

SAINTS GLOBAL

LEADER GUIDE

JUST SERVE

SOCIAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in just serve. 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 Mosiah 2:17 and Matthew 25:40, then explain to a leader how these scriptures redefine service as worship and discipleship.

HOW TO TEACH

- Read Mosiah 2:17 and Matthew 25:40 aloud and pause at 'service of your fellow beings' and 'unto me'
- Have the Saint explain how each passage reframes service in his own words
- Discuss what changes when service is worship vs. when it is obligation
- Connect the scriptures to a real act of service the Saint has done

Completion: Saint explains how Mosiah 2:17 and Matthew 25:40 redefine service as worship and discipleship.

Requirement 1b: Observe your home, church, school, or neighborhood and identify four real service needs, explaining how each was discovered through observation rather than suggestion.

HOW TO TEACH

- Walk the Saint's home, church, school, or neighborhood and observe needs
- Have him distinguish needs he found by looking vs. needs that were pointed out
- Discuss what makes a need visible to one person and invisible to another
- Reinforce that observation is the skill that service starts with

Completion: Saint identifies four real service needs found through observation and explains how each was discovered.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)**Requirement 1c: Interview two individuals who have served in demanding situations.****HOW TO TEACH**

- Help the Saint pick two people who have served in demanding situations
- Have him prepare interview questions about cost, not just outcomes
- Discuss what makes a service story honest vs. tidy
- Reinforce that listening to seasoned servers shortens the learning curve

Completion: Saint interviews two people who have served in demanding situations and reports what he learned.



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 service need involving direct interaction with people and define what real help looks like from their perspective.

HOW TO TEACH

- Have the Saint pick a need involving direct interaction with people
- Discuss what real help looks like from the recipient's perspective, not the giver's
- Walk through what the recipient would say afterward if the help landed
- Reinforce that service is for the recipient, not for the giver's experience

Completion: Saint selects one service need involving direct interaction and defines real help from the recipient's perspective.

Requirement 2b: Design a service action that requires personal sacrifice.

HOW TO TEACH

- Design an act that requires real personal sacrifice — time, money, comfort, attention
- Have the Saint name what specifically he will give up
- Discuss whether the sacrifice scales to the need or undershoots it
- Reinforce that sacrifice without specifics is intention, not service

Completion: Saint designs a service action that requires real personal sacrifice and names what will be given up.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Identify two foreseeable obstacles and explain how you will act righteously when they arise.

HOW TO TEACH

- Have the Saint identify two foreseeable obstacles before the service
- Walk through righteous responses to each (patience, prayer, adaptation)
- Discuss what tempts him to quit or shortcut
- Reinforce that obstacles named in advance are easier to overcome

Completion: Saint identifies two foreseeable obstacles and explains how he will act righteously when they arise.



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: Personally carry out the planned act of service without delegating core tasks.**HOW TO TEACH**

- Confirm the Saint will carry out the core tasks himself, not delegate them
- Watch for the temptation to outsource the hard parts
- Discuss what 'core' means in his specific service
- Reinforce that the costly parts are the lesson, not the visible work

Completion: Saint personally carries out the planned service without delegating core tasks.

Requirement 3b: Sustain effort long enough to experience fatigue, frustration, or inconvenience and continue without complaint.**HOW TO TEACH**

- Set up the service to last long enough to produce real fatigue or frustration
- Watch for complaints in body language, not just words
- Discuss what the Saint did when he wanted to quit
- Reinforce that sustained effort under fatigue is what service teaches

Completion: Saint sustains effort through real fatigue, frustration, or inconvenience and continues without complaint.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)**Requirement 3c: Adapt to an unexpected challenge during the service.****HOW TO TEACH**

- Prepare the Saint for the unexpected by discussing common surprises in advance
- Have him adapt to one real challenge during the service, not after
- Discuss what he changed and why
- Reinforce that adaptation in the moment is the test of preparation

Completion: Saint adapts to an unexpected challenge during the service and explains what changed and why.

Requirement 3d: Serve in a way that intentionally avoids recognition or praise.**HOW TO TEACH**

- Pick a service the Saint can perform without visible credit
- Discuss the difference between hidden service and modest service
- Have the Saint write a one-page report without naming himself
- Reinforce that anonymous service tests the heart, not the resume

Completion: Saint serves in a way that intentionally avoids recognition or praise.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Immediately after service, explain to a leader what you gave up, what was hardest, and why the sacrifice mattered.

HOW TO TEACH

- Set the debrief immediately after the service while it is fresh
- Ask three questions: what did you give up, what was hardest, why did it matter
- Listen for specifics — vague answers signal vague service
- Reinforce that the debrief is where the experience lands

Completion: Saint explains to a leader what he gave up, what was hardest, and why the sacrifice mattered immediately after service.



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: Using Moroni 7:45, explain how charity was tested or strengthened through this experience.

HOW TO TEACH

- Read Moroni 7:45 aloud and pause at 'charity suffereth long'
- Have the Saint identify which attribute of charity was tested
- Discuss what changed in him during the service, not just outwardly
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains how Moroni 7:45 charity was tested or strengthened through the experience.

Requirement 4b: Describe one specific change in how you now view people in need or service opportunities.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for a specific person whose situation he now sees differently
- Discuss what the shift cost him in assumptions
- Reinforce that changed sight is the durable result of service

Completion: Saint describes one specific change in how he now views people in need or service opportunities.

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STEP 4: REFLECT — TEACHING GUIDE (CONTINUED)

Requirement 4c: Explain how this experience prepares you to serve as a husband, father, or leader.

HOW TO TEACH

- Begin with a brief personal example tying service to future family roles
- Ask the Saint to name one specific way service prepares him to lead at home
- Discuss how serving now shapes how he will serve when others depend on him
- Keep the connection grounded in the Saint's own observed family or leader

Completion: Saint explains how this experience prepares him to serve as a husband, father, or leader.



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.