

SAINTS GLOBAL
LEADER GUIDE

SELF-RELIANCE

INTELLECTUAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in self-reliance. 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 Proverbs 21:5 and Doctrine and Covenants 104:13–15, then explain how stewardship and preparation relate to self-reliance.

HOW TO TEACH

- Read Proverbs 21:5 and D&C 104:13–15 aloud and pause at 'diligent' and 'stewards'
- Have the Saint paraphrase preparation and stewardship in his own words
- Discuss what happens when one is present without the other
- Connect the scriptures to a specific area where the Saint is currently dependent

Completion: Saint explains how Proverbs 21:5 and D&C 104:13–15 connect stewardship and preparation to self-reliance.

Requirement 1b: Identify one real situation where lack of money, food, or water created hardship for yourself or someone you know, and explain what could have reduced the impact.

HOW TO TEACH

- Have the Saint name a real moment of hardship from lack of money, food, or water
- Discuss what specifically could have reduced the impact
- Walk through what preparation, planning, or skill would have changed the outcome
- Reinforce that examined hardship teaches more than abstract preparation

Completion: Saint identifies one real situation where lack of money, food, or water created hardship and what could have reduced the impact.



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: Examine your current access to money, food, and water, and identify one vulnerability in each area that could cause difficulty if resources were limited.

HOW TO TEACH

- Examine the Saint's current access to money, food, and water with him
- Have him identify one vulnerability in each area
- Discuss what could fail (job loss, supply chain, water shut-off) and what he depends on
- Reinforce that vulnerability mapping is the start of resilience, not panic

Completion: Saint examines his access to money, food, and water and identifies one vulnerability in each area.

Requirement 2b: Prepare a simple personal plan describing how you would responsibly manage money, food, and water for a short period of constraint.

HOW TO TEACH

- Walk the personal plan: how to manage money, food, and water under short constraint
- Have the Saint write the plan in his own words
- Discuss what he would do first, second, and third if resources tightened
- Reinforce that a written plan beats good intentions under pressure

Completion: Saint prepares a personal plan for managing money, food, and water for a short period of constraint.



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: Make and follow a real spending decision using limited funds, choosing between needs and wants and explaining your final choice.

HOW TO TEACH

- Set the Saint up with limited real funds and a real need-and-want list
- Have him explain the final choice and what he set aside
- Discuss the difference between needs and wants in the specific moment
- Reinforce that constrained choice teaches priority more than abundance does

Completion: Saint makes and follows a spending decision with limited funds, choosing between needs and wants and explaining the choice.

Requirement 3b: Prepare a complete meal using basic ingredients, demonstrating planning, portion control, and minimal waste.

HOW TO TEACH

- Pick basic ingredients (rice, beans, vegetables, one protein) the Saint can work with
- Have him plan portions, prepare the meal, and minimize waste
- Discuss how the meal could feed two days instead of one
- Reinforce that cooking from basics is the foundation of food self-reliance

Completion: Saint prepares a complete meal from basic ingredients with planning, portion control, and minimal waste.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Demonstrate how to safely obtain and store drinkable water using at least one practical method.

HOW TO TEACH

- Demonstrate one practical water method (filter, boiling, distillation, storage rotation)
- Have the Saint perform the method himself with real water
- Discuss safe storage — containers, location, rotation
- Reinforce that water knowledge becomes critical fastest in an emergency

Completion: Saint demonstrates safely obtaining and storing drinkable water using at least one practical method.

Requirement 3d: Complete a 24-hour period relying only on food, water, and money you personally prepared or set aside, then explain what was hardest and why.

HOW TO TEACH

- Plan the 24-hour period together — food prepared, water set aside, money allocated
- Have the Saint complete the period without resupplying
- Walk the debrief immediately afterward: what was hardest, what surprised him
- Reinforce that the 24 hours expose what abundance hides

Completion: Saint completes a 24-hour period relying only on food, water, and money he prepared and explains what was hardest.



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 to a leader how your decisions during this badge changed the way you view comfort, waste, and dependence on others.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask how his view of comfort and waste shifted during the badge
- Discuss what he sees now in his own daily habits
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains how his decisions during the badge changed his view of comfort, waste, and dependence on others.

Requirement 4b: Describe how self-reliance strengthens your ability to serve family, neighbors, and community, relating your experience to faith in God.

HOW TO TEACH

- Begin with a brief personal example tying self-reliance to capacity to serve
- Ask the Saint to name one specific way readiness lets him help others
- Discuss how trust in God is exercised, not replaced, by preparation
- Keep the connection grounded in the Saint's own household

Completion: Saint describes how self-reliance strengthens his ability to serve family, neighbors, and community, relating it to faith in God.



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.