

SAINTS GLOBAL

LEADER GUIDE

PROPERTY RIGHTS

INTELLECTUAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in property rights. 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: Explain what property rights are and identify at least three types of property (personal, real, intellectual), giving a real example of each.

HOW TO TEACH

- Define property rights plainly and walk three types (personal, real, intellectual)
- Have the Saint give one real example of each from his own life
- Discuss how each type is protected differently
- Reinforce that precise categories prevent confused thinking about ownership

Completion: Saint explains what property rights are and identifies three types of property with a real example of each.

Requirement 1b: Read Exodus 20:15 and Doctrine and Covenants 42:54–55, then explain how these scriptures establish moral boundaries around ownership.

HOW TO TEACH

- Read Exodus 20:15 and D&C 42:54–55 aloud
- Have the Saint explain how each passage sets a moral boundary
- Discuss the difference between legal ownership and moral ownership
- Connect the scriptures to a specific recent borrowing or returning decision

Completion: Saint explains how Exodus 20:15 and D&C 42:54–55 establish moral boundaries around ownership.



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: Identify a situation where property rights could be violated (borrowing without permission, damage, digital copying) and explain the possible consequences.

HOW TO TEACH

- Pick a real situation (borrowing without permission, damage, digital copying)
- Have the Saint identify what was violated and the chain of consequences
- Discuss who is harmed beyond the immediate owner
- Reinforce that property violations have second-order effects on trust

Completion: Saint identifies a situation where property rights could be violated and explains the possible consequences.

Requirement 2b: Create a simple plan describing how you will respect, protect, and properly use property that belongs to you and to others in daily life.

HOW TO TEACH

- Walk the Saint's plan for protecting his own and others' property
- Have him name specific daily practices, not abstract principles
- Discuss what changes when he is tempted or hurried
- Reinforce that a written plan beats good intentions under pressure

Completion: Saint produces a plan describing how he will respect, protect, and properly use property in daily life.



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: Demonstrate responsible ownership by caring for, maintaining, or repairing a personal or entrusted item, explaining what stewardship required.

HOW TO TEACH

- Pick a real personal or entrusted item the Saint will maintain
- Have him explain what stewardship requires for that specific item
- Watch for the maintenance the item actually needs vs. cosmetic care
- Reinforce that ownership without maintenance is just possession

Completion: Saint demonstrates responsible ownership by caring for, maintaining, or repairing an item and explains what stewardship required.

Requirement 3b: Obtain permission to use someone else's property for a real task, use it appropriately, and return it in equal or better condition.

HOW TO TEACH

- Help the Saint pick a real task requiring someone else's property
- Walk the permission conversation — what to ask, how to ask
- Have him return the item in equal or better condition and confirm
- Reinforce that borrowing is a small covenant, not just a favor

Completion: Saint obtains permission to use someone else's property, uses it appropriately, and returns it in equal or better condition.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Resolve a minor property-related conflict or misunderstanding respectfully, explaining how consent, boundaries, and fairness guided your actions.

HOW TO TEACH

- Use a real minor property conflict the Saint has experienced
- Have him explain how consent, boundaries, and fairness applied
- Discuss respectful resolution vs. winning the argument
- Reinforce that resolution preserves relationship, not just outcome

Completion: Saint resolves a minor property-related conflict respectfully, explaining how consent, boundaries, and fairness guided his actions.

Requirement 3d: Identify and follow one real rule or law related to property use (school, neighborhood, digital media, or community), explaining why it exists.

HOW TO TEACH

- Identify one real rule or law the Saint encounters (school, neighborhood, digital, community)
- Have him explain why the rule exists, not just that it exists
- Discuss what changes when the rule is ignored
- Reinforce that rules are usually summaries of past harms

Completion: Saint identifies and follows one real rule or law related to property use and explains why it exists.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Explain the concept of intellectual property by giving a real example and demonstrating lawful use (citation, permission, or purchase).

HOW TO TEACH

- Walk intellectual property with real examples (book, song, software, image)
- Have the Saint demonstrate lawful use through citation, permission, or purchase
- Discuss why IP can be invisible but still real
- Reinforce that IP rules protect creators the same way physical rules protect owners

Completion: Saint explains intellectual property with a real example and demonstrates lawful use through citation, permission, or purchase.



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 how respecting property rights builds trust and order within families, communities, and nations.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for a specific moment when property respect built or broke trust
- Discuss how shared property requires shared rules to work
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains how respecting property rights builds trust and order within families, communities, and nations.

Requirement 4b: Describe how property rights relate to agency, accountability, and service, and how this understanding affects your daily choices.

HOW TO TEACH

- Begin with a brief personal example tying property to agency and accountability
- Ask the Saint to name one daily choice that property thinking changes
- Discuss the link between stewardship and service
- Keep the connection grounded in the Saint's own habits

Completion: Saint describes how property rights relate to agency, accountability, and service, affecting his daily choices.



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.