

SAINTS GLOBAL
LEADER GUIDE

LAW AND ORDER

INTELLECTUAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in law and order. 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

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 Romans 13:1–4 and Doctrine and Covenants 134:1–2, then explain how righteous law preserves peace, liberty, and accountability.

HOW TO TEACH

- Read Romans 13:1–4 and D&C 134:1–2 and pause at 'ordained of God' and 'preservation of rights'
- Have the Saint paraphrase how righteous law preserves peace, liberty, accountability
- Discuss when civil authority is honored and when it is not
- Connect the passages to a specific law the Saint encounters daily

Completion: Saint explains how Romans 13:1–4 and D&C 134:1–2 ground righteous law in peace, liberty, and accountability.

Requirement 1b: Define “law,” name at least three sources of law (such as constitutions, statutes, case law, regulations, or custom), and describe three functions law serves in society.

HOW TO TEACH

- Define 'law' plainly and list sources (constitutions, statutes, case law, regulations, custom)
- Have the Saint name three functions law serves (order, justice, protection, predictability)
- Discuss what each source's strength and weakness is
- Reinforce that law is plural — it comes from multiple places that can conflict

Completion: Saint defines law, names three sources, and describes three functions law serves in society.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Choose one historical legal milestone (such as the Magna Carta, development of the jury system, or a famous historical trial) and explain three ways it influenced due process or rights.

HOW TO TEACH

- Help the Saint pick a real milestone (Magna Carta, jury system, Marbury v. Madison)
- Have him identify three specific ways the milestone shaped due process or rights
- Discuss what was new at the time and what was preserved
- Reinforce that legal traditions accumulate slowly, not in single events

Completion: Saint chooses one historical legal milestone and explains three ways it influenced due process or rights.



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 simple flowchart of how a case can move through your local justice system (report → investigation → charging → court → outcome), identifying at least three decision points.

HOW TO TEACH

- Walk a real local case path together (report → investigation → charging → court → outcome)
- Have the Saint draw the flowchart in his own hand
- Identify three decision points where the path could fork
- Reinforce that the path is a system, not a single decision

Completion: Saint produces a flowchart of how a case moves through his local justice system, identifying at least three decision points.

Requirement 2b: Prepare an interview guide of at least 10 questions for a law enforcement officer or legal professional focused on duties, limits of authority, rights, and community trust.

HOW TO TEACH

- Help the Saint draft 10 interview questions, not borrowed from a template
- Discuss what makes a question land vs. close off the conversation
- Sharpen the questions to cover duties, limits, rights, and community trust
- Reinforce that good questions earn specific answers

Completion: Saint prepares an interview guide of at least ten questions on duties, limits of authority, rights, and community trust.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Plan a mock hearing or trial: choose a simple scenario, assign roles, prepare evidence/witness notes, and write basic rules of procedure to keep it fair and orderly.

HOW TO TEACH

- Pick a simple scenario the Saint can argue from both sides
- Walk through roles, evidence, witness notes, and procedure
- Discuss what 'fair' requires when neither side gets everything
- Reinforce that procedural fairness is what makes the outcome trustworthy

Completion: Saint plans a mock hearing or trial with scenario, roles, evidence, and basic rules of procedure.



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: Interview five people (no more than one from your immediate family) about the role of law enforcement in society, then present a summary highlighting two major differences in viewpoint and why they exist.

HOW TO TEACH

- Have the Saint interview five people from outside his immediate family
- Walk respectful disagreement when answers conflict
- Discuss what made the differences in viewpoint and where they come from
- Reinforce that listening to opposing views is part of civic literacy

Completion: Saint interviews five people about law enforcement's role and presents a summary highlighting two viewpoint differences.

Requirement 3b: Interview a law enforcement officer (or similarly authorized public safety official) about responsibilities, discretion, and safety, then report what you learned to your leader.

HOW TO TEACH

- Help the Saint set up a real interview with an officer or public safety official
- Have him ask about responsibilities, discretion, and safety in concrete terms
- Discuss what surprised him in the answers
- Reinforce that policing is more decision-making than action

Completion: Saint interviews a law enforcement officer about responsibilities, discretion, and safety and reports what he learned.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Attend a civil or criminal court session (or another public legal proceeding approved by your leader) and write an objective report describing the roles, procedures, and rights you observed.

HOW TO TEACH

- Attend a real civil or criminal court session, not a video recording
- Have the Saint observe roles, procedures, and rights — write what he saw, not opinions
- Discuss what the room looked like vs. what TV trials show
- Reinforce that observation builds objective civic understanding

Completion: Saint attends a court or legal proceeding and writes an objective report on roles, procedures, and rights observed.

Requirement 3d: Conduct the mock hearing or trial you planned, including opening statements, evidence/witness questions, and a decision or verdict; serve as organizer or lead role to keep it fair.

HOW TO TEACH

- Run the mock hearing or trial with assigned roles and a real procedure
- Have the Saint serve as organizer or lead, not a passive participant
- Watch for fairness slipping under pressure to win
- Reinforce that the discipline of procedure is what mock trials actually teach

Completion: Saint conducts the planned mock hearing or trial with opening statements, evidence, questions, and a verdict.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Meet with a lawyer or legal-aid professional (business, bank, title, government, or community legal services) and explain one professional ethical duty (confidentiality, conflicts, honesty to the court) with a real-life example.

HOW TO TEACH

- Help the Saint find a real lawyer or legal-aid professional for the meeting
- Have him ask about one ethical duty with a real example
- Discuss the gap between client interest and ethical limit
- Reinforce that professional ethics is what separates law from leverage

Completion: Saint meets with a lawyer or legal-aid professional and explains one ethical duty with a real-life example.

Requirement 3f: Identify 10 legal or justice-related careers and choose one; explain education/training required in your state and how judges are selected in your state or locality.

HOW TO TEACH

- Have the Saint research 10 legal or justice careers, not just lawyer and judge
- Pick one and walk education, training, and state-specific requirements
- Discuss how judges are selected in his state (election, appointment, hybrid)
- Reinforce that the legal field includes many paths, most of them invisible to the public

Completion: Saint identifies ten justice-related careers, chooses one, and explains required training and how judges are selected.



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 one law you now appreciate and one you think could be improved; describe one lawful way citizens can pursue change (vote, petition, public comment, testimony) and why order matters.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for one law he now appreciates and one he thinks could improve
- Discuss the lawful channels for change (vote, petition, public comment, testimony)
- Reinforce that supporting order matters even when reform is needed

Completion: Saint explains one law he appreciates and one needing improvement, describing one lawful path for citizen change.

Requirement 4b: Explain how law and order relate to agency and accountability, and describe one way you will support justice while showing charity and restraint in conflict.

HOW TO TEACH

- Walk agency and accountability as paired concepts in a real example
- Have the Saint name one way he will support justice in conflict
- Discuss charity and restraint as moral disciplines in legal matters
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains how law and order relate to agency and accountability and names one way he will support justice.

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STEP 4: REFLECT — TEACHING GUIDE (CONTINUED)

Requirement 4c: Read Mosiah 29:26–27 and share a short statement about why just laws protect the vulnerable and how you can help maintain peace in your community.

HOW TO TEACH

- Read Mosiah 29:26–27 and pause at 'common voice'
- Have the Saint explain how just laws protect the vulnerable
- Discuss one way he can help maintain peace in his actual community
- Keep the connection grounded in the Saint's own neighborhood

Completion: Saint shares a statement from Mosiah 29:26–27 on why just laws protect the vulnerable and how he can maintain peace.



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.