

SAINTS GLOBAL  
**LEADER GUIDE**

**RIFLE SHOOTING**

INTELLECTUAL CORE

Version 2026.1



 **PURPOSE & IDENTITY****SKILL BADGE PURPOSE**

To develop disciplined firearm safety, precise marksmanship, and moral responsibility through supervised rifle shooting, equipment care, and lawful, restraint-driven 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 legal responsibility
- Rifle mechanics and ammunition understanding
- Precision marksmanship fundamentals
- Stress control and disciplined execution
- Stewardship, obedience to authority, and respect for life

**TIME COMMITMENT**

4-6 weeks (suggested)

**RECOMMENDED AGE**

13+

## SAFETY CONSIDERATIONS

### SUPERVISION

All rifle shooting must occur at an approved range under direct supervision of a certified rifle instructor and range safety officer.

### PROTECTIVE EQUIPMENT

Eye and hearing protection are mandatory whenever on or near the firing line.

### LEGAL COMPLIANCE

All firearm use, transport, and storage must comply with local and state law and range policy.

## 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 rifles must be handled with care, respect, and used only in approved locations.**

**HOW TO TEACH**

- Compare slow-moving objects to high-velocity projectiles to illustrate energy and risk
- Use a controlled-range vs uncontrolled-location scenario for contrast
- Ask Saints to identify what protections a range provides that a random location cannot
- Reinforce that respect is a moral obligation, not a comfort rule

**Completion:** Saint clearly explains projectile danger and approved-use principles.

**Requirement 1b: Explain universal firearm safety rules, proper hygiene practices while shooting, and the role of eye and hearing protection.**

**HOW TO TEACH**

- Demonstrate safe handling with unloaded or inert training rifles
- Have Saints identify violations in staged examples
- Physically fit eye and ear protection and perform seal checks
- Discuss lead exposure and hygiene as part of stewardship of the body

**Completion:** Saint explains and demonstrates correct safety and hygiene practices.

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

**Requirement 1c: Summarize local and state firearm and hunting laws relevant to rifles, including legal wildlife and lawful locations.**

**HOW TO TEACH**

- Require Saints to reference official state sources directly
- Use short 'lawful vs unlawful' scenarios for application
- Discuss how laws protect people, property, and wildlife
- Ask Saints to identify one law they previously misunderstood

**Completion:** Saint accurately summarizes applicable laws and stewardship purpose.



## 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 main parts of a rifle and cartridge and explain their functions using diagrams or inert training aids.**

**HOW TO TEACH**

- Use diagrams or cutaway visuals rather than live firearms
- Have Saints teach back by pointing and explaining each part
- Trace the firing cycle step-by-step at a conceptual level
- Correct errors by returning to the diagram, not jargon

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

**Requirement 2b: Create a personal range readiness plan covering gear, behavior, command compliance, and stress control.**

**HOW TO TEACH**

- Ask Saints to list non-gear readiness factors (sleep, focus, humility)
- Introduce a stress scenario (noise, waiting, pressure) and plan responses
- Have Saints create a simple checklist they could carry
- Discuss why stopping when unsure is a strength

**Completion:** Plan includes equipment, conduct expectations, and stress responses.

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

**Requirement 2c: Explain rifle malfunctions (misfire, hangfire, squib) and describe the correct immediate response under range procedure.**

**HOW TO TEACH**

- Teach responses as a decision tree: stop, safe direction, wait, signal
- Practice verbal call-and-response without touching equipment
- Emphasize that uncertainty requires stopping, not fixing
- Ask Saints why humility matters in malfunction response

**Completion:** Saint describes correct response steps accurately.



## 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

**STEP 3: ACT — TEACHING GUIDE**

**Requirement 3a: Under certified supervision, demonstrate flawless range conduct from arrival through departure, including command compliance and safe transitions.**

**HOW TO TEACH**

- Treat this as a behavior audit rather than a shooting test
- Have instructors watch transitions as closely as firing
- Praise obedience and calmness more than accuracy
- Correct immediately and reset before continuing

**Completion:** Saint maintains perfect safety discipline for the entire session.

**Requirement 3b: Demonstrate the five fundamentals of rifle shooting—aiming, breath control, hold control, trigger control, and follow-through—during live fire.**

**HOW TO TEACH**

- Isolate fundamentals one at a time before combining
- Use verbalization to reinforce internal awareness
- Adjust only one variable between groups
- Emphasize consistency over score

**Completion:** Saint applies all five fundamentals consistently.

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

**Requirement 3c: Fire multiple supervised shot groups from a supported position and demonstrate the ability to analyze grouping and make or explain sight adjustments.**

**HOW TO TEACH**

- Use targets to teach diagnosis rather than scoring
- Have Saints explain cause-and-effect before adjusting
- If adjustment is not permitted, require precise explanation
- Reinforce patience and methodical changes

**Completion:** Saint demonstrates understanding of zeroing and grouping.

**Requirement 3d: Demonstrate safe rifle cleaning and storage practices using approved materials and procedures.**

**HOW TO TEACH**

- Lay out all cleaning materials before starting
- Require verbal confirmation of unloaded status
- Explain why cleaning order matters for safety
- Discuss access control and responsibility at home

**Completion:** Rifle is cleaned and handled safely throughout.



## 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, obedience to rules, and patience affected your safety and performance on the range.**

**HOW TO TEACH**

- Begin with silent reflection before discussion
- Ask for a specific moment where restraint mattered
- Affirm honesty over performance
- Avoid correcting reflections—listen

**Completion:** Saint gives a concrete example tied to character.

**Requirement 4b: Describe how responsible rifle handling reflects stewardship of life, law, and God-given agency, and identify one future pathway (hobby or career) where these skills apply.**

**HOW TO TEACH**

- Discuss stewardship as protection of people and creation
- Use a scenario involving careless behavior and ask for a response
- Have Saints name a supervised, lawful next step
- Reinforce courage to speak up or step away

**Completion:** Saint connects skill to moral responsibility and future direction.

## 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](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.