

SAINTS GLOBAL  
**LEADER GUIDE**

**DIRTY JOBS**

PHYSICAL CORE

Version 2026.1



Dirty Jobs



## PURPOSE & IDENTITY

### SKILL BADGE PURPOSE

To develop humility, resilience, and respect for essential labor by completing physically demanding, often unpleasant work safely and well, and by learning from professionals whose 'dirty jobs' keep homes, communities, and infrastructure functioning.

### DEVELOPMENT CORE: PHYSICAL

This badge develops physical attributes through focused activities and reflection. Saints will grow in this area while building practical skills.

### CORE FOCUSES

- Dignity of labor and servant-minded work ethic
- Physical endurance and task discipline
- Safety and hygiene in demanding work environments
- Problem-solving in real-world maintenance tasks
- Career awareness in skilled and essential trades

#### TIME COMMITMENT

4-6 weeks (suggested)

#### RECOMMENDED AGE

12+



## SAFETY CONSIDERATIONS



### PERSONAL PROTECTIVE EQUIPMENT

Appropriate gloves, eye protection, closed-toe shoes, and other task-specific PPE must be used for all dirty job activities.



### HYGIENE

Handwashing, tool cleaning, and clothing sanitation are required after all tasks involving dirt, waste, chemicals, or biohazards.



### SUPERVISION

All tasks must be approved and supervised by a responsible adult; youth may not handle hazardous chemicals or enter confined spaces.

## EMERGENCY CONTACTS

Troopmaster:

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Emergency:

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## 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

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- ☐ 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 why so-called 'dirty jobs' are essential to homes, churches, and communities, and describe the hazards commonly involved in this type of work.**

**HOW TO TEACH**

- Discuss everyday systems people rely on but rarely see
- Identify hazards such as sharp objects, waste, heavy lifting, and chemicals
- Explain why respect for workers matters
- Connect essential labor to service and stewardship

**Completion:** Saint explains the value and risks of dirty jobs clearly.

**Requirement 1b: Demonstrate basic safety and hygiene practices used in dirty jobs, including PPE use, safe lifting, and cleanup procedures.**

**HOW TO TEACH**

- Practice correct glove and eye protection use
- Demonstrate proper lifting with legs, not back
- Explain contamination prevention
- Reinforce stopping when unsure

**Completion:** Saint correctly demonstrates safety and hygiene practices.



## STEP 2: PLAN

### LEADER PREPARATION

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- ☐ 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 three appropriate 'dirty job' tasks to complete at home, church, or a community property, and explain why each task is necessary.**

**HOW TO TEACH**

- Approve tasks for age-appropriateness
- Encourage variety (indoor, outdoor, maintenance)
- Discuss realistic effort required
- Set clear completion standards

**Completion:** Saint presents three approved tasks with clear plans.

**Requirement 2b: Identify one 'dirty job' career and prepare questions to ask a professional about training, daily work, safety, and job satisfaction.**

**HOW TO TEACH**

- Brainstorm trades and essential services
- Teach respectful interviewing
- Encourage curiosity about challenges and rewards
- Connect preparation to dignity of work

**Completion:** Saint prepares a thoughtful set of interview questions.





## STEP 3: ACT

### LEADER PREPARATION

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- ☐ Review all ACT requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face

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**STEP 3: ACT — TEACHING GUIDE**

**Requirement 3a: Complete three approved dirty job tasks, using proper safety practices and leaving each area cleaner, safer, or more functional.**

**HOW TO TEACH**

- Observe work quality, not speed
- Correct unsafe behavior immediately
- Affirm perseverance
- Require verbal explanation after completion

**Completion:** Saint completes all tasks safely and thoroughly.

**Requirement 3b: Shadow or interview a professional who performs a dirty job and explain what you learned about the work, risks, and value of the job.**

**HOW TO TEACH**

- Ensure interaction is respectful and supervised
- Encourage note-taking
- Discuss misconceptions before and after
- Connect learning to gratitude

**Completion:** Saint explains the job and lessons learned accurately.



## STEP 4: REFLECT

### LEADER PREPARATION

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- ☐ 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 completing dirty jobs affected your attitude toward work, discomfort, and service to others.**

**HOW TO TEACH**

- Ask for a specific moment of resistance or growth
- Discuss humility and perseverance
- Encourage honest reflection
- Connect experience to daily responsibilities

**Completion:** Saint reflects with specific examples.

**Requirement 4b: Identify one skilled-trade or service career you respect more after this badge and explain why.**

**HOW TO TEACH**

- Discuss long-term career stability and skill
- Encourage respect regardless of personal interest
- Connect careers to community well-being
- Affirm dignity of all lawful work

**Completion:** Saint explains increased respect for a specific career.



## RESOURCES & CONTACT

### RECOMMENDED RESOURCES

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

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 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.