

SAINTS GLOBAL
LEADER GUIDE

SHOTGUN SHOOTING

INTELLECTUAL CORE

Version 2026.1



Shotgun Shooting



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.

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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.

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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.

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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.

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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.

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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
- 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.