

SAINTS GLOBAL

LEADER GUIDE

COUNTRYMAN

SOCIAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in countryman. 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 Genesis 1:26–27 and Doctrine and Covenants 101:77–80, then explain how being created in God’s image shapes your understanding of human dignity and liberty.

HOW TO TEACH

- Read both passages and pause at 'image of God' and 'agency'
- Have the Saint paraphrase the connection between dignity and liberty in his own words
- Discuss why human dignity precedes any government's authority
- Connect the passages to a specific person whose dignity is at stake today

Completion: Saint explains how Genesis 1:26–27 and D&C 101:77–80 shape his understanding of human dignity and liberty.

Requirement 1b: Identify and define the following forms of government, then name one modern nation for each: democracy, constitutional republic, autocracy, and oligarchy.

HOW TO TEACH

- Define each term plainly (democracy, constitutional republic, autocracy, oligarchy)
- Have the Saint find one modern nation as an example of each
- Discuss how the same word can describe very different realities
- Reinforce that vocabulary precision is required for civic discussion

Completion: Saint defines democracy, constitutional republic, autocracy, and oligarchy and names one modern nation for each.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Read the United States Constitution and its amendments, then describe the purpose of the legislative, executive, and judicial branches.

HOW TO TEACH

- Read the Constitution aloud — at least the Preamble and Articles I through III
- Have the Saint describe each branch's role in his own words, not the text's
- Discuss how the branches check each other in practice, with one real example
- Reinforce that the three-branch structure is deliberate, not arbitrary

Completion: Saint describes the purpose of the legislative, executive, and judicial branches in his own words.



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: Select one current civic issue at the local, state, or national level that has moral implications. Identify which level of government is responsible for it.

HOW TO TEACH

- Help the Saint pick a real issue, not a partisan slogan
- Have him identify which level of government is responsible for it
- Discuss the difference between an issue and a political side
- Reinforce that moral implications come before political alignment

Completion: Saint selects one current civic issue with moral implications and identifies the responsible level of government.

Requirement 2b: Prepare three thoughtful questions you would ask a public official or community leader about how citizens can responsibly influence this issue.

HOW TO TEACH

- Have the Saint draft questions that an official could honestly answer
- Discuss the difference between an interview question and a buried argument
- Sharpen the questions so they invite specific responses
- Reinforce that good questions earn good answers

Completion: Saint prepares three thoughtful questions for a public official about responsible citizen influence on the issue.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Plan a visit to one civic setting (city council meeting, courthouse, school board, or state capitol session), identifying when and how you will observe civic decision-making.

HOW TO TEACH

- Pick a real meeting on the actual calendar (city council, school board, court)
- Have the Saint research what will be discussed before going
- Discuss what to look for in the room beyond the printed agenda
- Reinforce that being in the room teaches what video does not

Completion: Saint plans a visit to one civic setting with date, focus, and what to observe.



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: Attend an in-person civic meeting or legislative session and observe how public decisions are discussed and made.

HOW TO TEACH

- Have the Saint take notes during the meeting, not from memory afterward
- Watch for who speaks at length and who stays silent
- Discuss what disagreement looked like and how it was managed
- Reinforce that government works in slow, often boring increments

Completion: Saint attends an in-person civic meeting or legislative session and records how public decisions were discussed and made.

Requirement 3b: Speak with one adult community member or leader about their civic responsibilities and the moral challenges they face in public service.

HOW TO TEACH

- Help the Saint pick someone in actual public service, not a private complainer
- Have him ask about the hardest decision the person has had to make
- Discuss the moral pressure that comes with public service
- Reinforce that civic responsibility costs more than most citizens see

Completion: Saint speaks with one community leader about civic responsibilities and the moral challenges of public service.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Communicate respectfully with one elected representative (letter, email, or in person) regarding the civic issue you selected, expressing a reasoned position grounded in moral principles.

HOW TO TEACH

- Have the Saint draft the letter without using template phrases
- Discuss tone — respectful does not mean weak
- Read it back aloud and check whether it earns engagement
- Reinforce that communication with representatives is both a right and a duty

Completion: Saint communicates respectfully with one elected representative, expressing a reasoned moral position on the issue.

Requirement 3d: Perform one act of civic service that benefits your community (public cleanup, community support event, voter assistance, or similar), prioritizing service over recognition.

HOW TO TEACH

- Pick a project where the Saint will not be visibly credited
- Discuss the difference between service and public recognition
- Have the Saint write a one-page report without naming himself
- Reinforce that service no one sees is the truest test of motive

Completion: Saint performs one act of civic service that benefits the community without seeking recognition.



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 participating directly in civic life changed your understanding of citizenship and responsibility.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for a specific moment when his view actually shifted
- Discuss the gap between civics class and civic experience
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains how direct civic participation changed his understanding of citizenship and responsibility.

Requirement 4b: Share how gospel principles influenced your choices, tone, or courage during your civic engagement.

HOW TO TEACH

- Begin with a brief personal example of gospel-informed choice in public life
- Ask the Saint to name one moment when faith affected tone or courage
- Discuss the difference between political conformity and gospel integrity
- Keep the connection grounded in the Saint's own civic actions

Completion: Saint shares how gospel principles influenced his choices, tone, or courage during civic engagement.



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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 Curriculum: curriculum@saintsglobal.org

Thank you for leading Saints Global!

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