

SAINTS GLOBAL
LEADER GUIDE

COLLECTIONS

INTELLECTUAL CORE

Version 2026.1



SAINTS GLOBAL

www.saintsglobal.org/resources



PURPOSE & IDENTITY

SKILL BADGE PURPOSE

To develop careful observation, organization, stewardship, and reflective learning through the responsible creation, preservation, and presentation of a personal collection.

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

- Intentional collecting and documentation
- Preservation and ethical stewardship
- Organization and classification systems
- Value assessment and discernment
- Long-term responsibility and vocation awareness

TIME COMMITMENT

4-6 weeks (suggested)

RECOMMENDED AGE

11+



SAFETY CONSIDERATIONS



PRESERVATION SAFETY

Collections should be handled, stored, and displayed in ways that prevent damage to items and reduce risk to people and property.

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: Prepare and present a written overview of your collection explaining what it is, why you chose it, how it began, and what you have learned through collecting.

HOW TO TEACH

- Encourage Saints to bring or show representative items
- Ask reflective questions about motivation and learning
- Focus discussion on growth, not size of collection
- Help Saints articulate learning beyond facts

Completion: Saint clearly explains the nature, origin, and meaning of the collection.

Requirement 1b: Explain how your collection has grown or changed over time and what influenced those changes.

HOW TO TEACH

- Ask Saints to identify turning points in collecting
- Discuss quality vs quantity decisions
- Explore mistakes and corrections
- Reinforce learning through experience

Completion: Saint describes development with specific examples.



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 and demonstrate how you preserve, protect, and store your collection.

HOW TO TEACH

- Inspect actual storage or photo evidence
- Discuss risks such as light, moisture, and handling
- Ask Saints to justify their preservation choices
- Connect care to stewardship

Completion: Saint demonstrates appropriate preservation methods.

Requirement 2b: Explain how you display or would display your collection while protecting it from damage.

HOW TO TEACH

- Compare safe vs unsafe display examples
- Discuss accessibility vs protection balance
- Ask Saints to design an ideal display
- Reinforce long-term thinking

Completion: Saint explains effective and safe display methods.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Describe how you catalog and track items in your collection.**HOW TO TEACH**

- Review catalogs, lists, or digital records
- Discuss why documentation matters
- Ask Saints to explain classification logic
- Encourage consistency over complexity

Completion: Saint explains a clear cataloging system.



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: Show and explain at least two organized groups from your collection.

HOW TO TEACH

- Have Saints physically group or display items
- Ask why items belong together
- Discuss alternative grouping methods
- Evaluate clarity of organization

Completion: Groups are clearly organized and explained.

Requirement 3b: Explain common terms, grading systems, identification marks, and valuation methods used in your type of collection.

HOW TO TEACH

- Use real examples whenever possible
- Compare high- and low-quality specimens
- Discuss reliability of value sources
- Emphasize honesty and accuracy

Completion: Saint accurately explains terminology and valuation.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Discuss investing, speculation, and ethical considerations related to your collection.

HOW TO TEACH

- Contrast collecting for joy vs profit
- Discuss risk and uncertainty
- Explore ethical acquisition
- Ask Saints to articulate personal boundaries

Completion: Saint explains risks and ethics clearly.



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 your plans for continuing, refining, or concluding your collection in the future.

HOW TO TEACH

- Ask Saints to think beyond accumulation
- Discuss focus, limits, or specialization
- Encourage long-term stewardship
- Affirm flexibility as interests change

Completion: Saint presents thoughtful future intentions.

Requirement 4b: Describe one career or vocation related to collecting and explain what training or experience it requires.

HOW TO TEACH

- Discuss museums, archives, dealers, and historians
- Explore education and apprenticeship paths
- Ask Saints to reflect on personal interest
- Connect skills learned to broader vocations

Completion: Saint accurately describes a related career path.



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.