

SAINTS GLOBAL

ACTIVITY PLAN

PROPERTY RIGHTS

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 pressure stations

In Session 3, saints rotate through four scenarios that test property principles under realistic pressure — a tool taken without asking, a borrowed item returned in worse condition, a digital-copying request from a friend, and a small property dispute that wants to escalate. Each saint responds in real time while a paired watcher tracks the body and voice, then the pair debriefs what worked and what slipped.

INDOOR — LARGE ROOM WITH SPACE FOR FOUR STATIONS AND PHYSICAL SEPARATION BETWEEN THEM

SESSION 1 · INTELLECTUAL CORE

⌚ 60 min target

Name what property is and where the moral boundary sits

Property is a thing with an owner; the owner sets the terms of use.

🎯 WALK AWAY WITH

- Can define property rights plainly and give a real example each of personal, real, and intellectual property
- Has read Exodus 20:15 and D&C 42:54–55 and connected each to a recent borrowing or returning decision
- Has the property-principles handout in hand for later sessions
- Has the Session 2 violation-scenario assignment chosen: one real situation, named in writing

📦 BRING / SET UP

- Printed property-principles handout, one per saint
- Printed Exodus 20:15 and Doctrine and Covenants 42:54–55, one set per saint
- Three real props for the type-sort: a pocketknife (personal), a property-deed page or rent agreement (real), a paperback book or a printed song lyric (intellectual)
- Index cards and pens
- BRC printouts

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — One thing you own

⌚ 5 min

Go around the room. Each saint names one thing he owns — a pocketknife, a bike, a pair of cleats — and one rule he holds about who can touch it and when. One sentence per saint, no follow-up. The goal is to put real owned items into the room before any definitions arrive.

SESSION 1 · NAME WHAT PROPERTY IS AND WHERE THE MORAL BOUNDARY SITS (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE Define property, sort the three types

⌚ 18 min

1. Define property rights plainly: a property right is the recognized authority of an owner to decide how a thing is used, who else may use it, and what happens to it. Three pieces — the thing, the owner, the rules of use.
2. Walk the three types. Personal property: things you carry or keep — clothes, tools, a bike, money. Real property: land and what is fixed to it — a house, a lot, a barn. Intellectual property: things a person made with his mind that the law still treats as owned — a book, a song, a software program, a logo.
3. Lay the three props on the table — the pocketknife, the deed page, the book. Each youth points to which type each prop represents and gives one example from his own life of the same type.
4. Each saint writes three lines on an index card: "I own a ____ (personal). My family owns or rents ____ (real). I have used a ____ (intellectual)." Fill the blanks with real items.
5. Pair up. Each pair compares cards and names one thing that surprised them — something they own and had never thought of as property, or an intellectual-property example they had not noticed.
6. Leader confirms 1a: three types named with a real example of each, in the saint's own words.

REQ 1A

BLOCK 3 · SCRIPTURE Read the scriptures and name the boundary

⌚ 17 min

1. Hand out the printed passages. One saint reads Exodus 20:15 aloud — "Thou shalt not steal." Another reads Doctrine and Covenants 42:54–55, on borrowing and returning.
2. Walk the plain reading. Exodus is the basic line: do not take what is not yours. D&C 42 covers the next case after Exodus — what to do when you have borrowed and need to return, or when you cannot return and need to make it right. Read both as practical instruction, not as commentary.
3. Each youth, one line: a recent moment when he borrowed or returned something. Did it line up with what the passages say? If not, what would line up?
4. Walk the difference between legal ownership and moral ownership. The law tells you what the courts will enforce; the scripture tells you what an honest man does even when no one is watching. Both matter; they do not always say exactly the same thing.
5. Leader confirms 1b: the saint can explain how each passage sets a moral boundary, using his own example.

REQ 1B

SESSION 1 · NAME WHAT PROPERTY IS AND WHERE THE MORAL BOUNDARY SITS (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · SKILL PRACTICE **Walk the property-principles handout**

⌚ 15 min

1. Hand out the property-principles reference. Walk the four sections once: what counts as property, who decides about it, how a transfer works, and what a violation looks like.
2. Each youth marks one item in each section that he wants to look at more carefully later — a phrase he is not sure about, a question he wants to ask his parent, an example he wants to add.
3. Pair up. Each pair reads one marked item to the other and explains why it caught the eye. The partner answers in plain words; if neither knows, write the question down for the leader.
4. The handout goes home with the saint. He will bring it back to Session 2 and Session 3.
5. Each saint picks his Session 2 assignment: one real situation where property rights could be violated — borrowing without asking, damage, digital copying, trespass. Write it on the back of the handout in one sentence.

REQ 1A

BLOCK 5 · REFLECTION **Close — One owner, one violation**

⌚ 5 min

1. Each saint says aloud the violation situation he chose for Session 2 — one sentence. The leader notes it for next week so no one shows up empty-handed.
2. Reminder: bring the property-principles handout back to Session 2.
3. Mark 1a and 1b on the BRC after this session — both complete in-session.

AT THE CLOSE · DEBRIEF

1. Which of your own items had you never thought of as property until tonight?
2. Which line in Exodus 20:15 or D&C 42:54–55 cut closest to a recent borrowing or returning moment?
3. What is the one-sentence violation situation you will bring back to Session 2?

☑ Mark Req 1a and 1b after this session. Both complete in-session — type-sort and scripture-reading require no off-meeting work.

SESSION 2 · INTELLECTUAL CORE

⌚ 60 min target

Name a real violation and write the personal plan

A written plan beats good intentions when temptation or hurry shows up.

🎯 WALK AWAY WITH

- Has named one real property-rights violation with its first-, second-, and third-order consequences
- Has written a personal property-rights plan in his own handwriting — three sections, specific practices
- Has the 3a stewardship item and the 3b borrowing task chosen for the next two weeks
- Has the Session 3 pressure-stations date on the calendar

📦 BRING / SET UP

- Each saint brings: his property-principles handout from Session 1, and the violation situation he chose
- Plan worksheets — three sections (my own property, others' property, intellectual property), blank rows
- Index cards for the consequence-chain exercise
- BRC printouts and pens

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — One violation you saw this week

⌚ 5 min

Go round the room. Each saint names one moment in the past week where property rights got bent or broken — at school, at home, online, on a job site. One sentence per saint, no judgment, no follow-up. The point is to put real cases on the table before the worksheet arrives.

SESSION 2 · NAME A REAL VIOLATION AND WRITE THE PERSONAL PLAN (PAGE 2 OF 4)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Walk the consequence chain**

⌚ 20 min

1. Each youth pulls out the violation situation he wrote at the end of Session 1. On an index card, he writes the situation in one sentence at the top.
2. Walk the chain in three layers. First order: who was harmed directly — the owner, the thing, the immediate use. Second order: who was harmed indirectly — a sibling who lost trust, a teacher who now locks up supplies, a friend group that now suspects each other. Third order: what changes about the next interaction — does the owner still lend? does the borrower still ask? does the room still feel the same?
3. Each youth writes the three layers on his card under the situation. Three lines, specific names where he can use them.
4. Pair up. Each saint reads his three layers to his partner. The partner asks one sharpening question — "who else got hit?" or "what does the borrower do next time?". Then trade.
5. Take three highlights back to the full group. The leader names the pattern plainly: a property violation almost always hits more people than the owner, and it almost always changes what happens next.
6. Leader confirms 2a: a real situation is named, and the saint can name first-, second-, and third-order consequences in his own words.

REQ 2A

SESSION 2 · NAME A REAL VIOLATION AND WRITE THE PERSONAL PLAN (PAGE 3 OF 4)

THE HOUR — CONTINUED

BLOCK 3 · CREATIVE Write the personal property-rights plan

⌚ 22 min

1. Hand out the plan worksheet. Three sections: my own property, others' property, intellectual property. The saint writes the plan in his own handwriting — typed plans drift more easily than written ones.
2. My own property: name three specific items the saint will steward this month — the bike, the school laptop, the work boots. For each, write the one maintenance action he will actually do and when (oil the chain Sunday, wipe the screen each night, dry the boots after work). General lines like "take care of my stuff" do not pass.
3. Others' property: name three practices for borrowed or shared items. Ask before using; return in equal or better condition; if damage happens, tell the owner first and pay or repair. Each practice gets one real example — "when I borrow my brother's bike" or "when I use my team's gear bag."
4. Intellectual property: name three practices the saint will hold. Cite a source when he uses someone else's words or images. Buy or borrow lawfully — do not copy a game or a song to share. Ask before reposting a photo of another person. Each practice gets one real example pulled from his actual week.
5. At the bottom, the saint names what changes when he is tired, hurried, or under pressure from a friend. One sentence. This is the line that makes the plan durable.
6. Pair up. Each saint reads his plan to his partner. The partner names one section that sounds general and asks for one more concrete sentence. Revise on the spot.
7. Leader confirms 2b: the plan is in the saint's own handwriting, three sections covered, each with specific practices and real examples.

BY TIER

ENTRY Use the worksheet's prompts directly. Aim for three specific practices per section; do not push past that on the first plan.

ESTABLISHED Push for the harder cases: a sibling who borrows without asking, a friend who shares game files, a class with shared lab equipment. Name the practice for the case that actually trips you up.

MENTOR Pair with an entry-tier saint. Read his plan first; name one section where his lines are still general and help him make them specific. Then read yours.

REQ 2B

BLOCK 4 · DISCUSSION Set the stewardship item and the borrowing task

⌚ 8 min

1. Each saint picks his 3a item: a real personal or entrusted item he will care for, maintain, or repair before Session 4. Name the item, the action, and the date.
2. Each saint picks his 3b task: a real task in the next two weeks that will require borrowing someone else's property. Name the task, the owner, the item, and how he will ask.
3. Write both on the back of the property-principles handout, in pen. The leader notes them so they can be checked at the open of Session 3 and the close of Session 4.

SESSION 2 · NAME A REAL VIOLATION AND WRITE THE PERSONAL PLAN (PAGE 4 OF 4)

THE HOUR — CONTINUED

BLOCK 5 · REFLECTION **Close — Confirm the pressure-stations date**

⌚ 5 min

1. Confirm the date, time, and location of the Session 3 pressure stations. Each saint writes it on his BRC.
2. Reminder: bring the plan and the property-principles handout to Session 3. The stewardship and borrowing tasks happen between sessions, not during them.
3. Mark 2a and 2b on the BRC after this session. Both complete in-session.

AT THE CLOSE · DEBRIEF

1. Which second- or third-order consequence in your chain had you not thought of before?
2. Which line in your plan is most likely to break when you are tired or in a hurry, and what will hold it?
3. What is the borrowing task you chose for the next two weeks, and who is the owner you will ask?

☑ *Mark Req 2a and 2b after this session. Note the 3a stewardship item and the 3b borrowing task on the BRC; both come due before the close of Session 4.*

SESSION 3 · INTELLECTUAL CORE

⌚ 60 min target

Test property principles under pressure

Practice restraint and resolution in scenarios that want to escalate.

🎯 WALK AWAY WITH

- Has worked through four pressure stations as both responder and watcher
- Has named one school, neighborhood, digital, or community rule he follows and why it exists
- Has demonstrated lawful use of an intellectual-property example — a citation, a permission, or a purchase
- Has named where the urge to escalate or copy was strongest and what held it back

📦 BRING / SET UP

- Four pressure-station scenario cards — printed and placed at four stations around the room
- One prop per station: a wrench (the taken tool), a backpack with a torn strap (the returned-damaged borrow), a phone or laptop showing a chat message (the copy request), a fence-line or yard-edge diagram (the dispute)
- Index cards for the rule-and-IP block
- BRC printouts and pens
- A timer that all four stations can hear

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — Stewardship and borrowing check-in

⌚ 5 min

Quick check on the between-session work. Each saint names his 3a item and one maintenance action he has actually done, then his 3b borrowing task and where it stands — asked, used, returned, or still pending. One pair of lines per saint. No fixes; the leader notes who needs a nudge before Session 4.

SESSION 3 · TEST PROPERTY PRINCIPLES UNDER PRESSURE (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · ROLEPLAY Run the pressure stations

⌚ 25 min

1. Four stations are already set up around the room. Each has a scenario card and a prop. Read the four scenarios aloud once so every youth knows the landscape before the rotation starts.
2. Station 1 — A saint walks back to his bag and sees another youth using his tool without asking. Station 2 — A friend returns the backpack he borrowed last week with a torn strap and no mention of it. Station 3 — A friend texts asking for the saint to send the paid software or the bought game file "just this once." Station 4 — A neighbor claims a tree on the saint's family yard is dropping branches on his lawn and wants to cut it down.
3. Pair the saints up. Each pair rotates through two stations — one as the responder (the saint under pressure), one as the watcher who tracks body, voice, and the moment of decision. Allow five minutes per station: read, respond, freeze, debrief in pair.
4. Hold the rules. The responder must (a) state plainly what is owned and by whom, (b) name what consent or rule is at stake, (c) propose a resolution that does not escalate. The watcher does not coach during the scenario — he watches and remembers.
5. After each station, the pair debriefs for two minutes. Watcher first: where did the responder's voice get tight, where did his eyes drop, where did he reach for an easier line? Responder second: where was the urge to escalate or to give in strongest, and what held it back?

BY TIER

- ENTRY** Watch the first station as a third observer. Note how a senior saint reads the scenario and adjusts his voice, then step in as the responder for stations two through four.
- ESTABLISHED** Take the responder slot at the harder stations — station 2 (the damaged borrow) and station 4 (the dispute). Both want resolution, not retreat.
- MENTOR** Take the watcher slot for entry-tier saints. Watch silently during the scenario, then in the debrief name one moment where the responder's voice shifted and one move that worked. Do not score; describe.

REQ 3C

BLOCK 3 · DISCUSSION Full-group station debrief

⌚ 5 min

1. Gather the full group in a circle. Ask which station hit hardest and why. Two or three saints answer; do not poll everyone.
2. Walk the pattern plainly: consent, boundaries, and fairness are easier to name in a worksheet than to hold in a room. The drill is for making them familiar so they are available next time.
3. Leader confirms 3c on each saint's BRC: the saint can name how consent, boundaries, and fairness guided his response in at least one station, with a specific moment to point to.

SESSION 3 · TEST PROPERTY PRINCIPLES UNDER PRESSURE (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · SKILL PRACTICE **Name a real rule and demonstrate lawful IP use**

⌚ 20 min

1. Each youth picks one real property-related rule or law he encounters — a school's locker policy, a neighborhood quiet-hours ordinance, a digital-media platform's posting rules, a community park's use rules. He writes the rule on an index card in one sentence.
2. Underneath, in two lines, he writes why the rule exists — what harm it was made to prevent — and one specific change that happens when the rule is ignored. "It exists to protect people" is not specific enough; "a school locker policy exists because a stolen laptop costs the school a thousand dollars and the student his work" is.
3. Each youth picks one intellectual-property example from his actual week — a book he read, a song he listened to, a software program he used, an image he reposted. On the back of the card, he names the lawful path he took or will take: a citation written out, a permission asked, or a purchase made. "I will buy it from the store" or "I will cite the source in this format" is the bar.
4. Pair up. Each saint reads his rule and his IP example to his partner. The partner asks one sharpening question. Trade.
5. Take three highlights back to the full group. Walk the link plainly: IP rules protect creators the same way physical-property rules protect owners — the property is real even when it is not visible.
6. Leader confirms 3d and 3e: the rule is named with a specific reason, and the IP example shows a lawful action the saint took or will take.

REQ 3D

REQ 3E

BLOCK 5 · REFLECTION **Close — Finish 3a and 3b before Session 4**

⌚ 5 min

1. Each saint names where his 3a stewardship item and his 3b borrowing task stand. If either is not yet complete, he names the date — between now and Session 4 — when he will finish it.
2. Reminder: bring the property-principles handout, the personal plan, and a one-paragraph note on the borrowing or stewardship moment to Session 4.
3. Mark Req 3c, 3d, and 3e on the BRC after this session. Req 3a and 3b remain in progress until Session 4.

AT THE CLOSE · DEBRIEF

1. Which pressure station's scenario felt closest to a real situation you might actually face?
2. Where was the urge to escalate or to copy strongest, and what held it back?
3. What is the date you have on the calendar to finish your 3a stewardship and your 3b borrowing task before Session 4?

☑ Mark Req 3c, 3d, and 3e after this session. Req 3a and 3b remain in progress; both come due before the close of Session 4.

SESSION 4 · INTELLECTUAL CORE

⌚ 60 min target

Account for the stewardship and the borrowing

Close the loop on the stewardship and borrowing work, and name what it changes daily.

🎯 WALK AWAY WITH

- Has reported on the 3a stewardship item — what was maintained and what stewardship required
- Has reported on the 3b borrowing task — permission, use, and return — with the owner confirmed
- Has named one moment when respecting property built or broke trust, and why
- Has named one daily choice that property thinking has changed, in his own words

📦 BRING / SET UP

- Each saint brings: the property-principles handout, the personal plan from Session 2, and a one-paragraph note on the borrowing or stewardship moment
- Index cards for the trust-moment reflection
- BRC printouts and pens
- A pen the leader can sign with

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — One thing you maintained

⌚ 5 min

Go round the room. Each saint names his 3a item and one specific maintenance action he completed — "I oiled the bike chain and tightened the seat post," "I cleaned the laptop screen and ran the updates," "I dried and oiled the boots after the rain." One sentence per saint. Push past general care toward the specific action.

BLOCK 2 · SKILL PRACTICE Account for the stewardship work

⌚ 18 min

1. Each youth gives a three-minute report on his 3a item. The item itself, the maintenance required, what he actually did, and what he learned that he did not know at the start.
2. The leader pushes on the gap between cosmetic care and the maintenance the item actually needed. A bike chain that is clean on the outside and rusted inside has been washed, not maintained. A pair of work boots that look dry but are still wet in the leather will rot.
3. Each saint names one ongoing maintenance practice he will keep doing past the badge — the action he will do every week or every month for as long as he owns the item.
4. Pair up. Each saint asks his partner one question: "What is the next maintenance action for this item, and when will you do it?" Both saints answer for their own items.
5. Leader confirms 3a after the report: the saint can name the item, the maintenance, what stewardship required, and the next action.

REQ 3A

SESSION 4 · ACCOUNT FOR THE STEWARDSHIP AND THE BORROWING (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 3 · SKILL PRACTICE **Account for the borrowing task**

⌚ 16 min

1. Each youth gives a two-minute report on his 3b task. The task itself, the owner, the item, the permission conversation, the use, and the return.
2. Walk the four checks. Was permission explicit — asked in plain words, not assumed or hinted at? Was the item used for the task it was lent for? Was it returned in equal or better condition? Did the owner confirm the return himself?
3. If any check did not hold, the saint names what he would do differently next time — the specific action, not a general resolve. "Ask in person, not by text" or "check the strap before I leave my friend's house" is the bar.
4. If the leader has any doubt on a saint's return, he confirms with the owner directly — by phone, by message, or in person before the session ends. The standard is that the owner is satisfied, not that the saint is.
5. Leader confirms 3b after the report: permission was explicit, the item was used appropriately, and the return was confirmed by the owner.

REQ 3B

BLOCK 4 · REFLECTION **Reflect on trust and daily choice**

⌚ 16 min

1. Each saint writes one moment — past or present, his own life or his family's — when respecting property built trust or breaking it broke trust. Specific: the people, the item, the moment of decision. Three or four lines on an index card.
2. Each saint writes one daily choice that has changed since Session 1. Not a feeling, not a hope — an actual decision he makes differently now. "I ask before I open my brother's drawer" or "I cite the source when I pull a quote" or "I lock the shed before I leave for school." One sentence.
3. Pair up. Each saint reads both lines to his partner. The partner does not respond — he listens, then trades. The point of the reflection is that the saint hears himself say it aloud.
4. Take a few highlights back to the full group, only with the saint's permission. Walk the link plainly: families and communities only work when property rules are shared. The saint who is accountable for his own things is also the saint a neighbor can trust to use theirs.
5. Leader confirms 4a and 4b: the saint can name a specific trust moment and a specific daily change in his own words.

REQ 4A

REQ 4B

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

⌚ 5 min

1. The leader walks each saint's BRC. Confirm: Req 1a, 1b, 2a, 2b, 3c, 3d, 3e marked in earlier sessions; Req 3a, 3b, 4a, 4b marked tonight.
2. Each saint reads aloud the daily-choice line he wrote in the reflection block. One sentence. This is the line he is leaving with.

SESSION 4 · ACCOUNT FOR THE STEWARDSHIP AND THE BORROWING (PAGE 3 OF 3)

🗨 AT THE CLOSE · DEBRIEF

1. Which maintenance action surprised you — something the item actually needed that you had not thought of?
2. How did the owner confirm your return for the 3b task, and what did his confirmation tell you?
3. What is the one daily choice you named tonight that you will keep making next week?

☑ Mark Req 3a, 3b, 4a, and 4b after this session. Confirm all eleven requirements are marked before the saint leaves and sign the BRC.

HANDOUT 1 OF 1

FROM SESSION 1 — WALK THE PROPERTY-PRINCIPLES HANDOUT

Property Principles — Reference Card

Carry this in the saint's BRC binder for the four-week run. It is the shared vocabulary for Sessions 2 and 3.

PROPERTY RIGHTS · REFERENCE

Property is a thing with an owner.

The owner decides how it is used; the rest of us ask before we touch it.

1 WHAT COUNTS AS PROPERTY

three types

PERSONAL

Things you carry or keep.

Examples — a pocketknife, a bike, work boots, a phone, money in your wallet, a tool in your toolbox.

REAL

Land and what is fixed to it.

Examples — a house, a yard, a barn, a fence, the lot the family rents, a tree planted in the ground.

INTELLECTUAL

Things a person made with his mind.

Examples — a book, a song, a software program, a logo, a movie, a photograph.

2 WHO DECIDES ABOUT IT

The owner sets the terms — who may use it, how, and when.

A loan, a sale, or permission from the owner moves the terms; nothing else does.

The law is the backstop. It tells us what the courts will enforce when the owner's terms are broken — recovery of the item, repair, restitution, or a criminal charge.

3 HOW PROPERTY CHANGES HANDS

four lawful paths

GIFT

Owner gives the item away.

No payment. The new owner sets the terms from then on.

SALE

Owner trades the item for

money or another thing. Once the trade is done, ownership has moved.

LOAN

Owner lends the item for a

set use and time. Ownership stays put; the borrower returns it.

INHERITANCE

Owner has died; property

moves to heirs by will or by law. The transfer is recorded.

4 WHAT A VIOLATION LOOKS LIKE

four common shapes

THEFT

Taking what is not yours without the owner's permission.

A tool from another saint's bag. A pen from the office. Cash from a drawer.

TRESPASS

Entering or using real property without permission.

Cutting through a neighbor's yard. Using a closed lot. Going past a posted sign.

DAMAGE

Harming property the owner did not agree to risk.

A borrowed bike returned scratched. A wall marked. A screen cracked.

UNAUTHORIZED COPYING

Copying or sharing a creator's work without permission.

Sending a paid game file to a friend. Re-posting an image with no credit.

Ask before you touch it; return it in equal or better condition.

Print this handout for in-person reference during session 1 — walk the property-principles handout.