch margins on all four sides; if a line approaches the right margin, finish the word and drop to the next line — do not crowd.
3. Write the body in three short paragraphs that match the three planning lines: the moment, the true thing, the ask. Skip a line between paragraphs. Two pages is fine if the letter wants it; one page is also fine.
4. Sign-off and signature lower right, two lines apart. The signature is in cursive — the same hand the rest of the letter is in.
5. Address the envelope: recipient name and address on the front, return address upper left. Put the stamp on. If the recipient lives in the same building, the envelope still gets the name on the front and the youth signs the back.
6. Leader sits with each saint for the last minute and runs the worksheet checklist with him — margins, cursive throughout, recipient name spelled right, date on both letter and envelope.
7. The letter goes in the mail on the way out, or is hand-delivered to the recipient before the youth goes home. Confirm 3d after delivery — Req 3d is the letter actually sent, not the letter drafted.

BY TIER

ENTRY Pair with an established saint who has finished his draft. He reads the planning panel aloud before you write — hearing it back catches sentences that do not say what you meant.

MENTOR Write the letter and then write the envelope from memory — no template. The full address from the planning panel sits face-down beside you while you write.

REQ 3D

BLOCK 5 · REFLECTION **Close — Letters in the mail**

⌚ 5 min

1. Confirm on each saint's BRC: 3b, 3c, and 3d are marked after the letter is delivered or dropped in the mail today.
2. Each youth says one sentence at his desk: who the letter went to and what he asked or thanked them for. Keep it short — the letter itself matters more than the recap.
3. Next week is the last session: lay out the earliest page next to the letter you wrote today and look at what changed.

SESSION 3 · THE LETTER DELIVERED (PAGE 4 OF 4)

🗨 AT THE CLOSE · DEBRIEF

1. Which line of your letter took longest to write — and why that one?
2. Did the slant or letter size drift between the first paragraph and the last? Where?
3. What is one thing about your recipient you wrote down that you would not have said out loud?

☑ *Mark 3b in-session after the warm-up paragraph; 3c when the copy passage is in hand and clean; 3d after the letter is sealed, addressed, and dropped off or mailed.*

SESSION 4 · INTELLECTUAL CORE

⌚ 60 min target

Compare and connect

Lay the earliest page next to the latest and name what changed.

SESSION AIM

Compare the earliest cursive page from Session 1 to the letter and paragraph written in Session 3, with the leader present. Name what improved, what required the most effort, and where the same daily patience would help in another area of life. Finish the badge with the BRC signed.

🎯 WALK AWAY WITH

- Has compared earliest and latest cursive pages with a leader and named specific changes
- Has written a second sentence on D&C 88:119 grounded in his own pages
- Has a four-line transfer plan for the same daily practice pattern in another area of life
- Has a fully signed Penmanship BRC

📦 BRING / SET UP

- Each saint's earliest page from Session 1 (diagnostic with three weaknesses circled)
- Each saint's drill page and practice plan from Session 2
- Each saint's warm-up paragraph from Session 3
- A photocopy or photo of the letter sent in Session 3 (taken before mailing) — one per saint
- Lined paper and pens
- BRC printouts and pens

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Earliest and latest side by side**

⌚ 5 min

Each youth lays four pages on his desk in order: the Session 1 diagnostic with the three weaknesses circled, the Session 2 alphabet drill, the Session 3 warm-up paragraph, and the photo or photocopy of the letter he sent. The room goes quiet for a minute. Read your own pages from first to last before saying anything.

SESSION 4 · COMPARE AND CONNECT (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Review the earliest and the latest**

⌚ 20 min

1. Each youth writes on a fresh page: three things that improved between the diagnostic and the letter, and the one thing that took the most effort. Specific letters, joins, slant, spacing, line-to-line consistency — not "it got better."
2. Look at the three weaknesses you circled in Session 1. For each one, name where it stands now: fixed, partly fixed, still an issue. If still an issue, name the next two weeks of work without the badge structure to keep you on it.
3. Leader sits with each saint for one to two minutes. Read what he wrote. Ask one open question — "what about the j surprised you?" Do not correct his reflection. Listen and affirm what he points to.
4. Confirm 4a on each saint's BRC after the conversation.

REQ 4A

BLOCK 3 · SCRIPTURE **Scripture connection**

⌚ 12 min

1. Read D&C 88:119 aloud again — the same passage that opened Session 1. The phrase "a house of order" sat over the four weeks of practice.
2. Each youth looks at the line he wrote in Session 1 about how D&C 88:119 applies to writing. He writes one more sentence underneath: what he now sees in his own pages that he did not see in Session 1.
3. Read a few of the new sentences aloud, by volunteer. Do not press anyone — reading the sentence aloud is optional.

BLOCK 4 · CREATIVE **Where the same patience would help**

⌚ 18 min

1. Each youth picks one area of his life where the same daily 10 to 15 minutes of patient practice would change the work — schoolwork, scripture study, an instrument, a chore, a calling at church. Name one specific thing, not "be more diligent."
2. Write a four-line plan in cursive on the page: the area, the time slot, the success line, and one date to check in two weeks from now. Same shape as the Session 2 practice plan — that pattern transfers.
3. Pair up. Each youth reads his four lines to his partner. The partner asks one practical question: "what gets in the way of that time slot?" The youth answers in one sentence and writes the answer below the plan.
4. Leader walks the room and checks the transfer is concrete and grounded in the saint's own life — not "be more patient in general."
5. Confirm 4b on each saint's BRC after the conversation.

REQ 4B

SESSION 4 · COMPARE AND CONNECT (PAGE 3 OF 3)

THE HOUR — CONTINUED

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

⌚ 5 min

1. Confirm on each saint's BRC: 4a and 4b are marked this session. Every requirement from 1a through 4b has been marked across the four sessions — the BRC is complete.
2. Each youth signs his own BRC and the leader signs after him. The signed page is the record. The pages from the four weeks go home in a folder.
3. Keep writing letters. Cursive that is not used a few times a month slips back within a season.

AT THE CLOSE · DEBRIEF

1. Which of your three Session 1 weaknesses changed the most? Which one is still there?
2. What is one daily slot in another area of your life where the same 10 to 15 minutes would actually fit?
3. What about your own pages from week 1 to week 4 surprised you most?

📋 *Mark 4a and 4b after this session. Sign the BRC; the saint signs his own page. The badge is complete.*

HANDOUT 1 OF 2

FROM SESSION 1 — COMPARE YOUR PAGE TO THE CHART

Cursive Alphabet, Grip, and Posture

Carry one per saint from this session through Session 4. The four slipping letters are the drill targets in Session 2.

PENMANSHIP · FIELD CARD

Form first, speed later.

Sit upright. Grip light. Move from the shoulder for capitals, the fingers for lowercase.

1 LOWERCASE CURSIVE

x-height between the dashed mid-line and the baseline

a b c d e f g h i j k l m

n o p q r s t u v w x y z

2 UPPERCASE CURSIVE

capitals rise to the dashed top-line

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

3 LETTERS THAT SLIP · GRIP · POSTURE

FOUR LETTERS THAT BREAK UNDER SPEED

r s e f

r — a shoulder, set a peak the loop- open eye, not a full descender

CHECK THE JOINS

br · ve · ow · th

Every letter exits where the next letter enters.
A lifted pen between letters becomes a gap or a stub.

TRIPOD GRIP



Index finger on top
light pressure, not pinched

Thumb beside, not over
tip about an inch up the pen

Middle finger as the shelf
the pen rests, not gripped

POSTURE

Both feet flat. Page squared, then tilted about 20 degrees.
Forearm rests on the desk, wrist relaxed, not locked.
Move the whole hand across the line — do not drag.

Practice the slipping letters before the alphabet, the alphabet before the paragraph.

Print this handout for in-person reference during session 1 — compare your page to the chart.

HANDOUT 2 OF 2

FROM SESSION 3 — WRITE THE LETTER

Letter Scaffold Worksheet

Fill the planning panel first. The page mock-up is a guide, not the letter itself — the letter is written on a separate sheet.

PENMANSHIP · WORKSHEET

Write the letter you actually mean to send.

Fill the planning panel first. Then write the letter on a separate sheet using this scaffold.

1 PLAN THE LETTER

RECIPIENT

Name: _____

Relationship: _____

Mailing address: _____

WHEN WILL YOU DELIVER OR MAIL IT

THREE THINGS TO SAY

One concrete moment to thank or remember:

Something true about the recipient:

What you ask, hope, or commit to next:

2 PAGE LAYOUT · WRITE ON YOUR OWN SHEET

MARGINS AND SPACING

One-inch margins on all four sides.

Date upper right. Greeting on the next free line.

Skip a line between paragraphs.

Sign-off and signature lower right, two lines apart.

FORMS THAT FIT

Greeting: Dear Grandpa, / Dear Brother Hales, / Dear Mom,

Sign-off: Love, / With respect, / Sincerely, / Your son,

Use a comma after the greeting and after the sign-off.

CHECK BEFORE YOU SEAL IT

- ☐ Cursive throughout, including the signature.
- ☐ Margins are even on all four sides.
- ☐ Lines run straight to the right margin.
- ☐ Letter size and slant hold from first line to last.
- ☐ Recipient name spelled exactly right.
- ☐ Envelope addressed; stamp and return address on.
- ☐ Date written on the letter and the envelope.

Send a letter someone will keep. Write the name, the date, and the sign-off clearly.

Print this handout for in-person reference during session 3 — write the letter.