

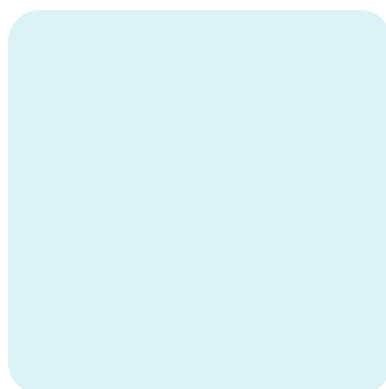
SAINTS GLOBAL

LEADER GUIDE

NATIONAL HERITAGE

SPIRITUAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in national heritage. 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: Read Doctrine and Covenants 101:77–80 and explain (in your own words) why the Lord cares about just laws and freedom.

HOW TO TEACH

- Read D&C 101:77–80 aloud and pause at 'maintained for the rights and protection'
- Have the Saint explain in his own words why the Lord cares about just laws
- Discuss the relationship between divine intent and human governance
- Connect the passage to a current issue without naming political sides

Completion: Saint explains in his own words why the Lord cares about just laws and freedom from D&C 101:77–80.

Requirement 1b: Study the difference between “Founders,” “Framers,” and later national leaders; write a brief definition for each and give one example person for each category.

HOW TO TEACH

- Walk the definitions side by side (Founders, Framers, later leaders) with one example each
- Have the Saint identify which figures belong in each category and why
- Discuss the overlap — some Founders were Framers, some were neither
- Reinforce that vocabulary precision matters in civic history

Completion: Saint defines Founders, Framers, and later national leaders and gives one example person for each category.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Choose one founding-era figure and one later national figure. For each, identify 3 reliable sources, then summarize: their major decisions, their character strengths, and one cautionary lesson.

HOW TO TEACH

- Help the Saint pick figures whose lives are documented in primary sources
- Have him locate three reliable sources for each before drafting
- Discuss balancing decisions, character strengths, and cautionary lessons
- Reinforce that honest history names virtues and failures together

Completion: Saint summarizes one founding-era and one later figure with decisions, character strengths, and one cautionary lesson, citing three sources each.



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 founding document to focus on (Declaration, Constitution, Bill of Rights). Plan a 7-day study with daily 10–15 minute sessions and a short note each day.

HOW TO TEACH

- Pick a real document the Saint will read closely, not skim
- Walk a 7-day study with daily 10–15 minute sessions and a written note
- Discuss what to look for each day (vocabulary, structure, argument)
- Reinforce that deep reading beats broad reading for founding documents

Completion: Saint plans a 7-day study of one founding document with daily 10–15 minute sessions and a written note each day.

Requirement 2b: Plan a “Heritage Field Experience” (museum, archives, historic site, memorial, battlefield, historic church, or local historical society). Include date, transportation, cost (if any), safety plan, and 8 questions you want answered during the visit.

HOW TO TEACH

- Help the Saint pick a real local heritage site he can actually visit
- Have him draft 8 questions before going, not as a checklist afterward
- Walk safety, cost, and transportation as part of the plan
- Reinforce that prepared questions turn a visit into a study

Completion: Saint plans a Heritage Field Experience with date, transportation, cost, safety, and eight questions he wants answered.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Plan a service or contribution that protects or strengthens heritage (examples: cleaning a cemetery, indexing/archiving help, interviewing elders, digitizing family documents, leading a flag/etiquette lesson, or assisting a historical society). Get leader/parent approval.

HOW TO TEACH

- Pick a service that protects or strengthens heritage (cemetery cleanup, indexing, interviewing elders)
- Discuss who benefits and what the work actually preserves
- Get leader or parent approval before starting
- Reinforce that heritage work serves people the Saint will never meet

Completion: Saint plans a service or contribution that protects or strengthens heritage with leader or parent approval.



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 your 7-day study plan on your chosen founding document and create a one-page “Founding Principles Map” showing at least 5 principles and a modern application for each (home, church, school, community).

HOW TO TEACH

- Walk the founding document with the Saint over seven days, not in one push
- Have him build the principles map himself, not from a template
- Discuss modern applications in home, church, school, and community
- Reinforce that a principle without application is unfinished study

Completion: Saint completes the 7-day study and produces a one-page Founding Principles Map with at least five principles and modern applications.

Requirement 3b: Conduct a heritage interview (in-person or recorded) with a parent, grandparent, veteran, immigrant, community elder, or civic leader; gather a story of sacrifice or service, verify one detail with a second source, and write a respectful summary.

HOW TO TEACH

- Hold the interview in a quiet place with permission and recording method ready
- Have the Saint verify one detail with a second source before writing
- Discuss how to write respectfully about a real person's life
- Reinforce that respectful summary is a skill, not a tone

Completion: Saint conducts a heritage interview, verifies one detail with a second source, and writes a respectful summary.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Complete your Heritage Field Experience and produce a “truthful record” (photo log, sketch log, or notes) that includes 10 observations, 5 facts learned, and 2 questions you still have.

HOW TO TEACH

- Have the Saint take notes during the field experience, not after
- Require 10 observations, 5 facts learned, and 2 unanswered questions
- Discuss what a 'truthful record' looks like vs. impressionistic writing
- Reinforce that being at the site teaches what books cannot

Completion: Saint completes the Heritage Field Experience and produces a truthful record with ten observations, five facts, and two open questions.

Requirement 3d: Lead a 10–15 minute teaching moment for your patrol/family: explain one core founding idea, one heritage story you researched, and one gospel principle that strengthens civic virtue (integrity, courage, humility, charity).

HOW TO TEACH

- Help the Saint outline the teaching moment with hook, beats, activity, closing
- Have him deliver to one person first as a rehearsal
- Discuss how to connect a founding idea, a heritage story, and a gospel principle
- Reinforce that teaching consolidates what the Saint has studied

Completion: Saint leads a 10–15 minute teaching moment on one founding idea, one heritage story, and one gospel principle that strengthens civic virtue.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Complete your approved service/contribution and document impact (who benefited, what changed, how long it took, and what you would improve).

HOW TO TEACH

- Confirm the Saint completes the approved service himself, not as a tagalong
- Have him document impact specifically — who, what, how long, what would improve
- Discuss what was harder than expected and what was easier
- Reinforce that documented service teaches what undocumented service forgets

Completion: Saint completes the approved heritage service and documents impact in terms of beneficiaries, change, duration, and improvements.



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: Write a reflection (minimum 250 words) on how learning national heritage can help you keep the Saint's Oath to "honor my family and my country" while remaining Christlike toward people who disagree with you.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before drafting
- Ask how honoring family and country squares with Christlike treatment of opponents
- Discuss specific examples of where these duties intersect or tension
- Sharpen wording only — do not rewrite the Saint's reflection

Completion: Saint writes a 250+ word reflection on honoring family and country while remaining Christlike toward those who disagree.

Requirement 4b: Share a short testimony or personal statement (spoken or written) answering: "How has God's hand—or the need for God—become clearer to me through this badge, and how will I 'Just Serve' going forward?"

HOW TO TEACH

- Begin with a brief personal example of God's hand in civic life
- Ask the Saint to name one specific way he will 'Just Serve' going forward
- Discuss the connection between heritage knowledge and service action
- Keep the connection grounded in the Saint's own observations during the badge

Completion: Saint shares a testimony of God's hand in this badge and how he will 'Just Serve' going forward.



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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Thank you for leading Saints Global!

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