

SAINTS GLOBAL

LEADER GUIDE

EMERGENCY PREPAREDNESS

PHYSICAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in emergency preparedness. 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: Read Doctrine and Covenants 38:30 and explain how spiritual preparedness supports calm, wise action during emergencies.

HOW TO TEACH

- Read D&C 38:30 aloud and pause at 'be not afraid'
- Have the Saint explain how spiritual preparedness affects calm in a real emergency
- Discuss the difference between being prepared and being lucky
- Connect preparedness to confidence the Saint can rely on under stress

Completion: Saint explains how D&C 38:30 supports calm, wise action during emergencies.

Requirement 1b: Explain the five phases of emergency preparedness—prevention, protection, mitigation, response, and recovery—and give one real example of each from daily life.

HOW TO TEACH

- Walk the five phases (prevention, protection, mitigation, response, recovery) with one real example each
- Have the Saint sort recent local events into the right phase
- Discuss what each phase looks like in the Saint's own home
- Reinforce that the phases overlap — readiness is continuous

Completion: Saint explains the five preparedness phases and gives one real daily-life example of each.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Identify six common emergency categories (fire, medical, weather, vehicle, water, violence/public hazard). For each, name one first wrong move people often make.

HOW TO TEACH

- Walk each emergency category with a real story or news clip
- Have the Saint name the first wrong move people often make
- Discuss why the wrong move feels right in the moment
- Reinforce that knowing the common error prevents it under stress

Completion: Saint identifies six common emergency categories and names one frequent first wrong move for each.



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: Build a simple Top 10 emergency list for your household or unit and assign each a first action and first call.

HOW TO TEACH

- Have the Saint list the Top 10 emergencies for his specific household
- Assign a first action and first call to each item — no vague answers
- Discuss who else in the home should know the list
- Reinforce that a written list works when memory fails under pressure

Completion: Saint produces a Top 10 emergency list for his household with first action and first call for each.

Requirement 2b: Create two short plans for where you live: shelter-in-place and evacuation, including one meeting location and one out-of-area contact.

HOW TO TEACH

- Use the actual address and routes for both plans, not generic templates
- Have the Saint identify a real meeting location reachable by all family members
- Pick a real out-of-area contact and confirm with that person beforehand
- Reinforce that shelter-in-place and evacuation are different decisions, not the same plan

Completion: Saint produces shelter-in-place and evacuation plans naming meeting location and out-of-area contact.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Plan and explain a personal emergency response role you could fill safely.

HOW TO TEACH

- Help the Saint pick a role appropriate to his physical ability and training
- Discuss what he can do safely and what is beyond his current skill
- Have him explain why this role is needed in his household
- Reinforce that knowing one role well beats trying to fill them all

Completion: Saint plans and explains a personal emergency response role he can fill safely.



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: Conduct a home or meeting location hazard walk-through with an adult and identify at least eight hazards, then explain how you would reduce the risk of each.

HOW TO TEACH

- Walk the home or meeting space room by room with the adult
- Have the Saint identify at least eight hazards himself, not be shown them
- Discuss specific mitigation steps for each hazard with cost in mind
- Reinforce that the walk-through finds what familiarity hides

Completion: Saint conducts a hazard walk-through with an adult, identifies at least eight hazards, and explains how to reduce each.

Requirement 3b: Demonstrate safe responses for the following dangerous situations without putting yourself at risk.

HOW TO TEACH

- Use scenario cards or staged demos for electrical, CO, and clothing fire
- Have the Saint walk through each response without putting himself at risk
- Discuss what 'stop, drop, and roll' looks like vs. what panic looks like
- Reinforce that the no-risk response saves the rescuer first

Completion: Saint demonstrates safe responses to the listed dangerous situations without putting himself at risk.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Demonstrate three signaling methods for rescue and explain when each is appropriate.

HOW TO TEACH

- Demonstrate each signaling method (mirror, whistle, ground signal) with real gear
- Have the Saint practice each on a real target
- Discuss when each method is right for the conditions
- Reinforce that signaling matters most when other communication has failed

Completion: Saint demonstrates three signaling methods for rescue and explains when each is appropriate.

Requirement 3d: With a partner, demonstrate two methods for moving an injured person using improvised materials, prioritizing rescuer safety and patient protection.

HOW TO TEACH

- Demonstrate two patient-move methods using improvised materials in the room
- Have the Saint and partner move a Saint volunteer using each method
- Discuss when not to move (spinal injury, stable patient, immediate scene safety)
- Reinforce that rescuer safety comes first, patient protection second

Completion: Saint and a partner demonstrate two methods for moving an injured person using improvised materials safely.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Prepare or inspect a ready-to-go emergency kit and explain the purpose of each major category of item.

HOW TO TEACH

- Lay out an actual ready-to-go kit and inspect each item by category
- Have the Saint explain the purpose of each major category
- Discuss what is missing from the kit and what is unnecessary weight
- Reinforce that an unmaintained kit can be more dangerous than no kit

Completion: Saint prepares or inspects a ready-to-go emergency kit and explains the purpose of each major category.

Requirement 3f: Participate in an emergency service exercise or real service response and explain what you did and what you would improve next time.

HOW TO TEACH

- Pick a real exercise or service response, not a tabletop discussion
- Have the Saint participate as a responder, not an observer
- Discuss what failed or surprised him during the exercise
- Reinforce that the debrief is where the learning lands, not the action itself

Completion: Saint participates in an emergency exercise or service response and explains what he did and would improve.



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: Describe one moment in your preparation where you had to choose between comfort and readiness, and what you learned about discipline.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for a specific moment when comfort and readiness conflicted
- Discuss the discipline that picked readiness over comfort
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint describes one moment when he chose readiness over comfort and what he learned about discipline.

Requirement 4b: Explain how your readiness can be used to serve and protect others, connecting your experience to Mosiah 2:17.

HOW TO TEACH

- Begin with a brief personal example of readiness serving someone else
- Read Mosiah 2:17 together and pause at 'service of your fellow beings'
- Ask the Saint to name one person his readiness could protect
- Keep the connection grounded in the Saint's own household and unit

Completion: Saint explains how his readiness can be used to serve and protect others, connecting it to Mosiah 2:17.



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.