

SAINTS GLOBAL  
**LEADER GUIDE**

**AMERICAN HERITAGE**

INTELLECTUAL CORE

Version 2026.1



SAINTS GLOBAL

[www.saintsglobal.org/resources](http://www.saintsglobal.org/resources)



## PURPOSE & IDENTITY

### SKILL BADGE PURPOSE

To develop informed gratitude, civic understanding, and responsible citizenship by studying key American founders and leaders, examining founding documents, and engaging in real-world heritage experiences that strengthen character and service-minded patriotism.

### DEVELOPMENT CORE: INTELLECTUAL

This badge develops intellectual attributes through focused activities and reflection. Saints will grow in this area while building practical skills.

### CORE FOCUSES

- Founding ideals and constitutional literacy
- Providence, character, and leadership lessons from American history
- Evidence-based research and source evaluation
- Civic responsibility and respectful public engagement
- Communicating heritage through teaching, games, and presentations

#### TIME COMMITMENT

4-6 weeks (suggested)

#### RECOMMENDED AGE

13+



## SAFETY CONSIDERATIONS

### TRAVEL AND SITE SAFETY

Visits to museums, archives, trails, or historic sites must be approved by parents/guardians and supervised as appropriate; follow venue rules and stay with the group.

### DIGITAL SAFETY

When researching online, use approved sources, protect personal information, and practice respectful communication.

## EMERGENCY CONTACTS

Troopmaster: \_\_\_\_\_

Emergency: \_\_\_\_\_



## THE DPAR METHOD

Saints Global uses the DPAR method for skill badge completion. As a leader, you should practice DPAR yourself when preparing to teach.

**D**

### DISCOVER

Learn foundational knowledge and concepts. Research, study, and explore the topic.

#### YOUR ROLE AS LEADER:

- Immerse yourself in the material before teaching
- Study each requirement—understand what AND why
- Anticipate questions saints might ask

**P**

### PLAN

Create a personal action plan with goals and timeline.

#### YOUR ROLE AS LEADER:

- Design your teaching approach for each requirement
- Gather materials and prepare discussion questions
- Consider how to adapt for different learning styles

**A**

### ACT

Execute through hands-on practice with leader guidance.

#### YOUR ROLE AS LEADER:

- Shift from teacher to guide—step back
- Create safe space for practice and mistakes
- Model the skills yourself when helpful

**R**

### REFLECT

Review what was learned and share experiences gained.

#### YOUR ROLE AS LEADER:

- Facilitate meaningful conversations
- Ask open-ended questions, listen more than speak
- Celebrate growth and help saints see their progress



## STEP 1: DISCOVER

### LEADER PREPARATION

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- Review all DISCOVER requirements thoroughly
- Gather necessary resources and materials
- Prepare discussion questions and activities
- Identify potential challenges saints may face

## STEP 1: DISCOVER — TEACHING GUIDE

**Requirement 1a: Research Thomas Jefferson and John Adams and explain their roles in the break from England and the writing of the Declaration of Independence, including how differences of opinion can improve a final result.**

**HOW TO TEACH**

- Use at least two credible sources and compare them for agreement
- Ask the Saint to identify one shared goal and one disagreement
- Discuss how respectful debate refines ideas
- Connect to a real example of teamwork or disagreement handled well

**Completion:** Saint explains key contributions and how debate can strengthen outcomes.

**Requirement 1b: Study the life of George Washington and identify at least three moments where you see Providence, character development, or decisive leadership shaping his choices.**

**HOW TO TEACH**

- Require specific events tied to dates or seasons of life
- Ask how character traits affected outcomes (humility, restraint, courage)
- Distinguish interpretation from verified fact
- Connect leadership lessons to present-day responsibility

**Completion:** Saint presents three specific moments and explains leadership lessons drawn from them.

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**STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)**

**Requirement 1c: Read the Preamble to the U.S. Constitution and list the goals the framers were trying to accomplish, using your own words.**

**HOW TO TEACH**

- Have the Saint paraphrase each phrase into modern language
- Discuss how goals relate to real civic life (order, justice, defense)
- Ask the Saint to name one goal most relevant today and why
- Reinforce clarity and precision

**Completion:** Saint lists goals of the Preamble in clear, accurate terms.

**Requirement 1d: Read the Bill of Rights (first 10 amendments) and explain who wrote or proposed them, when they were adopted, and why they were added to the Constitution.**

**HOW TO TEACH**

- Use a timeline approach: proposal, ratification, adoption
- Discuss the fear of government overreach and individual liberties
- Ask the Saint to explain two amendments in plain language
- Emphasize respectful discussion of rights and responsibilities

**Completion:** Saint accurately explains authorship/proposal, timing, and reasons for the Bill of Rights.



## STEP 2: PLAN

### LEADER PREPARATION

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- Review all PLAN requirements thoroughly
- Gather necessary resources and materials
- Prepare discussion questions and activities
- Identify potential challenges saints may face

## STEP 2: PLAN — TEACHING GUIDE

**Requirement 2a: Study Abraham Lincoln’s path to the presidency by identifying roles and experiences that shaped him and explain how those experiences influenced his leadership during national crisis.**

**HOW TO TEACH**

- Have the Saint map 4–6 key roles/events (education, work, politics, setbacks)
- Discuss how hardship can shape humility and resolve
- Ask for one decision where character mattered more than popularity
- Connect leadership to moral courage and unity

**Completion:** Saint identifies key experiences and explains how they shaped Lincoln’s leadership.

**Requirement 2b: Plan one heritage experience you will complete: visit a historical society/museum/archives, tour a presidential home or historic site, walk a local heritage trail, or attend a living history event.**

**HOW TO TEACH**

- Encourage choosing a site with local relevance when possible
- Teach question-asking as a research skill
- Discuss etiquette (quiet, no touching artifacts, permission for photos)
- Set a simple, realistic documentation plan

**Completion:** Saint produces a clear plan with questions, documentation method, and respect expectations.

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**STEP 2: PLAN — TEACHING GUIDE (CONTINUED)**

**Requirement 2c: Explain the difference between Founding Fathers and Framers and give at least two examples of each category.**

**HOW TO TEACH**

- Define each term in plain language
- Use examples to show overlap and distinction
- Ask the Saint to explain why categories matter for understanding roles
- Reinforce accuracy and precision

**Completion:** Saint clearly distinguishes the terms and provides correct examples.



## STEP 3: ACT

### LEADER PREPARATION

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- Review all ACT requirements thoroughly
- Gather necessary resources and materials
- Prepare discussion questions and activities
- Identify potential challenges saints may face

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**STEP 3: ACT — TEACHING GUIDE**

**Requirement 3a: Complete the planned heritage experience and present what you learned to your patrol, troop, or family using one of the following: a short talk, a poster, a scrapbook page, or a simple slide-free display.**

**HOW TO TEACH**

- Encourage specificity: names, dates, artifacts, or places
- Ask the Saint to connect local history to national themes
- Model how to separate fact from interpretation
- Affirm curiosity and follow-up questions

**Completion:** Saint completes the visit/event and presents a clear, specific report with verification.

**Requirement 3b: Create and run a 'Founders and Framers' trivia game for a group (patrol, troop, or family) that helps players identify people by actions and contributions.**

**HOW TO TEACH**

- Teach question-writing: clear prompts, one correct answer
- Encourage variety (multiple choice, short answer, 'who am I?')
- Model good sportsmanship and respectful discussion
- Debrief what was remembered and what needs review

**Completion:** Saint hosts a trivia game with accurate questions and a short learning debrief.

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**STEP 3: ACT — TEACHING GUIDE (CONTINUED)**

**Requirement 3c: Choose one additional heritage action and complete it: learn the origin of 'Yankee Doodle' and discuss morale, research Dolly Madison's actions during the War of 1812, research James Madison's role as 'Father of the Constitution,' or identify one local historical connection through interviews at a historical society.**

**HOW TO TEACH**

- Require the Saint to explain why the chosen action matters
- Ask for two sources and one short attributed quote
- Discuss how stories shape national memory and morale
- Connect to gratitude and responsibility in citizenship

**Completion:** Saint completes one action and explains what was learned with supporting sources.



## STEP 4: REFLECT

### LEADER PREPARATION

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- Review all REFLECT requirements thoroughly
- Gather necessary resources and materials
- Prepare discussion questions and activities
- Identify potential challenges saints may face

## STEP 4: REFLECT — TEACHING GUIDE

**Requirement 4a: Explain how studying America’s founders and leaders changed (or strengthened) your understanding of citizenship, and name one civic habit you will practice to honor your heritage.**

**HOW TO TEACH**

- Ask for a specific moment or document that influenced the Saint
- Discuss citizenship as responsibility, not just rights
- Encourage a single practical habit (community service, informed participation, respectful speech)
- Keep reflection grounded and personal

**Completion:** Saint shares a specific insight and names one practical civic habit.

**Requirement 4b: Identify three careers related to history, civics, law, museums, education, or public service, and explain the training and preparation for one that interests you.**

**HOW TO TEACH**

- Include both academic and hands-on paths (archivist, historian, lawyer, curator, teacher, public servant)
- Discuss education/training at a high level without exaggeration
- Encourage a next step: interview, volunteer, or course
- Connect careers to service and integrity

**Completion:** Saint identifies three pathways and explains one with training needs and a next step.



## RESOURCES & CONTACT

### RECOMMENDED RESOURCES

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- [Saints Global Resource Library](#) — Online materials and guides
- [DPAAR Method Quick Reference](#) — Printable guide for leaders
- [Child and Youth Program Guidebook](#) — LDS Church Official Documentation for Children and Youth
- [For the Strength of Youth](#) — A Guide for Making Choices

### SAINTS GLOBAL CONTACT INFORMATION

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 [www.saintsglobal.org](http://www.saintsglobal.org)

 [support@saintsglobal.org](mailto:support@saintsglobal.org)

 Curriculum: [curriculum@saintsglobal.org](mailto:curriculum@saintsglobal.org)

**Thank you for leading Saints Global!**

Your dedication makes a difference in the lives of our children and youth.