

SAINTS GLOBAL
LEADER GUIDE

AMERICAN SIGN LANGUAGE

SOCIAL CORE

Version 2026.1



SAINTS GLOBAL

www.saintsglobal.org/resources



PURPOSE & IDENTITY

SKILL BADGE PURPOSE

To develop empathy, clear communication, and inclusive social skills by learning and using American Sign Language (ASL) in real interactions, demonstrating respect for the Deaf community, and practicing attentive, nonverbal communication.

DEVELOPMENT CORE: SOCIAL

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

CORE FOCUSES

- Respectful communication and listening through nonverbal language
- Basic conversational fluency in American Sign Language
- Cultural awareness of the Deaf and hard-of-hearing community
- Confidence in social interaction without spoken language
- Service-minded inclusion and advocacy

TIME COMMITMENT

4-6 weeks (suggested)

RECOMMENDED AGE

11+



SAFETY CONSIDERATIONS

PHYSICAL AWARENESS

Practice signing in open, well-lit areas to avoid accidental contact with others; take breaks to prevent hand and wrist strain.

SOCIAL RESPECT

Respect personal space, visual attention norms, and cultural practices when communicating with Deaf or hard-of-hearing individuals.

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

- 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: Explain what American Sign Language is, who uses it, and why it is important as a complete and independent language.

HOW TO TEACH

- Explain the difference between ASL and signed English
- Discuss why ASL has its own grammar and structure
- Share examples of where ASL is used in everyday life
- Connect language access to dignity and inclusion

Completion: Saint explains ASL's purpose, users, and importance accurately.

Requirement 1b: Describe basic Deaf culture norms, including eye contact, attention-getting methods, and respectful communication.

HOW TO TEACH

- Demonstrate appropriate and inappropriate behaviors
- Discuss why visual attention matters in ASL
- Explain respectful ways to gain someone's attention
- Emphasize empathy and humility

Completion: Saint describes Deaf culture norms clearly and respectfully.



STEP 2: PLAN

LEADER PREPARATION

- 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: Learn and practice the ASL manual alphabet and numbers 1–30, demonstrating clear handshapes and movement.

HOW TO TEACH

- Practice slowly before increasing speed
- Use mirrors or peer feedback for accuracy
- Finger-spell simple names and words
- Correct errors through repetition, not rushing

Completion: Saint accurately fingerspells and signs numbers with clarity.

Requirement 2b: Learn and practice at least 25 basic ASL signs related to greetings, people, emotions, and common activities.

HOW TO TEACH

- Group signs by theme to aid memory
- Practice signs in short phrases
- Emphasize facial expressions as grammar
- Use signs in simple, real contexts

Completion: Saint correctly demonstrates at least 25 basic ASL signs.



STEP 3: ACT

LEADER PREPARATION

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

STEP 3: ACT — TEACHING GUIDE

Requirement 3a: Hold a basic signed conversation lasting at least three minutes using ASL, including greetings, questions, and responses.

HOW TO TEACH

- Encourage natural pacing, not memorization
- Allow pauses for clarification
- Correct misunderstandings through re-signing
- Reinforce confidence over perfection

Completion: Saint completes a clear, sustained signed conversation.

Requirement 3b: Demonstrate the ability to give simple instructions or share information using ASL without speaking.

HOW TO TEACH

- Teach pacing and repetition for clarity
- Use space and direction appropriately
- Encourage checking for comprehension
- Highlight patience as a social skill

Completion: Saint successfully communicates instructions using ASL.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Participate in a real or simulated interaction that requires communication without spoken language (e.g., silent activity, role-play, or event support).

HOW TO TEACH

- Set a clear, practical scenario
- Limit spoken cues entirely
- Debrief challenges immediately afterward
- Discuss emotional and social impact

Completion: Saint completes the interaction using only nonverbal communication.



STEP 4: REFLECT

LEADER PREPARATION

- 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 learning and using ASL affected your awareness of communication, patience, and inclusion.

HOW TO TEACH

- Ask for a specific moment of difficulty or insight
- Discuss how communication barriers feel
- Encourage honest self-assessment
- Connect learning to everyday interactions

Completion: Saint shares specific insights about communication and inclusion.

Requirement 4b: Identify two ways you could continue using or supporting ASL and the Deaf community through service, learning, or advocacy.

HOW TO TEACH

- Discuss clubs, classes, or volunteer roles
- Encourage realistic next steps
- Emphasize respect over 'helping' mindset
- Connect service to long-term habits

Completion: Saint identifies two realistic future actions.



RESOURCES & CONTACT

RECOMMENDED RESOURCES

- [Saints Global Resource Library](#) — Online materials and guides
- [DPAR 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

 www.saintsglobal.org

 support@saintsglobal.org

 Curriculum: curriculum@saintsglobal.org

Thank you for leading Saints Global!

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