

SAINTS GLOBAL
LEADER GUIDE

ARTIFICIAL INTELLIGENCE

INTELLECTUAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in artificial intelligence. Through structured learning and hands-on activities, participants will gain practical experience and deepen their understanding of key concepts.

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

- Understanding fundamental concepts and principles
- Developing practical application skills
- Building confidence through hands-on experience
- Connecting learning to daily life

TIME COMMITMENT

4-6 weeks (suggested)

RECOMMENDED AGE

12+ years



SAFETY CONSIDERATIONS

SUPERVISION

Ensure appropriate adult supervision for all activities following Saints Global guidelines. Never leave youth unsupervised during badge activities.

PRIVACY

Respect personal experiences and information shared during activities. Maintain confidentiality and help youth understand appropriate boundaries.

ENVIRONMENTAL SAFETY

Assess outdoor locations and weather conditions before activities. Ensure proper shelter, hydration, and protection from hazards appropriate to the environment.

FIRST AID

Maintain a first aid kit and ensure at least one leader is trained in basic first aid. Know the location of the nearest medical facility and have emergency contact information readily available.

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: Define key artificial intelligence and automation terms (AI, machine learning, automation, data, algorithms, narrow vs. general AI) and explain them in your own words.

HOW TO TEACH

- Have the Saint define each term in his own words before checking against a reference
- Use a familiar example for each (spam filters = ML, scheduled tasks = automation, training data = how the model learned)
- Discuss the gap between narrow AI (today's chatbots, image recognition) and general AI (still theoretical)
- Reinforce that vague vocabulary leads to vague reasoning about what the tool is doing

Completion: Saint defines AI, machine learning, automation, data, algorithms, and narrow vs. general AI in his own words.

Requirement 1b: Identify and explain at least five everyday examples where AI is currently being used.

HOW TO TEACH

- Walk through phone features (autocomplete, photo tagging, voice assistant) and ask which use AI
- Have the Saint name examples from outside his phone — recommendation feeds, navigation, customer service chat
- Discuss how each example uses data the Saint has provided, knowingly or not
- Reinforce that AI is already woven into ordinary services, not a future invention

Completion: Saint identifies and explains at least five current everyday uses of AI.



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: Explain how AI and automation differ, including tasks, triggers, workflows, and variables, using real-life examples.

HOW TO TEACH

- Use a concrete contrast: a script that sends a reminder at 8pm (automation) vs. a model that drafts a personalized one (AI)
- Have the Saint sort 5-6 real tasks into automation or AI and defend each choice
- Discuss how useful systems often combine both — an AI suggestion fed into an automated workflow
- Connect the distinction to picking the right tool for a task instead of defaulting to AI

Completion: Saint explains how AI and automation differ across tasks, triggers, workflows, and variables with real examples.

Requirement 2b: Create a simple timeline highlighting five major milestones in the development of artificial intelligence or automation.

HOW TO TEACH

- Suggest candidate milestones (Turing test 1950, expert systems 1980s, deep learning 2010s, modern LLMs 2020s)
- Have the Saint pick one milestone and explain in his own words what changed because of it
- Discuss whose names and inventions get credit and whose tend to get left out
- Reinforce that most AI progress happened within the Saint's parents' lifetime

Completion: Saint produces a timeline naming five major AI or automation milestones with brief explanations.



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: Use an AI tool to assist with a real task (schoolwork, writing, research, planning, or creativity) and explain how you guided the tool with clear instructions.

HOW TO TEACH

- Pick a real task the Saint is already doing — a school paper, a research question, planning an event
- Have the Saint write the prompt himself, then refine it after seeing the first output
- Discuss the difference between guiding the tool and outsourcing the thinking
- Require the Saint to identify one place where his own judgment changed the result

Completion: Saint uses an AI tool on a real task and explains how his instructions shaped the output.

Requirement 3b: Demonstrate three examples of writing effective prompts or instructions that produce improved AI output.

HOW TO TEACH

- Compare a vague prompt and a specific prompt on the same task; observe the output difference
- Have the Saint rewrite one bad prompt three times, each more specific
- Discuss role, context, constraints, and example as the four parts of a usable prompt
- Reinforce that prompt-writing is a transferable communication skill, not a trick

Completion: Saint demonstrates three prompts that produced clearly improved AI output.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Identify ethical concerns in AI use, including bias, privacy, misinformation, or deepfakes, and explain appropriate responses.

HOW TO TEACH

- Walk through one real example of each concern: a biased output, a privacy leak, a viral hoax, a deepfake
- Ask the Saint where he has personally encountered or could encounter each
- Discuss responses that protect others — flagging, citing sources, refusing the tool
- Reinforce that knowing which AI output to trust is a moral skill, not just a technical one

Completion: Saint identifies bias, privacy, misinformation, and deepfake concerns and gives appropriate responses for each.

Requirement 3d: Complete one approved AI service activity: either build a simple AI-assisted project or teach a short lesson explaining AI to others.

HOW TO TEACH

- Help the Saint pick a project or audience appropriate to his skill and the family
- Require him to explain what the AI did and what he did himself in plain terms
- For a teaching choice, have him give the lesson to one younger sibling or friend first as a rehearsal
- Discuss service-minded use of AI as the standard, not novelty for its own sake

Completion: Saint completes one approved AI-assisted project or teaches a short AI lesson to others.



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 responsible AI use requires human judgment, accountability, and moral awareness.

HOW TO TEACH

- Give the Saint a moment of silent reflection before answering
- Ask for a specific moment when he had to decide whether to accept an AI suggestion
- Discuss accountability — who is responsible when the AI is wrong
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains how responsible AI use requires human judgment, accountability, and moral awareness.

Requirement 4b: Describe one way AI can be used to bless others or strengthen learning without replacing personal effort.

HOW TO TEACH

- Begin with a brief personal example to model honest reflection
- Ask the Saint to name one task where AI helps and one where it would substitute the wrong way
- Discuss accessibility uses (translation, reading help, captions) as service-oriented examples
- Keep the connection grounded in the Saint's own experience

Completion: Saint names one way AI can bless others or strengthen learning without replacing personal effort.



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

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Thank you for leading Saints Global!

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