SAINTS GLOBAL

LEADER GUIDE

ECONOMICS

INTELLECTUAL CORE

Version 2026.1

PURPOSE & IDENTITY

SKILL BADGE PURPOSE

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

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

- Understanding fundamental concepts and principles
- Developing practical application skills
- Building confidence through hands-on experience
- Connecting learning to daily life

TIME COMMITMENT	RECOMMENDED AGE
4-6 weeks (suggested)	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: Explain the concept of scarcity using a real example from your life where you could not have everything you wanted.

HOW TO TEACH

- Ask the Saint to name a recent moment when he could not have everything he wanted
- Discuss what the choice cost beyond the obvious price
- Have him explain scarcity using his own example, not a textbook one
- Reinforce that scarcity is universal, not a deficit

Completion: Saint explains scarcity using a real personal example where he could not have everything he wanted.

Requirement 1b: Read Doctrine and Covenants 104:17–18, then explain how accountability and stewardship relate to economic choices.

HOW TO TEACH

- Read D&C 104:17–18 aloud and pause at 'stewards'
- Have the Saint explain accountability and stewardship in his own words
- Discuss how knowing he is accountable changes a buying decision
- Reinforce that stewardship reframes resources as borrowed, not owned

Completion: Saint explains how D&C 104:17–18 connects stewardship and accountability to economic choices.

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 economic goal (earning, saving, purchasing, or giving) and explain the trade-offs required to pursue it.

HOW TO TEACH

- Help the Saint pick a goal that is real and worth the trade-off
- Have him name the trade-off explicitly — what he gives up to pursue it
- Discuss whether the trade-off is sustainable for the goal's timeframe
- Reinforce that goals without trade-offs are wishes

Completion: Saint identifies one personal economic goal and names the specific trade-offs required to pursue it.

Requirement 2b: Create a simple plan showing how money, time, or effort will be allocated toward that goal, including what will be given up.

HOW TO TEACH

- Walk the plan: money, time, or effort allocated week by week
- Have the Saint identify exactly what he is giving up to fund the goal
- Discuss what happens when the plan slips a week and how he resets
- Reinforce that a plan is intentional allocation, not vague intent

Completion: Saint produces a plan allocating money, time, or effort toward the goal, naming what is given up.

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: Earn money or resources through legitimate work or service, then explain how effort, skill, and reliability affected the outcome.

HOW TO TEACH

- Confirm real work or service occurred, not a token gesture
- Have the Saint discuss how effort, skill, and reliability affected the outcome
- Discuss what he would change next time to earn more or faster
- Reinforce that earned resources teach what gifted ones cannot

Completion: Saint earns money or resources through legitimate work and explains how effort, skill, and reliability affected the outcome.

Requirement 3b: Make a real purchasing or spending decision and explain the opportunity cost of your choice.

HOW TO TEACH

- Have the Saint name what he gave up to make this purchase
- Discuss the opportunity cost in concrete terms (other items, future savings)
- Ask what he would do differently with the same dollars next time
- Reinforce that every purchase is a choice against everything else

Completion: Saint makes a real spending decision and explains the opportunity cost of the choice.

Continued on next page...

STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Participate in a voluntary exchange (trade, sale, or service-for-service) and explain why both sides benefited.

HOW TO TEACH

- Walk through a real voluntary exchange the Saint participated in
- Have him explain why both sides benefited and what value each placed on the trade
- Discuss the difference between voluntary exchange and coercion
- Reinforce that voluntary trade creates value, not zero-sum competition

Completion: Saint participates in a voluntary exchange and explains why both sides benefited.

Requirement 3d: Set aside a portion of earned resources for saving or giving, and explain the incentive or principle behind your choice.

HOW TO TEACH

- Pick a portion of earnings to save or give before any spending
- Discuss the incentive or principle behind the choice (future need, tithe, gift)
- Have the Saint set up the actual transfer or set-aside himself
- Reinforce that saving and giving compete with present pleasure, which is the test

Completion: Saint sets aside a portion of earnings for saving or giving and explains the principle behind the choice.

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 understanding trade-offs and incentives changed the way you think about money or work.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for a specific moment when trade-off thinking changed a decision
- Discuss what he sees now that he did not see before
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains how understanding trade-offs and incentives changed his thinking about money or work.

Requirement 4b: Describe how wise economic decisions strengthen families and communities and reflect gospel principles.

HOW TO TEACH

- Begin with a brief personal example tying economics to family or community
- Ask the Saint to name one wise decision he saw a parent or leader make
- Discuss how honest work and giving reflect gospel principles
- Keep the connection grounded in the Saint's own observations

Completion: Saint describes how wise economic decisions strengthen families and communities and reflect gospel principles.

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

support@saintsglobal.org

Curriculum: curriculum@saintsglobal.org

Thank you for leading Saints Global!

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