

SAINTS GLOBAL

LEADER GUIDE

NAVIGATION

PHYSICAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in navigation. 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 what navigation and orienteering are, and describe why accurate navigation is essential for safety and leadership in outdoor travel.

HOW TO TEACH

- Define navigation and orienteering as separate but related skills
- Have the Saint explain why accurate navigation matters when leading others
- Discuss what happens when navigation fails in real outdoor situations
- Reinforce that knowing where you are is the foundation of every other outdoor skill

Completion: Saint explains navigation and orienteering and why accurate navigation is essential for safety and leadership outdoors.

Requirement 1b: Explain first aid responses for navigation-related injuries including blisters, dehydration, heat exhaustion, hypothermia, insect stings, and tick bites, and explain why environmental awareness matters.

HOW TO TEACH

- Demonstrate first-aid for navigation-related injuries on a Saint role-playing each condition
- Have the Saint identify environmental factors that cause each injury
- Discuss why environmental awareness prevents most navigation injuries
- Reinforce that knowing the response matters less than carrying the supplies

Completion: Saint explains first-aid responses for the listed navigation-related injuries and why environmental awareness matters.



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 a compass works, identify all major parts of an orienteering compass, and explain the purpose of map declination.

HOW TO TEACH

- Hand the Saint a real orienteering compass and point to each part
- Walk how the compass works (magnetic north, declination, bearing)
- Have the Saint explain declination's purpose in his own words
- Reinforce that declination is what separates a wrong heading from a right one

Completion: Saint explains how a compass works, names all major parts of an orienteering compass, and explains map declination.

Requirement 2b: Study a topographic map and identify at least five terrain features and ten common map symbols, explaining how each affects route choice.

HOW TO TEACH

- Use a real topographic map of the local area, not a textbook example
- Have the Saint identify five terrain features and ten common symbols by sight
- Discuss how each feature affects route choice (saddles, ridges, watercourses)
- Reinforce that map symbols are a language — fluency comes from practice

Completion: Saint studies a topographic map and identifies five terrain features and ten symbols, explaining how each affects route choice.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Plan a short cross-country route using a topographic map, identifying handrails, attack points, catching features, and hazards.

HOW TO TEACH

- Plan a real cross-country route with the Saint, not a paper exercise
- Walk handrails (linear features you follow), attack points (start near target), catching features (stops past target)
- Have the Saint identify two hazards on the planned route
- Reinforce that route choice on paper saves time and mistakes in the field

Completion: Saint plans a cross-country route identifying handrails, attack points, catching features, and hazards.



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: In the field, orient a map using a compass, set and follow at least three accurate compass bearings across varied terrain.

HOW TO TEACH

- Have the Saint orient the map using compass in the field, not in the classroom
- Set three real bearings across varied terrain and have him follow each
- Watch for the moment the bearing is set vs. the moment it is followed
- Reinforce that following a bearing requires attention every minute

Completion: Saint orients a map with compass and sets and follows at least three accurate bearings across varied terrain.

Requirement 3b: Establish a measured pace count over 100 meters and use it to estimate distances while navigating a mapped route.

HOW TO TEACH

- Measure a 100-meter course in the field and have the Saint pace it
- Have him record his pace count for level, uphill, and downhill
- Discuss how pace changes with terrain, load, and fatigue
- Reinforce that pace count is the Saint's distance odometer when GPS fails

Completion: Saint establishes a measured pace count over 100 meters and uses it to estimate distances on a mapped route.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Navigate a cross-country course of at least 2,000 meters with multiple control points using only map and compass.

HOW TO TEACH

- Set up a cross-country course of at least 2,000 meters with multiple control points
- Have the Saint navigate using only map and compass, not GPS
- Watch the decisions he makes when a feature is missing or unclear
- Reinforce that navigation is decision-making, not just direction-following

Completion: Saint navigates a cross-country course of at least 2,000 meters with multiple control points using only map and compass.

Requirement 3d: Participate in at least two additional navigation events or courses, demonstrating improvement in accuracy and efficiency.

HOW TO TEACH

- Schedule two additional events on different terrain or rules
- Have the Saint compare his performance across the events
- Discuss what improved and what still slipped
- Reinforce that improvement comes from repetition under varied conditions

Completion: Saint participates in at least two additional navigation events, demonstrating improvement in accuracy and efficiency.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Serve as a navigation leader or official during an event, assisting others with rules, safety, or course management.

HOW TO TEACH

- Place the Saint in a real leader or official role during an event
- Watch how he handles rules questions, safety calls, and course management
- Discuss what leadership looks like when others depend on his navigation
- Reinforce that leading a navigation event is a different skill from navigating

Completion: Saint serves as a navigation leader or official during an event, assisting others with rules, safety, or course management.

Requirement 3f: Teach basic map and compass skills to a small group, demonstrating clear instruction and field application.

HOW TO TEACH

- Have the Saint teach map and compass to a small group on real terrain
- Watch the clarity of his instruction and his patience with mistakes
- Discuss what the group struggled with and how he adjusted
- Reinforce that teaching exposes what the Saint actually knows

Completion: Saint teaches basic map and compass skills to a small group with clear instruction and field application.



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: Review your navigation performance with a leader and explain major errors, successful decisions, and how terrain affected your choices.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before reviewing performance
- Walk through one major error, one successful decision, and one terrain choice
- Discuss what terrain reveals that map study cannot
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint reviews his navigation performance with a leader, explaining major errors, successful decisions, and how terrain affected choices.

Requirement 4b: Explain how navigation skills develop confidence, patience, and responsibility, and how these traits apply to leadership and discipleship.

HOW TO TEACH

- Begin with a brief personal example of confidence built through navigation
- Ask the Saint to name where these traits show up off the trail
- Discuss patience and responsibility as transferable disciplines
- Keep the connection grounded in the Saint's own navigation experience

Completion: Saint explains how navigation skills develop confidence, patience, and responsibility and apply to leadership and discipleship.



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.