

SAINTS GLOBAL

LEADER GUIDE

TEMPLES

SPIRITUAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in temples. 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 88:119–120 and identify two purposes of temples.****HOW TO TEACH**

- Read D&C 88:119–120 aloud and pause at 'house of order' and 'house of God'
- Have the Saint identify two purposes of temples in his own words
- Discuss what distinguishes the temple from a meetinghouse
- Connect the passage to a recent moment of reverence the Saint experienced

Completion: Saint identifies two purposes of temples from D&C 88:119–120 in his own words.

Requirement 1b: Identify five blessings that come from temple worship or covenants.**HOW TO TEACH**

- Have the Saint list blessings tied to temple worship and covenants, not vague feelings
- Discuss which blessings the Saint has heard others testify about
- Walk five blessings (peace, guidance, sealing, instruction, protection) with concrete examples
- Reinforce that temple blessings are real outcomes, not abstractions

Completion: Saint identifies five blessings that come from temple worship or covenants.

Continued on next page...

STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Study two temple symbols or practices and explain what each teaches about Jesus Christ.

HOW TO TEACH

- Pick two real temple symbols or practices and walk what each teaches about Christ
- Have the Saint explain each symbol in his own words after study
- Discuss how the symbol teaches without using doctrinal jargon
- Reinforce that symbols carry meaning beyond the words used to describe them

Completion: Saint studies two temple symbols or practices and explains what each teaches about Jesus Christ.



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 one behavior or attitude that would reduce reverence in the temple.****HOW TO TEACH**

- Have the Saint name one specific behavior or attitude that reduces reverence
- Discuss why this behavior is tempting in the moment
- Walk through where the behavior shows up in his daily life
- Reinforce that reverence is built or eroded in small habits

Completion: Saint identifies one behavior or attitude that would reduce reverence in the temple.

Requirement 2b: Choose one specific change to improve worthiness or reverence and explain why it matters.**HOW TO TEACH**

- Help the Saint choose a specific change to improve worthiness or reverence
- Have him explain why the change matters in concrete terms
- Discuss what will be hard about sustaining the change
- Reinforce that one focused change beats vague resolutions

Completion: Saint chooses one specific change to improve worthiness or reverence and explains why it matters.

Continued on next page...

STEP 2: PLAN — TEACHING GUIDE (CONTINUED)**Requirement 2c: Identify one person you can explain temple purpose to respectfully.****HOW TO TEACH**

- Identify one specific person the Saint can explain temple purpose to
- Discuss what makes the explanation respectful in the audience's context
- Have the Saint outline what he will say before the conversation
- Reinforce that explaining temples to others sharpens his own understanding

Completion: Saint identifies one person he can explain temple purpose to respectfully.



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: Visit temple grounds or a visitor center and record three impressions related to holiness or order.

HOW TO TEACH

- Plan the visit to temple grounds or a visitor center on a specific date
- Have the Saint record three impressions during the visit, not after
- Discuss what he noticed about holiness or order on the grounds
- Reinforce that being on the grounds teaches what reading cannot

Completion: Saint visits temple grounds or a visitor center and records three impressions related to holiness or order.

Requirement 3b: Practice your chosen change in a real situation where reverence or obedience mattered.

HOW TO TEACH

- Pick a real situation in the next week where reverence or obedience matters
- Have the Saint practice his chosen change deliberately
- Discuss what happened and what he would do differently
- Reinforce that practice in small settings prepares for sacred ones

Completion: Saint practices his chosen change in a real situation where reverence or obedience mattered.

Continued on next page...

STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Explain the purpose of temples to a younger sibling or family member and answer questions respectfully.

HOW TO TEACH

- Help the Saint pick a younger sibling or family member to teach
- Walk what to say and what to leave out for that audience
- Have him answer one challenging question respectfully
- Reinforce that teaching consolidates what the Saint has learned

Completion: Saint explains the purpose of temples to a younger sibling or family member and answers questions respectfully.

Requirement 3d: Demonstrate reverent conduct in a sacred or formal Church setting and explain why it matters.

HOW TO TEACH

- Place the Saint in a real sacred or formal Church setting
- Watch his posture, attention, and engagement
- Have him explain afterward why reverence mattered in that setting
- Reinforce that reverent conduct is observable, not just felt

Completion: Saint demonstrates reverent conduct in a sacred or formal Church setting and explains why it matters.



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 how temples help you focus on Christ rather than the world.****HOW TO TEACH**

- Give the Saint a moment of silent reflection before writing
- Ask how temples specifically shift attention from world to Christ
- Discuss what changes in him when he is on temple grounds
- Sharpen wording only — do not rewrite the Saint's reflection

Completion: Saint writes how temples help him focus on Christ rather than the world.

Requirement 4b: Bear testimony of eternal covenants.**HOW TO TEACH**

- Begin with a brief personal example tying eternal covenants to a real moment
- Have the Saint record his testimony in his own voice
- Discuss what he knows about covenants vs. what he hopes
- Keep the connection grounded in what the Saint has actually experienced or studied

Completion: Saint bears testimony of eternal covenants.



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.