

SAINTS GLOBAL

# LEADER GUIDE

## COMMUNICATION

SOCIAL CORE

Version 2026.1





## PURPOSE & IDENTITY

### SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in communication. 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: Read James 1:19 and Ephesians 4:29, then explain to a leader how these scriptures define righteous communication and restraint.**

### HOW TO TEACH

- Read James 1:19 and Ephesians 4:29 aloud and pause at the key phrases
- Have the Saint paraphrase 'swift to hear, slow to speak' in his own words
- Discuss what edification means in conversation today
- Connect the scriptures to one recent conversation the Saint had

**Completion:** Saint explains to a leader how James 1:19 and Ephesians 4:29 define righteous communication and restraint.

**Requirement 1b: Observe two different real-life conversations (family, school, church, or team setting) and identify one example of effective listening and one example of poor listening. Discuss what made the difference.**

### HOW TO TEACH

- Have the Saint observe each conversation without participating in it
- Discuss what made the effective example work and what broke the poor one
- Ask for body language and silences, not just words
- Reinforce that listening is observable, not just felt

**Completion:** Saint observes two conversations and identifies one example each of effective and poor listening with reasons.



## 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: Choose one communication skill you need to strengthen (listening, public speaking, persuasion, or teaching) and explain why it matters in your current life responsibilities.**

### HOW TO TEACH

- Help the Saint pick a skill tied to a current responsibility, not an abstract goal
- Discuss the difference between a weakness and an underused strength
- Have him name one situation where this skill would matter this month
- Reinforce that growth requires picking one skill, not improving generally

**Completion:** Saint names one communication skill to strengthen and explains why it matters in his current responsibilities.

**Requirement 2b: Prepare a short outline for a 3–5 minute message, lesson, or explanation you will later deliver to a group or individual, identifying your main point and audience.**

### HOW TO TEACH

- Walk the outline shape: hook, main point, two supports, closing
- Have the Saint name the audience and what they should walk away with
- Discuss the difference between speaking and reading aloud
- Reinforce that an outline is for the speaker, not the listener

**Completion:** Saint produces an outline for a 3–5 minute message naming main point and audience.





## 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: Deliver a prepared 3–5 minute spoken message (speech, testimony, lesson, or presentation) to a live audience of at least three people.**

**HOW TO TEACH**

- Rehearse the message once aloud to one person before the real delivery
- Watch for filler words and pace during the rehearsal
- Have the Saint deliver to a live audience without reading verbatim
- Reinforce that the audience's attention shifts in real time, not on script

**Completion:** Saint delivers a prepared 3–5 minute spoken message to a live audience of at least three.

**Requirement 3b: Interview an adult you respect about a meaningful life experience, then orally introduce that person to someone else as if they were a guest speaker, explaining why others should listen to them.**

**HOW TO TEACH**

- Help the Saint pick an adult with a real story, not a generic resume
- Discuss what to listen for during the interview vs. what to write down
- Have the Saint draft the introduction in two minutes, polished down to one
- Reinforce that a good introduction makes the audience curious

**Completion:** Saint interviews an adult and orally introduces that person to someone else, explaining why others should listen.

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**STEP 3: ACT — TEACHING GUIDE (CONTINUED)**

**Requirement 3c: Teach a practical skill or idea to another person (younger Saint, peer, or family member), adjusting your explanation based on their understanding.**

**HOW TO TEACH**

- Pick a skill the Saint knows well and an audience that does not know it
- Have him explain it, then watch what the learner actually does
- Discuss adjusting the explanation based on what fails the first time
- Reinforce that teaching exposes what the Saint actually understands

**Completion:** Saint teaches a practical skill or idea to another person, adjusting his explanation based on their understanding.

**Requirement 3d: Participate in a group discussion where differing viewpoints are expressed, demonstrating active listening by accurately restating someone else's position before responding.**

**HOW TO TEACH**

- Set the rule: restate the previous position before responding to it
- Have the Saint name what made his restatement accurate or not
- Discuss the difference between agreeing with a position and understanding it
- Reinforce that active listening slows the discussion intentionally

**Completion:** Saint participates in a group discussion and accurately restates another's position before responding.



## 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 to a leader what was most difficult about speaking or listening during this badge and how you improved through real interaction.**

### HOW TO TEACH

- Give the Saint a moment of silent reflection before answering
- Ask for a specific moment where his words landed wrong or right
- Discuss what real-time correction looks like in conversation
- Avoid correcting the Saint's reflection — listen and affirm

**Completion:** Saint explains what was most difficult about speaking or listening during the badge and how real interaction improved it.

**Requirement 4b: Describe one way you will use communication more intentionally to serve others and build unity, relating your experience to Christ's example.**

### HOW TO TEACH

- Begin with a brief personal example to model intentional communication
- Ask the Saint to name one relationship where this skill would change something
- Discuss Christ's example of asking questions rather than demanding agreement
- Keep the connection grounded in the Saint's own circle

**Completion:** Saint describes one way he will communicate more intentionally to serve others and build unity, relating it to Christ's example.



## 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](http://www.saintsglobal.org)

 [support@saintsglobal.org](mailto:support@saintsglobal.org)

 Curriculum: [curriculum@saintsglobal.org](mailto:curriculum@saintsglobal.org)

**Thank you for leading Saints Global!**

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