

SAINTS GLOBAL
LEADER GUIDE

CAMPING

PHYSICAL CORE

Version 2026.1



SAINTS GLOBAL

www.saintsglobal.org/resources



PURPOSE & IDENTITY

SKILL BADGE PURPOSE

The Camping badge forms the foundation of outdoor self-reliance. Saints learn to live safely, responsibly, and cooperatively outdoors while practicing stewardship, preparedness, and leadership in overnight settings.

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

- Outdoor safety and risk awareness
- Shelter, clothing, and equipment use
- Camp organization and teamwork
- Outdoor cooking and sanitation
- Stewardship and conservation ethics

TIME COMMITMENT

Progressive preparation with multiple overnight campouts

RECOMMENDED AGE

11+



SAFETY CONSIDERATIONS



PHYSICAL

Camping includes exposure to weather, fire, tools, wildlife, and uneven terrain. Leaders must monitor hydration, body temperature, and safe tool and stove use.



ENVIRONMENTAL

Improper campsite selection, food storage, or waste handling can damage ecosystems and create safety hazards.

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

- Prepare hazard scenarios and weather examples
- Review first aid topics related to camping

STEP 1: DISCOVER — TEACHING GUIDE

Requirement 1a: Explain common camping hazards and how to anticipate, prevent, mitigate, and respond to them.

HOW TO TEACH

- Walk through hazards by category — weather, fire, terrain, wildlife, tools — instead of as a flat list
- Have the Saint pair each hazard with one anticipate-prevent-mitigate-respond action
- Use a scenario (lost youth, sudden storm) and ask him to escalate the response in order
- Reinforce that anticipating a hazard beats reacting to it after it lands

Completion: Saint explains realistic hazards and appropriate responses.

Requirement 1b: Explain why monitoring weather is important before and during campouts and how to prepare for bad weather.

HOW TO TEACH

- Pull up a real forecast and identify three things that would change plans
- Have the Saint explain what 30% chance of thunderstorms means in practice
- Discuss decision points — when to delay, shorten, or cancel a trip
- Connect weather awareness to leader judgment, not anxiety or rigid rules

Completion: Saint demonstrates practical preparation strategies.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Explain and demonstrate first aid and prevention for common camping injuries and illnesses.

HOW TO TEACH

- Demonstrate basic first-aid steps for each condition using a real kit, not a textbook
- Have the Saint identify early warning signs aloud (early hypothermia, dehydration headache)
- Practice removing a tick with tweezers and saving it in a baggie for ID
- Reinforce that prevention beats treatment in every camping injury category

Completion: Saint can explain prevention and first response actions.



STEP 2: PLAN

LEADER PREPARATION

- Have Leave No Trace materials available
- Prepare map examples

STEP 2: PLAN — TEACHING GUIDE

Requirement 2a: Explain the Leave No Trace Seven Principles and the Outdoor Code, then write a personal and group plan to apply them on a campout.

HOW TO TEACH

- Walk the seven LNT principles and discuss why each one exists
- Have the Saint write specific actions, not slogans — 'do not feed chipmunks' beats 'respect wildlife'
- Discuss the Outdoor Code as the Saint's own promise, not a recitation
- Connect stewardship to gratitude for land that is shared, not owned

Completion: Plan shows practical application of principles.

Requirement 2b: Create a written plan for an overnight campout and show how to reach the campsite using a map and compass, GPS, or smartphone app.

HOW TO TEACH

- Use a real map (paper or app) of the actual planned route
- Have the Saint mark trailhead, water sources, camp, and bailout points
- Discuss what trip details to share with parents before leaving
- Reinforce that a written plan is what separates camping from wandering

Completion: Plan includes route, destination, and navigation method.



STEP 3: ACT

LEADER PREPARATION

- Coordinate an overnight campout
- Prepare demonstration areas

STEP 3: ACT — TEACHING GUIDE

Requirement 3a: Create a duty roster for an overnight campout and help a younger patrol or unit prepare for their campout.

HOW TO TEACH

- Explain the duties (cook, cleanup, fire, water, gear) and have the Saint assign rotations
- Pair the Saint with a younger Saint and have him walk through their gear together
- Discuss leadership through service vs. leadership through control
- Reinforce that organizing others is a separate skill from doing the work yourself

Completion: Saint actively assists and organizes others.

Requirement 3b: Prepare clothing, footwear, and outdoor essentials for warm and cold weather and present your packed gear for inspection.

HOW TO TEACH

- Lay out the Saint's actual gear and inspect each item against the trip's expected weather
- Demonstrate layering (base, insulation, shell) with real garments on a Saint
- Discuss what cotton does in cold-wet conditions vs. wool or synthetics
- Require the Saint to explain each item's role before packing it

Completion: Saint is properly clothed and equipped.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)**Requirement 3c: With another Saint, pitch a tent and select a proper campsite.****HOW TO TEACH**

- Walk a candidate site and identify problems — low ground, dead trees overhead, slope, water proximity
- Have two Saints pitch a tent together with one calling steps and the other doing them
- Inspect stakes, guylines, and rainfly tension before declaring the tent set
- Reinforce that site selection matters more than tent technique

Completion: Tent is pitched correctly in a suitable location.

Requirement 3d: Demonstrate water treatment, camp sanitation practices, and safe food storage.**HOW TO TEACH**

- Demonstrate filter and chemical treatment methods on real water, not a description
- Have the Saint set up a hand-wash station and a cathole site to spec
- Discuss bear-bag or container storage and why food never sleeps in tents
- Reinforce sanitation as group care, not just personal hygiene

Completion: Practices are performed correctly and safely.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Plan and cook meals on a campout using appropriate stoves, demonstrating safe fuel handling and cleanup.

HOW TO TEACH

- Inspect each stove for fuel leaks and damaged seals before lighting
- Walk the safe-light sequence and have the Saint demonstrate it on his own stove
- Cook one real meal and clean up with grey-water disposal away from the source
- Reinforce that fuel handling near food prep is where most camp injuries begin

Completion: Meals are prepared safely and sanitation maintained.



STEP 4: ACT

LEADER PREPARATION

- Track camping nights and activities

STEP 4: ACT — TEACHING GUIDE

Requirement 4a: Participate in at least 20 nights of outdoor camping and complete at least two qualifying outdoor adventure activities with proper supervision.

HOW TO TEACH

- Track nights and trips in a written log with dates and supervising leader
- Discuss what counts as a qualifying overnight (true outdoor camping, not a backyard)
- Have the Saint pick one trip as his favorite and explain why
- Reinforce that experience aggregates — there is no shortcut to 20 nights

Completion: Camping experiences meet scope and safety expectations.

Requirement 4b: Participate in a conservation or service project during a camping experience.

HOW TO TEACH

- Pick a project tied to the actual trip location (trail work, cleanup, restoration)
- Discuss why service-built trips form character better than pure-recreation ones
- Have the Saint document the work with photos or a short written report
- Connect the service to stewardship of the land he just camped on

Completion: Project is completed responsibly and respectfully.



STEP 5: REFLECT

LEADER PREPARATION

- Prepare reflection questions

STEP 5: REFLECT — TEACHING GUIDE

Requirement 5a: Discuss how camping has taught you about health, safety, conservation, citizenship, and personal responsibility.

HOW TO TEACH

- Give the Saint a moment of silent reflection before answering
- Ask for a specific campout that changed his view on one of these areas
- Discuss the connection between physical responsibility and moral responsibility
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint articulates growth and understanding.



RESOURCES & CONTACT

RECOMMENDED RESOURCES

- Leave No Trace Center for Outdoor Ethics

SAINTS GLOBAL CONTACT INFORMATION

 www.saintsglobal.org

 support@saintsglobal.org

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Thank you for leading Saints Global!

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