

SAINTS GLOBAL  
**LEADER GUIDE**

---

**SHOTGUN SHOOTING**

INTELLECTUAL CORE

Version 2026.1



SAINTS GLOBAL

[www.saintsglobal.org/resources](http://www.saintsglobal.org/resources)



## PURPOSE & IDENTITY

### SKILL BADGE PURPOSE

To develop disciplined firearm safety, lawful responsibility, and calm decision-making through supervised shotgun sport participation, range leadership, and stewardship-minded conduct.

### 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

- Firearm safety culture and lawful conduct
- Range procedure, communication, and supervision readiness
- Equipment knowledge, inspection, and responsible care
- Stress control, patience, and obedience to authority
- Stewardship of people, property, and wildlife resources

#### TIME COMMITMENT

4-6 weeks (suggested)

#### RECOMMENDED AGE

13+



## SAFETY CONSIDERATIONS

### SUPERVISION

All firearm activities must occur at an approved range under direct supervision of certified instructors and a range safety officer; follow all range commands immediately.

### PROTECTIVE EQUIPMENT

Eye and ear protection must be used whenever on or near the firing line or when instructed by range staff.

### LEGAL COMPLIANCE

Comply with all local and state firearm laws and range rules; transport and storage must follow applicable law and guardian guidance.

## 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 a projectile is and why firearms require strict care, respect, and use only in approved locations.**

**HOW TO TEACH**

- Compare low-speed vs high-speed projectiles using simple physics examples to make risk concrete
- Ask Saints to name three reasons approved locations matter (backstops, supervision, emergency access)
- Use a short scenario (crowded area vs controlled range) and have Saints identify hazards
- Reinforce that respect is a character issue, not just a technical rule

**Completion:** Saint explains projectile risk and approved-location principles clearly.

**Requirement 1b: Explain universal safe firearm handling rules and describe what you would do if someone asked to see a firearm in an unsafe setting (e.g., at home without supervision).**

**HOW TO TEACH**

- Role-play the 'friend asked to see it' situation and have Saints practice the safest response words
- Use 'spot the violation' prompts (muzzle, trigger discipline, unloading, supervision) without handling a firearm
- Have Saints create a short 'safety script' they can actually say under social pressure
- Discuss how courage includes saying no politely and firmly

**Completion:** Saint can state safe rules and describe a correct response under peer pressure.

*Continued on next page...*

**STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)**

**Requirement 1c: Explain the need for eye and hearing protection and demonstrate how to fit, check, and care for them.**

**HOW TO TEACH**

- Show common protection types and have Saints compare coverage and comfort
- Have each Saint fit protection properly and do a quick 'seal check'
- Discuss how discomfort leads to unsafe behavior and how to prevent it
- Emphasize consistent use as a habit, not an option

**Completion:** Saint demonstrates correct fit and explains why protection is necessary.

**Requirement 1d: Summarize your community and state firearm and hunting laws relevant to shotgun use, including lawful locations and general wildlife resource stewardship.**

**HOW TO TEACH**

- Have Saints reference official state sources directly (not memory or social media)
- Use two short 'is this lawful?' scenarios and have Saints justify their answer
- Discuss why hunting laws protect people, wildlife, and property rights
- Ask each Saint to identify one rule that surprised them and why it exists

**Completion:** Saint summarizes key points accurately and connects laws to stewardship.



## 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 the principal parts of a shotgun and a shotshell and explain their basic functions using a diagram or inert training aid.**

**HOW TO TEACH**

- Use labeled diagrams or inert training aids to avoid live handling while teaching
- Have Saints teach back by pointing to each part and stating its function in one sentence
- Compare at least two action types at a high level (how they load/eject) without operational detail
- Correct misunderstandings by returning to the diagram, not jargon

**Completion:** Saint correctly identifies parts and explains basic functions.

**Requirement 2b: Create a personal 'range readiness plan' that includes protective gear, hydration, communication expectations, and how you will follow commands under stress.**

**HOW TO TEACH**

- Have Saints list what 'ready' means beyond equipment (sleep, focus, humility, listening)
- Use a short stress scenario (noise, waiting, pressure to impress) and discuss responses
- Have Saints write a simple checklist they can carry to the range
- Ask: 'What will you do if you feel flustered on the line?'

**Completion:** Plan includes gear, behavior expectations, and a stress-control strategy.

*Continued on next page...*

## STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

**Requirement 2c: Explain how misfire/hangfire/squib risks are handled by following range commands and procedures, and describe what you should do immediately if something seems wrong.**

**HOW TO TEACH**

- Teach this as a decision tree: stop, keep safe direction, signal, wait for instruction
- Use instructor-led call-and-response so Saints practice the exact sequence of actions
- Emphasize that uncertainty is a reason to stop, not to guess
- Have Saints explain why 'pause and ask' is a virtue in safety contexts

**Completion:** Saint describes correct immediate response steps aligned to range procedure.

**Requirement 2d: Plan a small-group service contribution for a range day (setup help, trash policing, brass/target debris cleanup where allowed, or thank-you note to staff) and explain why service supports safety culture.**

**HOW TO TEACH**

- Brainstorm service options that are appropriate and permitted by the range
- Have Saints pick one that costs effort (not just symbolic) and define success criteria
- Discuss how cleanliness and order reduce accidents and distractions
- Connect service to the Saints Global motto and responsibility for shared spaces

**Completion:** Saint presents a feasible service plan and explains its safety benefit.



## 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: Under certified supervision at an approved range, demonstrate perfect compliance with commands, safe direction discipline, and protective gear use from arrival through departure.**

**HOW TO TEACH**

- Have the instructor explain commands before anyone approaches the line
- Assign Saints a 'self-check' routine before each move (eyes/ears, listening posture)
- Pause between stations to reinforce that safe transitions matter as much as shooting
- Praise obedience and calmness more than performance outcomes

**Completion:** Saint maintains command compliance and safe discipline for the full session.

**Requirement 3b: Complete a supervised clay-target session that shows controlled focus and safe conduct across multiple rounds, stopping immediately when instructed or when unsure.**

**HOW TO TEACH**

- Frame the goal as 'safe consistency' rather than score-chasing
- Build in instructor-led pauses to reset focus and reduce rushing
- Have Saints verbalize one safety check they performed after each round
- Reinforce that stopping when uncertain is success, not failure

**Completion:** Saint completes multiple rounds safely and demonstrates good judgment to stop when unsure.

*Continued on next page...*

**STEP 3: ACT — TEACHING GUIDE (CONTINUED)**

**Requirement 3c: Demonstrate safe storage and transport principles using inert training aids or a locked-case demonstration approved by guardians and range staff.**

**HOW TO TEACH**

- Use cases/locks as teaching tools and discuss access control and separation of items
- Have Saints practice 'what goes where' with inert examples (case, lock, paperwork)
- Discuss scenarios: vehicle stop, arriving at range, and returning home
- Ask: 'How do you prevent unauthorized access in real life?'

**Completion:** Saint explains and demonstrates safe transport/storage principles correctly.

**Requirement 3d: Lead the agreed service contribution for the range day (approved cleanup or support task) and leave the area better than you found it.**

**HOW TO TEACH**

- Assign clear roles so leadership is observable (who does what, when)
- Set a visible 'done' standard (trash removed, area checked, staff thanked)
- Teach Saints to ask staff what is permitted before touching anything
- Debrief how service reduced risk and improved the experience for others

**Completion:** Service task completed respectfully, safely, and to an agreed standard.

*Continued on next page...*

## STEP 3: ACT — TEACHING GUIDE (CONTINUED)

**Requirement 3e: Explain three shotgun sports and, after participating or observing at an approved range event, describe what safety habits you saw done well and what could be improved.**

**HOW TO TEACH**

- Before observing, give Saints three safety behaviors to watch for (muzzles, commands, protective gear)
- Afterward, have Saints report observations with one 'best practice' and one 'improvement idea'
- Keep the tone respectful—focus on systems, not criticizing individuals
- Connect observation to becoming a dependable teammate on ranges

**Completion:** Saint provides specific examples of good safety culture and a constructive improvement.

**Requirement 3f: Demonstrate calm decision-making under pressure by responding correctly to an instructor-led 'stop' scenario and explaining what you did and why.**

**HOW TO TEACH**

- Run a controlled drill where the instructor calls 'stop' unexpectedly during a transition
- Immediately debrief the Saint's actions using a simple checklist (stop, safe direction, wait)
- Ask the Saint to explain why procedure matters more than momentum
- Reinforce that humility is a safety skill

**Completion:** Saint responds correctly and can explain the reasoning.



## 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 restraint and obedience to rules protect life and build trust, and describe one moment you had to choose caution over pride.**

**HOW TO TEACH**

- Give 2 minutes of silent reflection before discussion
- Ask for a specific moment (not a general feeling) where caution mattered
- Model humility as a leader by praising honesty and learning
- Avoid turning reflection into a lecture; keep it personal and grounded

**Completion:** Saint shares a specific example and connects it to trust and safety.

**Requirement 4b: Describe how stewardship applies to firearms, ranges, and wildlife resources, including how you will act responsibly when others are careless.**

**HOW TO TEACH**

- Discuss stewardship as protection of people, property, and creation
- Use a scenario where others are careless and ask the Saint to choose a responsible response
- Have Saints articulate boundaries: when to speak up, step away, or notify authority
- Reinforce that courage and kindness can coexist

**Completion:** Saint explains stewardship and a responsible response to carelessness.

*Continued on next page...*

## STEP 4: REFLECT — TEACHING GUIDE (CONTINUED)

**Requirement 4c: Identify one pathway (hobby or career) that uses safety leadership and responsible shooting culture, and explain one next step you could take that remains lawful and supervised.**

**HOW TO TEACH**

- Offer examples: range volunteer, conservation education, certified instruction pathways (age-appropriate)
- Have Saints list realistic prerequisites (training, cost, supervision, time)
- Ask: 'What's one next supervised step you can do in the next season?'
- Focus on safe community involvement rather than equipment acquisition

**Completion:** Saint names a pathway and a concrete next supervised step.



## RESOURCES & CONTACT

### RECOMMENDED RESOURCES

---

- [Saints Global Resource Library](#) — Online materials and guides
- [DPAAR 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](http://www.saintsglobal.org)

 [support@saintsglobal.org](mailto:support@saintsglobal.org)

 Curriculum: [curriculum@saintsglobal.org](mailto:curriculum@saintsglobal.org)

**Thank you for leading Saints Global!**

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