

SAINTS GLOBAL

LEADER GUIDE

FORESTRY

PHYSICAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in forestry. 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: Identify at least 15 species of trees, shrubs, or vines in a local forested area and explain key identifying features and habitats for each.

HOW TO TEACH

- Walk a real forested area and identify trees by leaf, bark, and silhouette, not photos
- Have the Saint identify 15 species and explain one distinguishing feature for each
- Discuss habitat — wet, dry, shaded, edge — for each species he finds
- Reinforce that field identification is a different skill from textbook recognition

Completion: Saint identifies at least fifteen species of trees, shrubs, or vines locally and explains identifying features and habitat for each.

Requirement 1b: Explain how at least five of the identified species are used by humans or wildlife, noting whether they are native or invasive.

HOW TO TEACH

- For each of five species, name one human or wildlife use observed locally
- Discuss native vs. invasive in concrete terms (where the plant came from, what it displaces)
- Have the Saint identify one invasive species in his own neighborhood
- Reinforce that invasives are not bad plants — they are out of place

Completion: Saint explains how at least five identified species are used by humans or wildlife, noting native or invasive status.



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: Choose one forest study focus (wood use, growth patterns, or forest damage) and plan how you will examine and document real examples in the field.

HOW TO TEACH

- Help the Saint pick a focus that matches a real site he can revisit
- Walk what documentation looks like for each focus (wood use, growth, damage)
- Discuss what samples or photos he will collect
- Reinforce that a focused study teaches more than a broad survey

Completion: Saint plans a focused forest study and explains how he will examine and document real field examples.

Requirement 2b: Explain how forests contribute to clean air, water, soil health, wildlife habitat, and community well-being.

HOW TO TEACH

- Use a real watershed or air-shed example the Saint knows
- Have him connect each forest service (air, water, soil, habitat, community) to a real place
- Discuss what is lost when the forest is cleared
- Reinforce that ecosystem services are invisible until they fail

Completion: Saint explains how forests contribute to clean air, water, soil health, wildlife habitat, and community well-being.



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 your chosen forest study by collecting samples, examining growth rings, or identifying damage, and explain your findings.

HOW TO TEACH

- Have the Saint collect samples or examine growth rings on a real cookie
- Discuss what the rings reveal about climate, stress, and age
- Have him explain his findings to the leader in his own words
- Reinforce that the forest writes its history in the wood

Completion: Saint completes the chosen forest study by collecting samples, examining growth rings, or identifying damage, and explains findings.

Requirement 3b: Visit a managed forest, logging operation, wood-processing facility, or forestry professional and explain how forest management decisions are made.

HOW TO TEACH

- Pick a real managed forest, mill, or forestry professional for the visit
- Have the Saint prepare three questions about management decisions before going
- Discuss how economics and conservation interact in real-world forestry
- Reinforce that good management requires both knowledge and tradeoffs

Completion: Saint visits a managed forest, logging operation, mill, or forestry professional and explains how management decisions are made.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)**Requirement 3c: Inventory potential hazardous trees in a camp, park, or neighborhood area and suggest appropriate remedies.****HOW TO TEACH**

- Walk a real camp or park and identify hazardous trees (lean, dead crown, base damage)
- Have the Saint suggest a specific remedy for each (remove, prune, fence, monitor)
- Discuss who would do the work and what it would cost
- Reinforce that hazard inventory is a skill leaders rely on, not a checklist

Completion: Saint inventories potential hazardous trees in a camp, park, or neighborhood and suggests appropriate remedies for each.

Requirement 3d: Participate in a forestry-related service or prevention activity such as wildfire prevention, conservation work, or public education.**HOW TO TEACH**

- Pick a real forestry service or prevention project, not a tabletop exercise
- Have the Saint participate as a worker, not an observer
- Discuss what he did and what he learned by doing it
- Reinforce that hands-on service teaches stewardship at a different level

Completion: Saint participates in a forestry-related service or prevention activity as a worker, not an observer.



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 how mismanagement or neglect can damage forest ecosystems and what responsible stewardship looks like in practice.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for a specific example of forest damage he saw and what caused it
- Discuss what responsible stewardship looks like at his scale
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains how mismanagement or neglect damages forest ecosystems and what responsible stewardship looks like in practice.

Requirement 4b: Describe how learning forestry principles influences how you interact with and care for natural spaces.

HOW TO TEACH

- Begin with a brief personal example tying forest knowledge to a habit change
- Ask the Saint to name one place his interaction with nature has changed
- Discuss the difference between using nature and respecting it
- Keep the connection grounded in the Saint's own outdoor time

Completion: Saint describes how forestry principles influence how he interacts with and cares for natural spaces.



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.