

SAINTS GLOBAL

# LEADER GUIDE

## CONSECRATION

SPIRITUAL CORE

Version 2026.1





## PURPOSE & IDENTITY

### SKILL BADGE PURPOSE

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

### DEVELOPMENT CORE: SPIRITUAL

This badge develops spiritual 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 Doctrine and Covenants 42:30–42 and explain how consecration differs from occasional service.**

### HOW TO TEACH

- Read D&C 42:30–42 slowly and identify the specific language of giving
- Have the Saint name what differs between giving a thing and giving oneself
- Discuss what changed for those who entered the covenant in 1831
- Connect the passage to giving the Saint has already done in his life

**Completion:** Saint explains how D&C 42:30–42 distinguishes consecration from occasional service.

**Requirement 1b: Identify differences between sacrifice, service, and consecration with examples.**

### HOW TO TEACH

- Use three columns to sort examples of sacrifice, service, and consecration
- Have the Saint place real examples (tithing, a chore, a job at home) in the right column
- Discuss why the three words are not interchangeable
- Reinforce that precise language clarifies what is actually being given

**Completion:** Saint identifies differences between sacrifice, service, and consecration with concrete examples for each.

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**STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)**

**Requirement 1c: Study one scriptural example where someone gave more than was required.**

**HOW TO TEACH**

- Suggest candidates (widow's mite, Anti-Nephi-Lehies, Ammon, Lehi leaving Jerusalem)
- Have the Saint identify what would have been adequate vs. what was given
- Discuss what made the giver decide to exceed the requirement
- Reinforce that consecration moves past compliance into surrender

**Completion:** Saint studies one scriptural figure who gave more than required and explains why.



## 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 one personal comfort, preference, or resource you rely on heavily.

#### HOW TO TEACH

- Ask the Saint to name what he reaches for without thinking
- Discuss the difference between a need and a habit
- Have him pick something specific (one device, one snack, one hour), not vague
- Reinforce that abstract comforts are easy to give up only on paper

**Completion:** Saint identifies one specific personal comfort, preference, or resource he relies on heavily.

### Requirement 2b: Identify one real need in your family, Church, or community.

#### HOW TO TEACH

- Help the Saint pick a need that is visible and immediate, not theoretical
- Discuss the difference between a wish and a real need
- Have him name one specific person or group affected by the need
- Reinforce that real needs have names attached to them

**Completion:** Saint identifies one real need in his family, Church, or community.

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## STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

**Requirement 2c: Decide how giving up that comfort can directly meet that need.**

### HOW TO TEACH

- Have the Saint draw the line — how does giving up X actually meet Y
- Discuss when the connection is direct and when it requires a chain of actions
- Ask whether the giving will sting or be easy
- Reinforce that if it costs nothing, it is not consecration

**Completion:** Saint explains how giving up the identified comfort can directly meet the identified need.



## 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: Give up your identified comfort or preference to meet the real need you identified.****HOW TO TEACH**

- Set a clear duration in days, not minutes
- Have the Saint commit to a check-in at midpoint and end
- Discuss handling the moment when he wants to break the commitment
- Reinforce that the cost is the lesson, not a hardship to avoid

**Completion:** Saint gives up his identified comfort or preference for the agreed duration to meet the identified need.

**Requirement 3b: Support a Church, family, or community effort without being asked.****HOW TO TEACH**

- Watch for what the Saint notices vs. what someone else points out
- Discuss the difference between being helpful and being asked
- Have him pick a specific effort he saw and supported unprompted
- Reinforce that initiative is a separate skill from obedience

**Completion:** Saint supports a Church, family, or community effort unprompted and names the specific effort.

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**STEP 3: ACT — TEACHING GUIDE (CONTINUED)****Requirement 3c: Do something helpful that requires effort when it would be easier not to.****HOW TO TEACH**

- Identify the friction point — what made the easy choice tempting
- Have the Saint name what tipped him toward the harder choice
- Discuss what it cost him in the moment
- Reinforce that small inconvenient acts build the muscle for large ones

**Completion:** Saint completes a helpful act that required effort when the easier choice was available.

**Requirement 3d: Explain to a leader or parent what consecration cost you personally.****HOW TO TEACH**

- Set the conversation aside in a quiet place with no interruptions
- Use specific questions: what hurt, what surprised, what would you do differently
- Avoid lecturing the Saint about what consecration really means
- Reinforce that the cost is what makes the experience real

**Completion:** Saint explains to a leader or parent what consecration cost him personally.



## 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 what you learned about yourself when you gave up control or comfort.

#### HOW TO TEACH

- Give the Saint a moment of silent reflection before answering
- Ask for a specific moment when the cost felt real
- Discuss the gap between intent and follow-through
- Avoid correcting the Saint's reflection — listen and affirm

**Completion:** Saint explains what he learned about himself when giving up control or comfort.

### Requirement 4b: Bear testimony of giving your will to God.

#### HOW TO TEACH

- Begin with a brief personal example to model honest testimony
- Ask the Saint to speak from one specific moment, not in general
- Discuss the difference between submission and resignation
- Keep the connection grounded in what the Saint actually did

**Completion:** Saint bears testimony of giving his will to God.



## 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.