

SAINTS GLOBAL

LEADER GUIDE

GENEALOGY

SPIRITUAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in genealogy. 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: Examine a completed sample family tree and family group record and identify at least ten different data fields used.

HOW TO TEACH

- Hand the Saint a real family tree and family group record to examine
- Have him identify ten data fields and explain what each captures
- Discuss what is missing or ambiguous in the sample record
- Reinforce that the form's structure shapes what gets preserved

Completion: Saint examines a sample family tree and family group record and identifies at least ten different data fields.

Requirement 1b: Handle or view three real genealogical record types and explain what each can prove.

HOW TO TEACH

- Show three real record types (birth certificate, census page, will or deed)
- Have the Saint explain what each can prove and what it cannot
- Discuss how primary and secondary records differ in reliability
- Reinforce that record type determines how much weight a fact carries

Completion: Saint handles or views three real genealogical record types and explains what each can prove.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Read Malachi 4:5–6 and briefly explain how preserving family records strengthens families.

HOW TO TEACH

- Read Malachi 4:5–6 aloud and pause at 'hearts of the fathers'
- Have the Saint explain in his own words how preservation strengthens families
- Discuss what the promise means for the Saint's own family
- Reinforce that genealogy is a covenant practice, not a hobby

Completion: Saint explains how Malachi 4:5–6 connects preserving family records to strengthening families.



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 branch of your family and map which relatives and records you will research.

HOW TO TEACH

- Help the Saint pick one branch — paternal, maternal, or a specific lineage
- Have him list which relatives and records he can access in that branch
- Discuss what records will need a paid subscription or library trip
- Reinforce that a focused branch teaches the research skills the others will reuse

Completion: Saint selects one family branch and maps which relatives and records he will research.

Requirement 2b: Prepare an interview kit including questions, recording method, and permission plan.

HOW TO TEACH

- Walk the interview kit — questions, recording method, permission form
- Have the Saint draft his opening question in his own voice
- Discuss how to ask about hard topics respectfully
- Reinforce that the kit is for the relative's comfort, not just the Saint's prep

Completion: Saint prepares an interview kit with questions, recording method, and permission plan.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Identify at least three locations or databases where you will search for genealogical records.

HOW TO TEACH

- Pick three real databases or repositories (FamilySearch, Ancestry, local archives)
- Have the Saint set up an account or library card before searching
- Discuss the strengths and gaps of each source
- Reinforce that one database never has the full picture

Completion: Saint identifies at least three locations or databases where he will search for records.



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: Conduct a live interview with a relative or family acquaintance and record at least 20 facts or stories.

HOW TO TEACH

- Hold the interview in a quiet place with no other distractions
- Have the Saint record at least 20 facts or stories with the relative's permission
- Discuss what surprised him and what was hard to ask about
- Reinforce that the interview is a primary source, with the relative as the witness

Completion: Saint conducts a live interview with a relative or acquaintance and records at least twenty facts or stories.

Requirement 3b: Obtain at least two genealogical source documents from different record types.

HOW TO TEACH

- Help the Saint obtain at least two real source documents from different types
- Discuss what each document confirms and what it leaves ambiguous
- Walk the citation format for each before filing
- Reinforce that a document without a citation is a rumor

Completion: Saint obtains at least two genealogical source documents from different record types.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)**Requirement 3c: Evaluate each document by identifying creator, date, and reliability.****HOW TO TEACH**

- For each document, have the Saint identify creator, date, and reliability
- Discuss what makes a source trustworthy vs. suspect
- Walk one example where two sources disagree
- Reinforce that evaluation is the discipline that separates research from collecting

Completion: Saint evaluates each document by identifying creator, date, and reliability.

Requirement 3d: Build a three-generation family tree and attach at least six verified source citations.**HOW TO TEACH**

- Have the Saint build a three-generation tree using his real data
- Walk citation format and attach six citations to actual facts
- Discuss what gaps remain and what records would fill them
- Reinforce that citations are the bridge between work today and work later

Completion: Saint builds a three-generation family tree and attaches at least six verified source citations.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Complete two family group records and organize them in a labeled folder or directory.

HOW TO TEACH

- Have the Saint complete two family group records by hand or in software
- Walk organization — labeled folder, directory structure, or digital tags
- Discuss how to find a specific fact six months from now
- Reinforce that organization is the skill that makes research findable

Completion: Saint completes two family group records and organizes them in a labeled folder or directory.



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: Demonstrate how genealogy technology improved your research.****HOW TO TEACH**

- Have the Saint demonstrate one technology that improved his research
- Discuss what the tool did that he could not do by hand
- Walk the limitations of the tool — where it helps and where it misleads
- Reinforce that technology accelerates research without replacing judgment

Completion: Saint demonstrates how a genealogy technology improved his research.

Requirement 4b: Write a one-page reflection about an ancestor whose story impacted you.**HOW TO TEACH**

- Give the Saint a moment of quiet reflection before writing
- Ask him to pick one ancestor whose story actually affected him
- Discuss what specifically about the story landed
- Sharpen wording only — do not rewrite the Saint's reflection

Completion: Saint writes a one-page reflection about an ancestor whose story impacted him.

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STEP 4: REFLECT — TEACHING GUIDE (CONTINUED)**Requirement 4c: Explain why preserving family history honors past and future generations.****HOW TO TEACH**

- Begin with a brief personal example of preservation in the Saint's own family
- Ask the Saint to name what he is preserving for future generations
- Discuss the connection between his work and descendants he will not meet
- Keep the connection grounded in real records he has collected

Completion: Saint explains why preserving family history honors past and future generations.



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.