

SAINTS GLOBAL

LEADER GUIDE

CHIVALRY

SOCIAL CORE

Version 2025.2





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

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

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

- 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: Study Luke 22:47–51 and Moroni 7:45–48, then explain how Christ demonstrates restrained strength in moments of conflict.

HOW TO TEACH

- Read Luke 22:47–51 and Moroni 7:45–48 aloud and pause for silent reflection
- Stage the Gethsemane tableau with three Saints before discussing the passage
- Ask the Saint where power was located in the scene and where the choice was
- Connect restrained strength to a Saint's daily moments without preaching

Completion: Saint explains how Christ demonstrates restrained strength in Luke 22:47–51 and Moroni 7:45–48.

Requirement 1b: Research the historical code of chivalry and compare it to Saints Global values, identifying four points of alignment and two points of failure.

HOW TO TEACH

- Sort the twelve medieval chivalric virtues against Saints Global standards in pairs
- Discuss what each tradition assumes about the source of honor
- Have the Saint name three points of alignment and two of failure himself
- Reinforce that chivalry is a daily inner practice, not outward courtesy to a lord

Completion: Saint compares the historical code of chivalry to Saints Global values, naming four alignments and two failures.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Interview two adult men about moments when choosing honor required personal cost, summarizing lessons learned.

HOW TO TEACH

- Model the conversation first — leader tells one honor-cost story before assigning
- Discuss what makes a question land vs. close off a conversation
- Have the Saint draft his opening question before placing the call
- Reinforce that an honest answer matters more than a tidy one

Completion: Saint interviews two adult men and summarizes lessons learned from honor-cost moments.



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: Identify four real-life scenarios where chivalry requires moral courage (defending others, resisting mockery, rejecting impurity, correcting peers) and plan a righteous response for each.

HOW TO TEACH

- Use four real scenarios (defending the weak, resisting mockery, rejecting impurity, correcting a peer)
- Have the Saint design both a wrong response and a right response in pairs
- Discuss body, tone, and timing as separate components of the response
- Reinforce that the right response is built in rehearsal, not improvised

Completion: Saint identifies four chivalry scenarios requiring moral courage and plans a righteous response for each.

Requirement 2b: Write a personal Rule of Life consisting of seven commitments governing speech, media use, physical conduct, and leadership behavior.

HOW TO TEACH

- Set the rule against shame — would the Saint feel shame to break it
- Walk the four areas (speech, media, physical conduct, leadership) one at a time
- Ask the Saint to read aloud one commitment he is nervous about keeping
- Sharpen wording only — do not critique the commitments themselves

Completion: Saint writes a personal Rule of Life with seven commitments covering speech, media, conduct, and leadership.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Design a small-group lesson (10–15 minutes) to teach younger Saints the principles of chivalry and Christlike masculinity.

HOW TO TEACH

- Walk the lesson skeleton: hook, two teaching beats, one activity, one closing question
- Have the Saint sketch the skeleton solo before pairing for review
- Discuss what makes younger Saints listen vs. tune out during a lesson
- Reinforce that teaching consolidates what the Saint has learned

Completion: Saint designs a 10–15 minute lesson teaching younger Saints chivalry and Christlike masculinity.



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: Live your written Rule of Life for 21 consecutive days, tracking daily successes and failures in a journal reviewed by a leader.

HOW TO TEACH

- Set the start date today, not after Session 4
- Discuss how to log a broken commitment honestly without spiraling
- Have the Saint show the journal at a mid-run check-in, not just the end
- Reinforce that the broken days teach more than the perfect days

Completion: Saint lives his Rule of Life for 21 consecutive days with leader-reviewed daily journal entries.

Requirement 3b: Lead the planned lesson for younger Saints or peers, facilitating discussion and answering questions respectfully.

HOW TO TEACH

- Have the Saint deliver the lesson to one younger sibling or peer as a rehearsal first
- Discuss managing questions and disagreement during the real lesson
- Confirm a sign-off or photo from the actual delivery before marking the BRC
- Reinforce that teaching exposes what the Saint actually knows

Completion: Saint leads the planned lesson for younger Saints or peers, facilitating discussion and answering questions respectfully.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Complete two distinct acts of chivalrous service, one involving physical effort and one involving social courage, then document the outcomes.

HOW TO TEACH

- Pair the two service acts deliberately: one physical, one social
- Discuss social courage as the harder of the two for most Saints
- Have the Saint document each act with a short written report
- Reinforce that service is the practice ground for restraint

Completion: Saint completes one physical-effort and one social-courage service act and documents the outcomes.

Requirement 3d: Intervene appropriately in a real or simulated situation where another person's dignity is threatened, demonstrating calm courage and restraint.

HOW TO TEACH

- Run the pressure-stations drill with paired responder and coach roles
- Watch the Saint's body and voice as closely as his words during the response
- Debrief what slipped when the moment got real and what held
- Reinforce that intervention is built in rehearsal, not improvised under pressure

Completion: Saint intervenes appropriately in a real or simulated dignity-threat situation, showing calm courage and restraint.



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: Write a two-page reflection explaining how chivalry prepares a man to preside righteously in family, church, and community roles.

HOW TO TEACH

- Give the Saint time to draft, then review one paragraph before polish
- Discuss the difference between preside and dominate
- Ask the Saint to connect one specific moment from the 21-day run
- Sharpen wording only — do not rewrite the Saint's reflection

Completion: Saint writes a two-page reflection on how chivalry prepares a man to preside in family, church, and community.

Requirement 4b: Meet with a leader to discuss how practicing restrained strength has changed your understanding of power, humility, and discipleship.

HOW TO TEACH

- Hold the meeting in a quiet corner away from the rest of the group
- Use the prompt: how has restrained strength changed power, humility, and discipleship
- Listen more than you respond during the conversation
- Mark the BRC only after the conversation feels real, not just completed

Completion: Saint meets with a leader and discusses how restrained strength changed his view of power, humility, and discipleship.



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.