

SAINTS GLOBAL
LEADER GUIDE

HABITS OF THE HOUSEHOLD

SOCIAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in habits of the household. 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: Identify five recurring household tasks performed weekly in your home and record who is currently responsible for each.

HOW TO TEACH

- Walk the home with the Saint and list five recurring weekly tasks together
- Have him record who is currently responsible for each
- Discuss what happens when one person's task is not done
- Reinforce that a household is a system of small, repeated tasks

Completion: Saint identifies five recurring weekly household tasks and records who is currently responsible for each.

Requirement 1b: Locate and identify the proper storage location for key household items.

HOW TO TEACH

- Walk through the home and locate proper storage for key items
- Have the Saint return three misplaced items to their right place
- Discuss why specific places for specific things prevents lost time
- Reinforce that order is what makes a household run without conflict

Completion: Saint locates and identifies the proper storage location for the listed key household items.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Review two household safety rules related to cleaning chemicals or tools and explain them to a parent or guardian.

HOW TO TEACH

- Identify two real safety rules (chemical mixing, sharp tools, electrical)
- Have the Saint explain each rule to a parent or guardian in his own words
- Discuss what could go wrong if the rule is ignored
- Reinforce that safety rules exist because of past mistakes, not paranoia

Completion: Saint reviews two household safety rules related to cleaning chemicals or tools and explains them to a parent or guardian.

Requirement 1d: Read Doctrine and Covenants 88:119 and identify two specific behaviors from your household tasks that help create order in the home. Record your answers in writing.

HOW TO TEACH

- Read D&C 88:119 aloud and pause at 'house of order'
- Have the Saint identify two of his household tasks that build order
- Discuss what 'order' means in practice, not in principle
- Reinforce that a house of order is the result of daily small acts

Completion: Saint identifies two of his household tasks from D&C 88:119 that build order in the home and records his answers.



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: Create a written weekly household task checklist for yourself covering at least four different tasks.

HOW TO TEACH

- Walk the checklist together — four tasks minimum, with frequency
- Have the Saint write the checklist in his own handwriting or document
- Discuss what time of day each task fits best
- Reinforce that a written checklist beats memory under fatigue

Completion: Saint produces a written weekly household task checklist covering at least four different tasks.

Requirement 2b: Select two household tasks you will take full responsibility for during the next seven days.

HOW TO TEACH

- Help the Saint pick two tasks he can sustainably own for seven days
- Discuss what gets in the way of consistency on hard days
- Have him commit to the tasks aloud to a parent or guardian
- Reinforce that ownership is different from helping when reminded

Completion: Saint selects two household tasks he will take full responsibility for during the next seven days.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Write a simple quality standard describing what 'done correctly' means for both selected tasks.

HOW TO TEACH

- Walk what 'done correctly' looks like for each task — measurable, not vague
- Have the Saint write the standard in his own words
- Discuss who decides when the task meets the standard
- Reinforce that a quality standard prevents 'good enough' from drifting downward

Completion: Saint writes a simple quality standard describing what 'done correctly' means for both selected tasks.



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: Complete laundry from start to finish for one full load, including sorting, washing, drying, folding, and storage.

HOW TO TEACH

- Demonstrate the full laundry sequence (sort, wash, dry, fold, store) on real laundry
- Have the Saint do one full load from start to finish himself
- Discuss what went wrong and what he would change next time
- Reinforce that laundry is a sequence — skipping a step costs later

Completion: Saint completes laundry from start to finish for one full load, including sorting, washing, drying, folding, and storage.

Requirement 3b: Clean one shared household space to your defined quality standard.

HOW TO TEACH

- Pick a shared space the family uses (kitchen, bathroom, living room)
- Have the Saint clean it to the standard he wrote in 2c
- Walk the result together against the standard
- Reinforce that cleaning to a standard is faster than cleaning to feel

Completion: Saint cleans one shared household space to his defined quality standard.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Take responsibility for daily completion of your two selected household tasks for seven consecutive days.

HOW TO TEACH

- Track daily completion of the two tasks for seven consecutive days
- Discuss what made the hard days hard and how he recovered
- Have the Saint sign or check off each day on the checklist himself
- Reinforce that seven days is the start of a habit, not the end of a chore

Completion: Saint takes daily responsibility for the two selected household tasks for seven consecutive days.

Requirement 3d: Demonstrate proper use and storage of at least three cleaning tools or supplies.

HOW TO TEACH

- Demonstrate proper use of three real cleaning tools or supplies
- Have the Saint practice use and storage of each
- Discuss what damages each tool or supply over time
- Reinforce that caring for tools is part of the work, not separate from it

Completion: Saint demonstrates proper use and storage of at least three cleaning tools or supplies.



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: Review your checklist and identify one task that improved with repetition and one task that required correction.

HOW TO TEACH

- Review the checklist together at the end of the week
- Have the Saint name one task that got easier and one that needed correction
- Discuss what repetition revealed about each task
- Reinforce that improvement comes from honest review, not effort alone

Completion: Saint reviews his checklist and names one task that improved with repetition and one that required correction.

Requirement 4b: Discuss with a parent or guardian how consistent household habits contribute to trust and shared responsibility.

HOW TO TEACH

- Set the conversation with a parent or guardian in a quiet place
- Have the Saint explain how his habits affected the household this week
- Discuss what changed in trust or shared responsibility
- Reinforce that consistent habits build something larger than the tasks themselves

Completion: Saint discusses with a parent or guardian how consistent household habits contribute to trust and shared responsibility.

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STEP 4: REFLECT — TEACHING GUIDE (CONTINUED)

Requirement 4c: Review your seven-day task completion and explain how consistent follow-through reflects principles of faithfulness and stewardship. Provide one concrete example from your completed tasks.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for one concrete example from the seven-day run
- Discuss how faithfulness in small things reflects stewardship
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint reviews seven-day task completion and gives one concrete example of faithfulness and stewardship from his tasks.



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.