

SAINTS GLOBAL

LEADER GUIDE

FIRST AID

PHYSICAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in first aid. 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 the priorities of first aid (scene safety, patient assessment, and getting help) and why shock and airway problems are life-threatening emergencies.

HOW TO TEACH

- Walk scene safety, patient assessment, and getting help as a fixed sequence
- Have the Saint explain why shock and airway problems threaten life within minutes
- Discuss what changes if the scene is unsafe — rescuer first, always
- Reinforce that the order of operations matters more than any one skill

Completion: Saint explains the priorities of first aid and why shock and airway problems are life-threatening.

Requirement 1b: Define triage and describe two situations where triage decisions may be required.

HOW TO TEACH

- Define triage with a real example from a school or community drill
- Have the Saint describe two situations where triage decisions become necessary
- Discuss how triage feels wrong but saves more lives than treating in order of arrival
- Reinforce that triage is the discipline of doing the most good with limited time

Completion: Saint defines triage and describes two situations where triage decisions may be required.



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 how to obtain emergency medical assistance from home and from a remote or wilderness location, including what information must be given.

HOW TO TEACH

- Walk the 911 call from home and from a remote location side by side
- Have the Saint practice giving location, nature of emergency, patient count, and condition
- Discuss what changes when cell signal is weak or absent
- Reinforce that a calm dispatcher cannot help without clear information

Completion: Saint explains how to obtain emergency medical assistance from home and remote locations and what information must be given.

Requirement 2b: Assemble a personal first-aid kit suitable for outdoor activity and explain the purpose of each item.

HOW TO TEACH

- Lay out a real personal first-aid kit and inspect each item
- Have the Saint explain the purpose of each item before packing it
- Discuss what is missing for his typical outdoor activity
- Reinforce that an outdated or incomplete kit is more dangerous than no kit

Completion: Saint assembles a personal first-aid kit suitable for outdoor activity and explains the purpose of each item.



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: Demonstrate a complete primary and secondary assessment of an injured patient, including airway, breathing, circulation, and a head-to-toe exam.

HOW TO TEACH

- Use a simulated patient (Saint volunteer) and walk primary then secondary
- Have the Saint demonstrate ABC then head-to-toe without prompting
- Discuss what he found and what he missed in real time
- Reinforce that the full sequence is faster than skipping and going back

Completion: Saint demonstrates a complete primary and secondary patient assessment, including ABC and head-to-toe exam.

Requirement 3b: Demonstrate proper infection-control precautions, including glove use and disposal of contaminated materials.

HOW TO TEACH

- Demonstrate gloving up correctly with a real pair of gloves
- Have the Saint practice removing gloves without contaminating his hands
- Discuss disposal of contaminated materials and why double-bagging matters
- Reinforce that infection control protects the rescuer and the next patient

Completion: Saint demonstrates proper infection-control precautions including glove use and disposal of contaminated materials.

Continued on next page...

STEP 3: ACT — TEACHING GUIDE (CONTINUED)**Requirement 3c: Demonstrate first aid for bleeding wounds, including direct pressure, bandaging, and correct tourniquet placement without tightening.****HOW TO TEACH**

- Demonstrate direct pressure on a simulated wound with real bandaging
- Have the Saint apply pressure long enough — at least three minutes uninterrupted
- Walk tourniquet placement without tightening on a real limb
- Reinforce that tourniquets are last-resort, not first-reach

Completion: Saint demonstrates first aid for bleeding wounds, including direct pressure, bandaging, and correct tourniquet placement without tightening.

Requirement 3d: Demonstrate first aid responses for breathing emergencies such as choking, asthma attack, and anaphylaxis.**HOW TO TEACH**

- Demonstrate choking response (Heimlich, back blows) on a manikin
- Walk the asthma response (rescue inhaler, sitting position, call for help)
- Demonstrate epinephrine auto-injector use on a training pen
- Reinforce that breathing emergencies escalate in seconds, not minutes

Completion: Saint demonstrates first aid responses for choking, asthma attack, and anaphylaxis.

Continued on next page...

STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Demonstrate CPR using an approved training device and explain when CPR and AED use are appropriate.

HOW TO TEACH

- Use an approved CPR training manikin, not a pillow or chair
- Have the Saint demonstrate compressions at correct depth and rate
- Walk AED setup and pad placement on the manikin
- Reinforce that CPR and AED together double survival when done early

Completion: Saint demonstrates CPR on an approved training device and explains when CPR and AED use are appropriate.

Requirement 3f: Demonstrate bandaging and splinting for at least three injuries (sprain, fracture, dislocation) using proper materials and technique.

HOW TO TEACH

- Demonstrate bandaging and splinting for sprain, fracture, dislocation with real materials
- Have the Saint apply each technique on a partner role-playing the injury
- Discuss when to splint in place vs. when movement is required
- Reinforce that a clean improvised splint outperforms a poorly fitted commercial one

Completion: Saint demonstrates bandaging and splinting for sprain, fracture, and dislocation using proper materials and technique.

Continued on next page...

STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3g: Demonstrate safe methods for moving an injured patient, including a one-person drag, two-person carry, and improvised stretcher.

HOW TO TEACH

- Demonstrate one-person drag, two-person carry, improvised stretcher
- Have the Saint and partner move a Saint volunteer with each method
- Discuss when not to move the patient (spinal injury, scene safety improving)
- Reinforce that movement risks the patient and rescuer — pick the method carefully

Completion: Saint demonstrates safe methods for moving an injured patient, including one-person drag, two-person carry, and improvised stretcher.



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 which first aid skill was most difficult to perform and how repeated practice improved your confidence and effectiveness.

HOW TO TEACH

- Give the Saint a moment of silent reflection before answering
- Ask which specific skill felt least solid the first time and how repetition changed it
- Discuss the difference between knowing a procedure and being able to do it under stress
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains which first-aid skill was most difficult and how repeated practice improved his confidence and effectiveness.

Requirement 4b: Describe how first aid knowledge enables you to better serve family, neighbors, and community in moments of crisis.

HOW TO TEACH

- Begin with a brief personal example of first aid serving someone in a real crisis
- Ask the Saint to name one specific person his readiness could protect
- Discuss how calm capability serves more than enthusiasm does in a crisis
- Keep the connection grounded in the Saint's family and unit

Completion: Saint describes how first-aid knowledge enables him to serve family, neighbors, and community in moments of crisis.



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.