

SAINTS GLOBAL
LEADER GUIDE

AUTOMOTIVE MAINTENANCE

INTELLECTUAL CORE

Version 2026.1



SAINTS GLOBAL

www.saintsglobal.org/resources



PURPOSE & IDENTITY

SKILL BADGE PURPOSE

To develop safe, competent, and responsible vehicle ownership skills by performing essential inspections and maintenance, understanding key systems, and practicing stewardship through lawful, careful operation and care of a vehicle.

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

- Shop and roadside safety
- Owner's manual literacy and maintenance planning
- Hands-on inspection and preventive maintenance
- Core vehicle systems understanding (tires, fluids, electrical, brakes)
- Cost, responsibility, and stewardship in vehicle ownership

TIME COMMITMENT

4-6 weeks (suggested)

RECOMMENDED AGE

13+



SAFETY CONSIDERATIONS

SHOP SAFETY

Work only with a trusted adult when required; use wheel chocks, jack stands when applicable, and keep clear of hot/moving components.

CHEMICALS & DISPOSAL

Handle fluids with gloves when appropriate; avoid skin/eye contact; dispose of oil, coolant, filters, and batteries according to local laws.

HIGH VOLTAGE VEHICLES

Do not service high-voltage systems; understand safety boundaries for hybrids/EVs and follow manufacturer guidance.

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 the most likely hazards in automotive maintenance and demonstrate the safety practices that prevent injury or damage.

HOW TO TEACH

- Walk around a vehicle and identify hazard zones (hot parts, pinch points, moving belts, lifting points)
- Use a checklist: PPE, ventilation, fire safety, and tool discipline
- Role-play a 'what would you do' scenario (spill, burn risk, slipping jack)
- Reinforce 'stop and ask' as a safety skill, not weakness

Completion: Saint identifies hazards and demonstrates correct prevention and response steps.

Requirement 1b: Using a vehicle owner's manual, explain the maintenance schedule, key warning indicators, and the purpose/limits of seatbelts and passive restraints.

HOW TO TEACH

- Have the Saint locate the maintenance chart and explain what each interval means
- Use the manual to identify warning lights and what actions they require
- Discuss why restraints reduce harm but do not remove risk
- Ask the Saint to explain one reminder they would not ignore and why

Completion: Saint correctly explains schedule, indicators, and restraint purpose/limits from the manual.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Explain the basics of vehicle registration and inspections in your state (safety/emissions as applicable), and summarize why compliance matters.

HOW TO TEACH

- Have the Saint reference official state sources
- Discuss consequences of noncompliance (safety, legal, community responsibility)
- Ask for the annual renewal fee for a family vehicle (or a sample vehicle)
- Connect lawful ownership to stewardship and integrity

Completion: Saint accurately summarizes inspection/registration requirements and why they exist.

Requirement 1d: Explain different motor types you may encounter (gasoline, diesel, hybrid, electric) and describe safety boundaries for high-voltage systems.

HOW TO TEACH

- Use simple system diagrams (ICE vs hybrid vs EV) to compare
- Explain 'what you should NOT touch' for high-voltage systems
- Discuss why trained professionals handle HV components
- Ask the Saint to name two HV safety rules they will always follow

Completion: Saint describes motor types and HV safety limits correctly.



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: Assemble an automotive maintenance kit and explain when each item is used for safety, inspection, or roadside readiness.

HOW TO TEACH

- Lay items out and have the Saint match each to a scenario
- Discuss what makes a tool 'unsafe' (wrong size, damaged, misuse)
- Reinforce readiness without encouraging unsupervised repair
- Have the Saint pack the kit so critical items are accessible

Completion: Saint presents a complete, usable kit and explains correct use cases.

Requirement 2b: Plan a preventive maintenance checklist for a specific vehicle using the owner's manual, prioritizing safety-critical items.

HOW TO TEACH

- Have the Saint choose a real vehicle and locate required specs (fluids, tire pressure)
- Teach prioritization: tires, brakes, lights, fluids, wipers
- Ask the Saint to explain what is checked before a long trip
- Emphasize documenting findings for discussion, not for 'logging points'

Completion: Checklist is vehicle-specific and prioritizes safety-critical inspections.



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: Perform a full under-hood fluid and battery inspection on a vehicle and explain what each fluid does and what 'too low' could cause.

HOW TO TEACH

- Demonstrate the safety rule: engine off, cool surfaces, stable vehicle
- Have the Saint narrate each step while doing it
- Teach 'normal vs concerning' visual signs (leaks, corrosion, cracked caps)
- Require the Saint to name the correct next action for an abnormal finding

Completion: Saint completes checks safely and explains function and implications accurately.

Requirement 3b: Inspect belts, hoses, filters, and lights, then report findings with a simple recommendation list.

HOW TO TEACH

- Teach 'look, feel, explain'—observe, gently test, then describe
- Use the owner's manual to locate components
- Ask the Saint to explain how a failed light becomes a safety hazard
- Keep recommendations practical (replace, clean, consult mechanic)

Completion: Saint inspects items correctly and produces a clear recommendation list.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Locate the fuse box(es), identify fuse types/sizes, and safely replace a fuse using the correct method (simulation or real burned-out fuse).

HOW TO TEACH

- Teach: power off, correct puller, match rating, test outcome
- Use a 'wrong fuse' example to discuss risk
- Emphasize diagnosing why a fuse blew (not just replacing)
- Have the Saint explain when to stop and seek professional help

Completion: Saint identifies and replaces a fuse correctly and explains rating importance.

Requirement 3d: Perform a tire safety inspection, including pressure, tread, spare readiness, and disposal awareness, and explain alignment concepts at a high level.

HOW TO TEACH

- Demonstrate gauge use and inflation technique
- Have the Saint compare manufacturer tire spec vs vehicle spec
- Use a simple visual to explain toe/camber/caster conceptually
- Connect tire safety to preventing accidents and wasted money

Completion: Saint completes a correct tire inspection and explains key concepts accurately.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Demonstrate safe roadside readiness by performing one of the following, under adult supervision: (A) safe jumper-cable connection OR (B) correct jack placement and a tire change.

HOW TO TEACH

- Use a step-by-step script the Saint repeats before acting
- Emphasize safe positioning and keeping bystanders clear
- For jump-start: correct clamp order and avoidance of sparks near battery
- For tire change: jack points, loosening lugs safely, and tightening pattern

Completion: Saint completes one procedure safely with correct order and explanation.

Requirement 3f: Explain how brakes work (including ABS) and perform a basic brake condition check with a recommendation for next steps.

HOW TO TEACH

- Teach 'brakes are safety-critical'—when in doubt, stop and service
- Use the manual to locate warnings and recommended actions
- Have the Saint describe what they would tell a mechanic
- Reinforce honesty—do not guess beyond what is observed

Completion: Saint explains brake basics and provides a sensible recommendation based on findings.



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 preventative maintenance reflects stewardship—of safety, money, and responsibility to others on the road—and identify one habit you will keep when caring for vehicles.

HOW TO TEACH

- Ask for one real moment where inspection changed a decision
- Discuss stewardship as protecting life and resources
- Encourage a simple habit (check tires, lights, fluids before trips)
- Keep reflection practical and grounded

Completion: Saint connects maintenance to stewardship and names a specific habit.

Requirement 4b: Identify one career pathway in the automotive industry and describe what training, tools, and character strengths it requires.

HOW TO TEACH

- Discuss technician, service advisor, engineer, body repair, and EV specialties
- Have the Saint name required training/certification at a high level
- Connect character strengths: honesty, patience, precision, safety mindset
- Ask the Saint to name one next exploratory step (visit a shop, interview, class)

Completion: Saint accurately describes a pathway and one next step to explore it.



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.