

SAINTS GLOBAL

LEADER GUIDE

GARDENING

PHYSICAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in gardening. 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 gardening hazards (tools, heat, insects, chemicals) and how to prevent and respond to them.

HOW TO TEACH

- Walk the garden or tool shed and name hazards by category (tools, heat, insects, chemicals)
- Use a scenario (hand tool cut, wasp sting, fertilizer splash) and rank the first three actions
- Have the Saint demonstrate proper tool grip and storage
- Reinforce that gardening injuries are mostly prevented, not treated

Completion: Saint explains common gardening hazards and how to prevent and respond to each.

Requirement 1b: Explain health concerns related to gardening and basic first aid for cuts, insect bites, heat reactions, and chemical exposure.

HOW TO TEACH

- Demonstrate first-aid steps for cuts, bites, and heat reactions on a Saint volunteer
- Discuss chemical exposure response — flush, then identify the chemical
- Have the Saint identify which conditions need EMS vs. parent vs. first-aid kit
- Reinforce that knowing when to escalate beats knowing first-aid technique

Completion: Saint explains health concerns and basic first aid for cuts, insect bites, heat reactions, and chemical exposure.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Explain the role of soil, sunlight, water, and nutrients in healthy plant growth.

HOW TO TEACH

- Use a real plant and point to root, stem, leaf, flower while discussing each role
- Walk soil, sunlight, water, and nutrients with specific local soil and conditions
- Have the Saint explain why one factor cannot substitute for another
- Reinforce that the four factors are not independent — they balance together

Completion: Saint explains the role of soil, sunlight, water, and nutrients in healthy plant growth.



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: Plan a small garden that includes vegetables and flowers, selecting appropriate plants for your climate and season.

HOW TO TEACH

- Use a real plot, container, or bed the Saint will actually use
- Have him pick plants for his climate, season, and sun exposure
- Discuss spacing, companion planting, and harvest timing
- Reinforce that a plan that ignores climate fails before sprouting

Completion: Saint plans a small garden with vegetables and flowers appropriate to his climate and season.

Requirement 2b: Explain how you will protect your plants from pests, weather, and poor soil conditions using safe methods.

HOW TO TEACH

- Walk pest, weather, and soil threats specific to the Saint's area
- Have him identify one safe protection method for each (row cover, mulch, organic spray)
- Discuss what 'safe' means with people and pollinators around
- Reinforce that prevention beats reaction in pest management

Completion: Saint explains how he will protect plants from pests, weather, and poor soil using safe methods.



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: Grow at least six vegetables (three from seed and three from seedlings) through harvest.

HOW TO TEACH

- Have the Saint plant three vegetables from seed and three from seedlings
- Watch germination, thinning, and transplanting at the right times
- Discuss what failed and what worked when harvest arrives
- Reinforce that harvest is the test of the whole season, not the goal in itself

Completion: Saint grows at least six vegetables (three from seed, three from seedlings) through harvest.

Requirement 3b: Grow at least six flowering plants (three from seed and three from seedlings) through flowering.

HOW TO TEACH

- Have the Saint plant three flowers from seed and three from seedlings
- Watch for pollinator activity once flowering begins
- Discuss why flowers serve the vegetables (pollinators, pest control)
- Reinforce that flowers are functional in a garden, not decorative

Completion: Saint grows at least six flowering plants (three from seed, three from seedlings) through flowering.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Test seed germination by planting or sprouting at least 20 seeds and explaining the results.

HOW TO TEACH

- Plant 20 seeds in a controlled germination test (paper towel or seed tray)
- Have the Saint count germination rate and explain the result
- Discuss what factors affected the result (moisture, temperature, seed age)
- Reinforce that knowing germination rate guides sowing density

Completion: Saint tests seed germination by planting or sprouting at least twenty seeds and explains the results.

Requirement 3d: Identify five common garden pests or plant problems and demonstrate at least one organic solution.

HOW TO TEACH

- Walk the garden and identify five real pest or disease problems
- Demonstrate one organic solution for each (handpicking, beneficial insects, neem)
- Have the Saint apply one solution himself
- Reinforce that organic solutions take longer but preserve the soil ecosystem

Completion: Saint identifies five common garden pests or problems and demonstrates at least one organic solution.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Complete one approved gardening project such as composting, container gardening, raised beds, or hydroponics.

HOW TO TEACH

- Help the Saint pick a project tied to his real garden constraints
- Walk through the build or setup step by step
- Discuss maintenance needs for the project over a season
- Reinforce that the project should serve the garden, not the garden serve the project

Completion: Saint completes one approved gardening project such as composting, container, raised bed, or hydroponics.



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 gardening taught you about patience, responsibility, and stewardship.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for a specific moment when patience was tested (slow germination, pest attack)
- Discuss the difference between caring for something and controlling it
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains what gardening taught him about patience, responsibility, and stewardship.

Requirement 4b: Describe how growing food or flowers can benefit families, communities, or those in need.

HOW TO TEACH

- Begin with a brief personal example of garden produce shared with someone in need
- Ask the Saint to name one specific person or family his garden could feed
- Discuss how growing food differs from buying it in what it teaches
- Keep the connection grounded in the Saint's own garden and community

Completion: Saint describes how growing food or flowers can benefit families, communities, or those in need.



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.