

SAINTS GLOBAL

LEADER GUIDE

ETIQUETTE

SOCIAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in etiquette. 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 Philippians 2:3–4 and explain how humility and awareness of others shape proper conduct in public and private settings.

HOW TO TEACH

- Read Philippians 2:3–4 aloud and pause at 'esteem other better than themselves'
- Have the Saint paraphrase humility and awareness of others in his own words
- Discuss how awareness of others changes posture and attention before words
- Connect humility to courtesy that holds under pressure

Completion: Saint explains how Philippians 2:3–4 shapes humble, others-aware conduct in public and private settings.

Requirement 1b: Identify three everyday situations where poor etiquette causes tension or harm and explain why courtesy matters in each.

HOW TO TEACH

- Have the Saint name three real situations where poor etiquette caused tension
- Discuss what specifically failed in each — tone, timing, attention, posture
- Ask why courtesy mattered in each case and what was at stake
- Reinforce that etiquette is friction reduction, not formality for its own sake

Completion: Saint identifies three everyday situations where poor etiquette causes tension and explains why courtesy matters.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Explain the difference between confidence and rudeness, and how tone, posture, and attention communicate respect without words.

HOW TO TEACH

- Demonstrate confident posture and rude posture in two short role-plays
- Have the Saint identify which signals confidence vs. rudeness
- Discuss tone, eye contact, and attention as separate channels
- Reinforce that respect is communicated mostly without words

Completion: Saint explains the difference between confidence and rudeness and how tone, posture, and attention communicate respect.



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 four common social settings you regularly enter and, for each, name one behavior that shows respect and one that shows disregard.

HOW TO TEACH

- Have the Saint name four settings he enters weekly (school, church, family, work)
- For each, name one respectful behavior and one disrespectful behavior
- Discuss what makes the same behavior right in one setting and wrong in another
- Reinforce that context shapes courtesy, not abstract rules

Completion: Saint identifies four regular social settings and names one respectful and one disrespectful behavior in each.

Requirement 2b: Plan how you will demonstrate courtesy in two settings that are uncomfortable or inconvenient for you.

HOW TO TEACH

- Help the Saint pick two settings he finds uncomfortable or inconvenient
- Walk through one concrete courtesy he can show in each
- Discuss what the courtesy costs him in the moment
- Reinforce that practiced courtesy is harder where it is needed most

Completion: Saint plans how he will demonstrate courtesy in two uncomfortable or inconvenient settings.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Explain one personal habit you will need to restrain or adjust in order to show better etiquette.

HOW TO TEACH

- Ask the Saint to name a habit that interferes with courtesy (interrupting, phone-checking, sarcasm)
- Discuss the specific moments when the habit shows up
- Walk through what restraint looks like in each moment
- Reinforce that knowing the habit is half the work

Completion: Saint explains one personal habit he will restrain or adjust to show better etiquette.



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: Demonstrate proper etiquette during a shared meal or group gathering, showing attentiveness, restraint, and respect for others throughout the interaction.

HOW TO TEACH

- Set up a real shared meal with adults present, not a peer-only gathering
- Watch for attentiveness, restraint with phones, and conversation flow
- Discuss what one moment of failure cost the group
- Reinforce that meal etiquette is rehearsed in small meals before formal ones

Completion: Saint demonstrates proper etiquette during a shared meal or group gathering with attentiveness, restraint, and respect.

Requirement 3b: Practice respectful conversation by engaging with an adult or peer in a setting where disagreement or formality is present, maintaining appropriate tone, eye contact, and listening.

HOW TO TEACH

- Pair the Saint with an adult or peer in a formal or disagreement-prone setting
- Watch tone, eye contact, and listening during the conversation
- Discuss how the Saint handled the moment when his view was challenged
- Reinforce that respectful disagreement is a skill, not a compromise

Completion: Saint practices respectful conversation in a formal or disagreement-prone setting with proper tone, eye contact, and listening.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Demonstrate digital etiquette by composing and sending a courteous message in a situation where misunderstanding or conflict could easily occur.

HOW TO TEACH

- Pick a real digital exchange where misunderstanding could occur
- Have the Saint compose the message, read it back, and revise once
- Discuss tone in writing — what reads as polite vs. curt without nonverbal cues
- Reinforce that digital courtesy requires more attention, not less

Completion: Saint composes and sends a courteous digital message in a situation prone to misunderstanding or conflict.

Requirement 3d: Serve as a host or helper in a real setting, anticipating needs and placing others' comfort before your own.

HOW TO TEACH

- Place the Saint in a real host or helper role at a gathering
- Watch what he notices vs. what gets pointed out
- Discuss anticipating one need before it is voiced
- Reinforce that hospitality is attention before action

Completion: Saint serves as a host or helper in a real setting, anticipating needs and placing others' comfort first.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Demonstrate restraint by choosing polite, respectful behavior in a moment where impatience, interruption, or sarcasm would be easier, and explain what you chose to do instead.

HOW TO TEACH

- Use a real moment of friction (interruption, line-cutting, sarcasm trigger)
- Have the Saint walk through what restraint looked like in that moment
- Discuss what he chose to do instead of the easy reaction
- Reinforce that restraint under pressure is what etiquette actually trains

Completion: Saint demonstrates restraint by choosing polite behavior in a moment when impatience or sarcasm would be easier and explains 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 practicing courtesy affected the way others responded to you.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for a specific moment when his courtesy changed someone else's response
- Discuss how courtesy shifts a conversation without controlling it
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains how practicing courtesy affected the way others responded to him.

Requirement 4b: Share how disciplined etiquette can be a form of service and a reflection of Christlike character.

HOW TO TEACH

- Begin with a brief personal example of courtesy as service
- Ask the Saint to name one relationship where his etiquette changed something
- Discuss how Christlike character shows in small, repeated courtesies
- Keep the connection grounded in the Saint's own social life

Completion: Saint shares how disciplined etiquette can be a form of service and a reflection of Christlike character.



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

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Thank you for leading Saints Global!

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