

SAINTS GLOBAL

LEADER GUIDE

CANOEING

PHYSICAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in canoeing. Through structured learning and hands-on activities, participants will gain practical experience and deepen their understanding of key concepts.

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

- Understanding fundamental concepts and principles
- Developing practical application skills
- Building confidence through hands-on experience
- Connecting learning to daily life

TIME COMMITMENT

4-6 weeks (suggested)

RECOMMENDED AGE

12+ years



SAFETY CONSIDERATIONS

SUPERVISION

Ensure appropriate adult supervision for all activities following Saints Global guidelines. Never leave youth unsupervised during badge activities.

PRIVACY

Respect personal experiences and information shared during activities. Maintain confidentiality and help youth understand appropriate boundaries.

ENVIRONMENTAL SAFETY

Assess outdoor locations and weather conditions before activities. Ensure proper shelter, hydration, and protection from hazards appropriate to the environment.

FIRST AID

Maintain a first aid kit and ensure at least one leader is trained in basic first aid. Know the location of the nearest medical facility and have emergency contact information readily available.

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 common canoeing hazards (weather, cold water, current, obstacles, fatigue) and how to anticipate, prevent, mitigate, and respond to them.

HOW TO TEACH

- Walk through each hazard with a real canoe nearby (cold water, current, obstacles, wind, fatigue)
- Use a scenario card (capsize in 60°F water, sudden squall on flatwater) and rank the first three actions
- Have the Saint name stop rules that override the trip plan when conditions exceed them
- Connect preparation to responsibility for the partner in the bow

Completion: Saint names common canoeing hazards and gives prevention, mitigation, and response actions for each.

Requirement 1b: Explain prevention, symptoms, and first aid for canoeing-related conditions including hypothermia, dehydration, heat illness, sunburn, blisters, sprains, and strains.

HOW TO TEACH

- Demonstrate hypothermia first response on a Saint in a dry-run (warm core, dry layer, calories)
- Discuss sunburn, heat illness, and dehydration as paddling-specific risks even on cool days
- Have the Saint identify early warning signs aloud for each condition
- Reinforce that prevention beats treatment when the canoe is far from shore

Completion: Saint explains prevention, symptoms, and first aid for hypothermia, dehydration, heat illness, sunburn, blisters, sprains, and strains.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)**Requirement 1c: Explain the Safety Afloat policy and how it applies to canoeing activities.****HOW TO TEACH**

- Walk the nine Safety Afloat points one by one tied to a real planned outing
- Have the Saint apply each point to that outing and identify gaps
- Discuss what changes when conditions exceed the policy and the trip must turn back
- Reinforce that Safety Afloat is the leader's pre-launch checklist, not a slogan

Completion: Saint explains the Safety Afloat policy and applies each point to a real canoeing outing.



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: Explain the swimmer classification test and why swimming ability is required for safe canoeing.

HOW TO TEACH

- Have the Saint take or watch the classification test in the water, not in conversation
- Discuss what each classification permits and what it forbids by activity
- Ask why swimmer ability matters even with a properly fitted PFD
- Reinforce that classification is honest about ability, not a rank to chase

Completion: Saint explains the swimmer classification test and why swimming ability is required for safe canoeing.

Requirement 2b: Identify the major parts of a canoe and explain how canoe length and hull shape affect stability, speed, and maneuverability.

HOW TO TEACH

- Walk a real canoe and point to bow, stern, gunwale, thwart, yoke, and keel
- Compare a short wide hull and a long narrow hull and discuss the tradeoffs
- Have the Saint predict how each hull handles wind, current, and turning
- Reinforce that hull choice changes paddling effort and recovery options

Completion: Saint identifies major canoe parts and explains how length and hull shape affect stability, speed, and maneuverability.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Identify parts of a paddle and demonstrate correct paddle sizing for both sitting and kneeling positions.

HOW TO TEACH

- Walk paddle parts (grip, shaft, throat, blade, tip) and have the Saint name each
- Demonstrate paddle sizing for both seated and kneeling positions
- Have the Saint size a paddle to himself and explain why that length works
- Discuss what a wrong-sized paddle costs over a long day on the water

Completion: Saint names paddle parts and demonstrates correct paddle sizing for sitting and kneeling positions.



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: Safely carry, launch, land, and store a canoe from both shore and dock when available, working effectively with a partner.

HOW TO TEACH

- Demonstrate the two-person carry from rack to shore with proper grip and pace
- Walk launch and landing sequences with a partner — bow first into water, stern first out
- Have the Saint repeat each motion until the partner does not need to brace
- Reinforce that teamwork prevents most launch and landing injuries

Completion: Saint safely carries, launches, lands, and stores a canoe from shore and dock with a partner.

Requirement 3b: Demonstrate proper sitting and kneeling positions and safely change positions with a partner while afloat.

HOW TO TEACH

- Demonstrate stable transitions between sit and kneel while keeping a low center of gravity
- Have the partner brace the canoe while one Saint changes position
- Practice position changes in shallow water before moving to deep water
- Reinforce that weight transfer telegraphs to the partner in the other seat

Completion: Saint demonstrates proper sitting and kneeling positions and safely changes positions with a partner afloat.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Demonstrate controlled deep-water exits, reentries, and a planned capsize while maintaining contact with the canoe.

HOW TO TEACH

- Demonstrate a controlled capsize in deep water with both paddlers in PFDs
- Require the Saint to keep one hand on the canoe at all times during the exit
- Have the Saint practice the over-the-side reentry until it is smooth
- Reinforce that staying with the canoe beats swimming for shore

Completion: Saint performs controlled deep-water exits, reentries, and a planned capsize while staying with the canoe.

Requirement 3d: Rescue a swamped canoe and paddlers, including towing or pushing the canoe at least 50 feet and emptying and reentering it safely.

HOW TO TEACH

- Demonstrate the canoe-over-canoe rescue with a real swamped boat in the water
- Have the Saint tow a swamped canoe at least 50 feet with proper grip
- Discuss when to bail in place vs. tow to shore based on conditions
- Reinforce that care for paddlers comes first, the canoe second

Completion: Saint rescues a swamped canoe and paddlers, towing at least 50 feet and safely emptying and reentering.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Demonstrate throw-bag rescue technique from shore and correctly repack the bag afterward.

HOW TO TEACH

- Demonstrate proper throw-bag stance, aim, and follow-through from shore
- Have the Saint practice on a moving target until the throw lands within reach
- Walk the repacking sequence and explain why a tangled bag is dangerous
- Reinforce that a good throw saves seconds and the Saint downstream

Completion: Saint demonstrates throw-bag rescue from shore and correctly repacks the bag afterward.

Requirement 3f: Demonstrate tandem canoe maneuvers including pivots, side-slips, stops, straight-line travel, arcs, reverse travel, and a figure-eight course while maintaining trim and balance.

HOW TO TEACH

- Walk each maneuver verbally before attempting on water (pivot, side-slip, stop, arc, reverse, figure-eight)
- Have the Saint paddle each maneuver in both bow and stern positions
- Correct trim and posture before correcting stroke technique
- Reinforce that smooth tandem paddling comes from communication, not strength

Completion: Saint demonstrates tandem pivots, side-slips, stops, straight-line travel, arcs, reverse travel, and a figure-eight course.



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 what canoeing skill required the most teamwork or coordination and how you improved it through practice.

HOW TO TEACH

- Give the Saint a moment of silent reflection before answering
- Ask for a specific maneuver or rescue where coordination broke and how it was fixed
- Discuss how partner timing differs from individual skill
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint names one skill that required the most teamwork and explains how practice improved it.

Requirement 4b: Describe how canoeing builds patience, communication, and responsibility in water-based activities.

HOW TO TEACH

- Begin with a brief personal example to model honest reflection
- Ask the Saint to name one moment when patience prevented an error on the water
- Discuss communication as the bridge between two paddlers under stress
- Keep the connection grounded in the Saint's own experience on the water

Completion: Saint describes how canoeing built patience, communication, and responsibility on the water.



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

 support@saintsglobal.org

 Curriculum: curriculum@saintsglobal.org

Thank you for leading Saints Global!

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