

SAINTS GLOBAL

LEADER GUIDE

ENDURANCE

PHYSICAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in endurance. 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 1 Corinthians 6:19–20 and Doctrine and Covenants 89:18–20, then explain how caring for your body relates to endurance and discipleship.

HOW TO TEACH

- Read 1 Cor 6:19–20 and D&C 89:18–20 and pause at 'temple' and 'run and not be weary'
- Have the Saint explain how body care connects to endurance in his own words
- Discuss the difference between abusing the body and pushing it
- Connect stewardship of the body to discipleship that lasts

Completion: Saint explains how 1 Cor 6:19–20 and D&C 89:18–20 connect care for the body to endurance and discipleship.

Requirement 1b: Explain what physical endurance is and identify at least three activities that require sustained effort over time.

HOW TO TEACH

- Define endurance as sustained effort under fatigue, not raw strength
- Have the Saint name three activities that demand it (long hike, sustained run, manual labor)
- Discuss what makes an activity test endurance vs. test speed
- Reinforce that endurance is the foundation under most physical work

Completion: Saint explains physical endurance and identifies at least three activities requiring sustained effort over time.



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: Assess your current endurance by completing a baseline effort (such as a timed run, hike, swim, bike, or bodyweight circuit) and identify one physical and one mental limiter.

HOW TO TEACH

- Pick a real baseline test — timed mile, max push-ups, hike under load
- Have the Saint identify one physical limiter and one mental limiter from the test
- Discuss how the two limiters interact at the edge of effort
- Reinforce that knowing the limiter is what makes training intentional

Completion: Saint completes a baseline endurance effort and identifies one physical and one mental limiter.

Requirement 2b: Create a personal endurance plan that includes frequency, intensity, recovery, hydration, and nutrition considerations for improvement.

HOW TO TEACH

- Walk frequency, intensity, recovery, hydration, and nutrition one at a time
- Have the Saint write a real weekly plan, not a fitness magazine plan
- Discuss what gets cut when life interferes and what doesn't
- Reinforce that recovery is part of the plan, not the absence of training

Completion: Saint produces a personal endurance plan covering frequency, intensity, recovery, hydration, and nutrition.



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: Complete a sustained endurance effort lasting at least 45 minutes (run, ruck, bike, swim, or equivalent), maintaining steady pacing and safe form throughout.

HOW TO TEACH

- Pick a 45-minute effort appropriate to the Saint's baseline, not a stretch goal
- Watch pacing — most failures come from going too hard in the first 10 minutes
- Have the Saint hold steady form when fatigue makes form slip
- Reinforce that finishing within safety beats finishing fast

Completion: Saint completes a sustained endurance effort of at least 45 minutes with steady pacing and safe form.

Requirement 3b: Complete a second endurance effort on a different day that emphasizes a different modality or terrain, demonstrating pacing and recovery awareness.

HOW TO TEACH

- Pick a different modality or terrain than the first effort
- Have the Saint adjust pacing for the new demands of the modality
- Discuss how recovery from effort one affects effort two
- Reinforce that endurance generalizes across modalities, not within one

Completion: Saint completes a second endurance effort in a different modality or terrain, showing pacing and recovery awareness.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Perform a fatigue-based circuit (bodyweight or loaded) that challenges muscular endurance, demonstrating proper form under tired conditions.

HOW TO TEACH

- Pick a fatigue-based circuit (sets to failure, decreasing rest)
- Watch form degradation as the circuit progresses
- Stop the Saint when form breaks past safety, not when he tires
- Reinforce that proper form under tired conditions is the actual skill

Completion: Saint performs a fatigue-based circuit while maintaining proper form under tired conditions.

Requirement 3d: Demonstrate proper warm-up, cooldown, stretching, hydration, and post-effort recovery practices after an endurance activity.

HOW TO TEACH

- Walk warm-up, cooldown, and stretching as a written sequence
- Have the Saint demonstrate each component after a real effort
- Discuss hydration before, during, and after — not just after
- Reinforce that recovery practices prevent the next effort from being a setback

Completion: Saint demonstrates proper warm-up, cooldown, stretching, hydration, and post-effort recovery after an endurance activity.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Lead or pace another Saint or small group during an endurance activity, adjusting speed and encouragement to help them finish safely.

HOW TO TEACH

- Pair the Saint with a less-trained partner during an endurance activity
- Have him set pace, call breaks, and check on the partner himself
- Discuss leadership as keeping the slower person safe and moving
- Reinforce that pacing for someone else is harder than pacing for yourself

Completion: Saint leads or paces another Saint during endurance activity, adjusting speed and encouragement to help them finish safely.



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 you learned about pacing, discomfort, and recovery from your endurance efforts, including one mistake and one improvement.

HOW TO TEACH

- Give the Saint a moment of silent reflection before answering
- Ask for one mistake at a specific mile or rep and what it taught him
- Discuss what changed between the first effort and the last
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains what he learned about pacing, discomfort, and recovery, naming one mistake and one improvement.

Requirement 4b: Describe how developing endurance helps you better serve others and remain faithful when tasks are long or difficult.

HOW TO TEACH

- Begin with a brief personal example tying endurance to a long task
- Ask the Saint to name one situation outside exercise where this discipline applies
- Discuss how a body that endures supports a life that endures
- Keep the connection grounded in the Saint's own efforts

Completion: Saint describes how developing endurance helps him serve others and remain faithful through long tasks.



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.