

SAINTS GLOBAL

# LEADER GUIDE

## NUTRITION

### PHYSICAL CORE

Version 2026.1





## PURPOSE & IDENTITY

### SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in nutrition. 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 Doctrine and Covenants 89:11–13 and explain how wise food choices relate to health and strength.**

### HOW TO TEACH

- Read D&C 89:11–13 aloud and pause at 'in their season'
- Have the Saint connect the passage to his current eating habits
- Discuss the difference between eating for fuel and eating for comfort
- Connect food choices to stewardship of the body

**Completion:** Saint explains how D&C 89:11–13 connects wise food choices to health and strength.

**Requirement 1b: Explain the roles of carbohydrates, proteins, fats, vitamins, minerals, and water in the human body.**

### HOW TO TEACH

- Walk each macro and micro nutrient with a real food example
- Have the Saint explain what each does in his body in his own words
- Discuss what happens when one is missing or excessive
- Reinforce that nutrients work together — none of them works alone

**Completion:** Saint explains the roles of carbohydrates, proteins, fats, vitamins, minerals, and water in the body.



## 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: Review a Nutrition Facts label and ingredient list from a packaged food and explain serving size, calories, sugar, fiber, protein, and sodium content.**

### HOW TO TEACH

- Hand the Saint a real food package and walk the Nutrition Facts label together
- Have him explain serving size and what 'per serving' obscures
- Discuss how added sugar, sodium, and fiber compare to whole-food equivalents
- Reinforce that label literacy is a daily skill, not a class topic

**Completion:** Saint reads a Nutrition Facts label and explains serving size, calories, sugar, fiber, protein, and sodium content.

**Requirement 2b: Plan a simple, balanced day of meals and snacks using whole foods, explaining how each choice supports health.**

### HOW TO TEACH

- Plan a real day of meals and snacks using whole foods, not packaged versions
- Have the Saint explain why each choice supports health
- Discuss what gets cut when convenience or budget tightens
- Reinforce that simple, repeated meals beat complex one-offs

**Completion:** Saint plans a balanced day of meals and snacks using whole foods and explains how each choice supports health.



## 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: Participate in a grocery shopping trip and identify at least five healthy food choices, explaining why you selected each one.**

#### HOW TO TEACH

- Take the Saint on a real grocery trip and walk the perimeter first
- Have him pick five healthy choices himself and explain each
- Discuss aisle traps (front-of-store displays, eye-level marketing)
- Reinforce that grocery shopping is where nutrition is won or lost

**Completion:** Saint participates in a grocery shopping trip, identifies five healthy choices, and explains each selection.

**Requirement 3b: Compare two similar food products using their labels and choose the healthier option, explaining your decision.**

#### HOW TO TEACH

- Pick two real similar products (two cereals, two yogurts, two breads)
- Have the Saint compare labels side by side and choose the healthier one
- Discuss what made the difference — sugar, fiber, ingredient list length
- Reinforce that the better product is rarely the better-marketed one

**Completion:** Saint compares two similar products by label and chooses the healthier option, explaining the decision.

*Continued on next page...*

**STEP 3: ACT — TEACHING GUIDE (CONTINUED)**

**Requirement 3c: Prepare and eat a balanced meal that includes a protein, fruit or vegetable, and whole grain, demonstrating proper portion awareness.**

**HOW TO TEACH**

- Have the Saint prepare a real balanced meal himself, not assemble a packaged one
- Walk portion awareness (palm of hand, fist, thumb) for each component
- Discuss how the plate looks vs. what the body needs
- Reinforce that proper portions are the missing skill in most home cooking

**Completion:** Saint prepares and eats a balanced meal with protein, fruit or vegetable, and whole grain, showing proper portion awareness.

**Requirement 3d: Identify one unhealthy eating habit you currently have and replace it with a healthier choice during a real meal or snack.**

**HOW TO TEACH**

- Help the Saint name one specific unhealthy habit he actually has
- Walk through a healthier replacement at the same time of day
- Have him execute the replacement at least three times before declaring it changed
- Reinforce that habit change happens at the moment of trigger, not at intent

**Completion:** Saint identifies one unhealthy eating habit and replaces it with a healthier choice during a real meal or snack.



## 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 learning to read labels and shop wisely changed how you think about food choices.**

### HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for a specific food choice that changed because of label literacy
- Discuss what he sees now in the store that he did not see before
- Avoid correcting the Saint's reflection — listen and affirm

**Completion:** Saint explains how learning to read labels and shop wisely changed how he thinks about food choices.

**Requirement 4b: Describe how good nutrition supports endurance, mood, and your ability to serve others.**

### HOW TO TEACH

- Begin with a brief personal example tying nutrition to a demanding day
- Ask the Saint to name one moment when nutrition affected his energy or mood
- Discuss how a well-fed body serves better than a depleted one
- Keep the connection grounded in the Saint's own daily routine

**Completion:** Saint describes how good nutrition supports endurance, mood, and his ability to serve others.



## 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](http://www.saintsglobal.org)

 [support@saintsglobal.org](mailto:support@saintsglobal.org)

 Curriculum: [curriculum@saintsglobal.org](mailto:curriculum@saintsglobal.org)

**Thank you for leading Saints Global!**

Your dedication makes a difference in the lives of our children and youth.