

SAINTS GLOBAL  
**LEADER GUIDE**

**ARCHERY**

INTELLECTUAL CORE

Version 2026.1



SAINTS GLOBAL

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



## PURPOSE & IDENTITY

### SKILL BADGE PURPOSE

To develop disciplined marksmanship, safety-minded behavior, patience, and self-control through responsible archery practice under proper supervision.

### 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

- Range safety and legal responsibility
- Equipment knowledge and care
- Fundamental shooting technique
- Accuracy through discipline and repetition
- Respect for rules, authority, and controlled environments

#### TIME COMMITMENT

4-6 weeks (suggested)

#### RECOMMENDED AGE

12+



## SAFETY CONSIDERATIONS

### RANGE SAFETY

Archery activities must be conducted only at approved ranges under qualified supervision, following whistle commands and established safety rules.

### EQUIPMENT

Inspect bows, strings, arrows, and safety gear before shooting; damaged equipment must not be used.

## 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 what a projectile is and why archery equipment must be handled only with care, respect, and at approved ranges.**

**HOW TO TEACH**

- Use real arrows to show weight, point sharpness, and likely travel distance
- Walk through scenarios: backyard misuse vs. supervised range
- Ask the Saint to name three places archery would be unsafe and why
- Connect equipment respect to responsibility for bystanders

**Completion:** Saint explains risks clearly and shows respect for controlled environments.

**Requirement 1b: Explain range safety rules, whistle commands, and the safe method for retrieving arrows from a target.**

**HOW TO TEACH**

- Walk the waiting line, shooting line, and target line on a real range layout
- Demonstrate each whistle command (one, two, three, four+) and the action required for each
- Have the Saint call commands and verbalize the retrieval sequence
- Emphasize that whistle obedience overrides every other action on the range

**Completion:** Saint accurately explains rules and retrieval procedure without prompting.

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**STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)****Requirement 1c: Describe local and state laws related to owning and using archery equipment.****HOW TO TEACH**

- Use the state's official archery and bow-hunting regulation pages as the source
- Discuss age limits, transport rules (cased, unstrung), and restricted locations
- Ask the Saint to summarize what changes when crossing state lines
- Reinforce that knowing the law is part of carrying the equipment legally

**Completion:** Saint accurately summarizes applicable laws.



## 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: Identify and point out the parts of an arrow and describe different arrow types, shaft materials, and proper storage.**

**HOW TO TEACH**

- Have the Saint physically identify point, shaft, fletching, and nock on a real arrow
- Compare wood, aluminum, carbon, and composite shafts in hand
- Discuss target, field, hunting, and broadhead points and when each is used
- Show proper storage in a quiver and dry rack, and explain why bent or cracked shafts must be discarded

**Completion:** Saint correctly identifies parts, types, and care methods.

**Requirement 2b: Repair or construct archery equipment by either completing an arrow from a bare shaft or repairing damaged arrows with proper tools.**

**HOW TO TEACH**

- Lay out tools (fletching jig, glue, nocks, points) and explain the role of each before starting
- Demonstrate the full sequence on one arrow, then have the Saint build or repair their own
- Inspect alignment, fletching angle, and nock seating before declaring the arrow shootable
- Reinforce that a poorly built arrow is a safety risk, not just inaccurate

**Completion:** Arrow is safely and properly constructed or repaired.

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

**Requirement 2c: Explain the purpose and care of personal archery gear, including tabs, arm guards, gloves, and quivers.**

**HOW TO TEACH**

- Have the Saint try on each piece of gear and demonstrate where injury would occur without it
- Discuss leather care, replacement timing, and quiver organization for safe retrieval
- Ask why a finger tab improves consistency, not just protection
- Connect gear care to consistent shots and equipment that lasts a season

**Completion:** Saint explains both function and care 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 qualified supervision, demonstrate proper shooting form using the official steps of shooting for the bow type you are using.**

**HOW TO TEACH**

- Walk through the official steps verbally before the first arrow
- Have the Saint shoot a small group while narrating each step aloud
- Correct one element at a time — stance, then anchor, then release
- Emphasize that a small form error repeats with every shot until it's corrected

**Completion:** Saint demonstrates all steps safely and in order.

**Requirement 3b: Safely string a bow and correctly locate and mark the nocking point on the bowstring.**

**HOW TO TEACH**

- Demonstrate the stringer method first; never permit step-through unless taught for that bow type
- Have the Saint locate the nocking point using a bow square and explain why position matters
- Inspect the stringing process for finger placement and limb control
- Emphasize that improper stringing is the most common cause of injury

**Completion:** Bow is strung and nocking point set without safety errors.

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

**Requirement 3c: Shoot a supervised scoring session appropriate to your bow type and demonstrate controlled accuracy and rule compliance.**

**HOW TO TEACH**

- Set up a target distance appropriate to skill level, not adult standards
- Watch every end for safety violations before recording score
- Discuss accuracy as a product of repetition, not aiming harder
- Note any rule slippage as the session continues; fatigue is when slip-ups happen

**Completion:** Saint completes a full scoring session safely and correctly.



## 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 patience, obedience to rules, and calm focus affect performance and safety in archery.**

**HOW TO TEACH**

- Give the Saint a moment of silent reflection before answering
- Ask for a specific shot where impatience hurt accuracy or safety
- Discuss how range rules protect both shooter and bystanders
- Avoid correcting the Saint's reflection — listen and affirm

**Completion:** Saint clearly connects character traits to safe outcomes.

**Requirement 4b: Describe how learning self-control in archery can strengthen discipline in other areas of life and faith.**

**HOW TO TEACH**

- Begin with a brief personal example to model honest reflection
- Ask the Saint to name one area outside archery where the same self-control would help
- Discuss obedience to instructors as practice for obedience to other authority
- Keep the connection grounded in the Saint's own experience

**Completion:** Saint reflects on transferable discipline and growth.



## 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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**Thank you for leading Saints Global!**

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