

SAINTS GLOBAL

LEADER GUIDE

HIKING

PHYSICAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in hiking. 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 Psalm 24:1 and Doctrine and Covenants 59:18–20, then explain why caring for the land and respecting nature matter while hiking.

HOW TO TEACH

- Read Psalm 24:1 and D&C 59:18–20 and pause at 'the earth is the Lord's' and 'gladden the heart'
- Have the Saint connect the passages to a specific trail he has walked
- Discuss the difference between using land and stewarding it
- Connect stewardship to the Saint's behavior on the next hike

Completion: Saint explains how Psalm 24:1 and D&C 59:18–20 connect caring for the land and respecting nature to hiking.

Requirement 1b: Explain the most common hiking hazards (weather, terrain, wildlife, dehydration, injury) and how to prevent and respond to them.

HOW TO TEACH

- Walk hiking hazards (weather, terrain, wildlife, dehydration, injury) with a real trail in mind
- Use a scenario (sudden storm, twisted ankle, wildlife encounter) and rank first three actions
- Have the Saint name stop rules that override the planned route
- Reinforce that prevention beats response on most hikes

Completion: Saint explains common hiking hazards and how to prevent and respond to 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: Explain good hiking practices, including footwear selection, foot care, trail courtesy, daytime and nighttime safety, and Leave No Trace principles.

HOW TO TEACH

- Walk footwear selection — sizing, sock layers, break-in time — with real boots
- Demonstrate foot care (tape, blister treatment) on a Saint's actual feet
- Have the Saint state trail courtesy rules in his own words
- Reinforce that Leave No Trace is care for the next hiker, not just the land

Completion: Saint explains good hiking practices covering footwear, foot care, trail courtesy, day/night safety, and Leave No Trace.

Requirement 2b: Prepare a written hike plan for a long hike, including route map, distance, elevation, clothing, water, food, and emergency considerations.

HOW TO TEACH

- Use a real paper map of the actual planned hike
- Have the Saint sketch route, elevation, water sources, and emergency exits
- Discuss what he carries vs. what stays in the car
- Reinforce that a written plan beats trying to remember it on the trail

Completion: Saint produces a written hike plan covering route, distance, elevation, clothing, water, food, and emergency considerations.



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 four separate hikes of at least 10 continuous miles each on different days, maintaining steady pacing and proper trail conduct.

HOW TO TEACH

- Pick four 10-mile hikes on different trails or days, not back-to-back
- Watch pacing — finishing within safety beats finishing fast
- Have the Saint log each hike with conditions and challenges
- Reinforce that mileage adds up across hikes, not within one

Completion: Saint completes four separate 10-mile hikes on different days with steady pacing and proper trail conduct.

Requirement 3b: Complete one hike of at least 20 continuous miles in one day, demonstrating endurance, hydration management, and safe decision-making.

HOW TO TEACH

- Pick a 20-mile route appropriate to the Saint's training, not a stretch goal
- Walk hydration and nutrition plan before the hike, not during
- Watch for the moment when fatigue tempts a bad decision
- Reinforce that safe decision-making is the test, not raw endurance

Completion: Saint completes one 20-mile hike in a day, demonstrating endurance, hydration management, and safe decision-making.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Demonstrate first aid for at least five hiking-related conditions such as blisters, sprains, dehydration, heat illness, cold injury, insect stings, or snakebite.

HOW TO TEACH

- Demonstrate first-aid for at least five conditions using real materials and a partner
- Have the Saint apply each technique on a partner role-playing the injury
- Discuss what fails in the field (clean water absence, broken supplies, distance)
- Reinforce that knowing the response matters less than carrying the supplies

Completion: Saint demonstrates first aid for at least five hiking-related conditions from the listed set.

Requirement 3d: Practice Leave No Trace ethics during all hikes and point out at least three actions you took to reduce impact.

HOW TO TEACH

- Walk Leave No Trace principles during an actual hike, not in a classroom
- Have the Saint point out three of his own actions that reduced impact
- Discuss what he saw other hikers do that he would not
- Reinforce that LNT is a practice, not a poster

Completion: Saint practices Leave No Trace during all hikes and points out at least three impact-reducing actions he took.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Lead or assist in leading a portion of a long hike, helping manage pace, morale, and safety for others.

HOW TO TEACH

- Pair the Saint with a less-experienced hiker for the buddy system
- Have him set pace, call breaks, and check on the partner himself
- Discuss morale management when the partner struggles
- Reinforce that leading a hike means keeping the slowest hiker safe and moving

Completion: Saint leads or assists leading a portion of a long hike, managing pace, morale, and safety for others.



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 endurance, preparation, and decision-making from your longest hike, including one challenge you overcame.

HOW TO TEACH

- Give the Saint a moment of silent reflection before answering
- Ask for a specific challenge on the long hike and what got him through it
- Discuss what preparation showed up at a specific mile marker
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains what he learned about endurance, preparation, and decision-making from his longest hike, including one challenge overcome.

Requirement 4b: Describe how hiking builds appreciation for creation and strengthens patience, gratitude, and perseverance.

HOW TO TEACH

- Begin with a brief personal example of gratitude formed on a trail
- Ask the Saint to name one moment when creation taught him something
- Discuss how hiking trains patience that shows up off the trail
- Keep the connection grounded in the Saint's own hikes

Completion: Saint describes how hiking built his appreciation for creation and strengthened patience, gratitude, and perseverance.



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.