

SAINTS GLOBAL

LEADER GUIDE

SAILING

PHYSICAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in sailing. 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 small-boat sailing hazards (weather, wind, cold water, traffic, grounding) and how to anticipate, prevent, mitigate, and respond to them.

HOW TO TEACH

- Walk hazards with a real sailboat nearby (weather, wind, cold water, traffic, grounding)
- Use a scenario (sudden squall, capsize in cold water, traffic conflict) and rank first three actions
- Have the Saint name stop rules that override the trip plan
- Connect preparation to responsibility for the crew, not just himself

Completion: Saint explains common small-boat sailing hazards and gives anticipation, prevention, mitigation, and response actions.

Requirement 1b: Explain prevention, symptoms, and first aid for sailing-related conditions including hypothermia, cold-water shock, dehydration, heat illness, sunburn, blisters, sprains, and strains.

HOW TO TEACH

- Demonstrate hypothermia and cold-water-shock first response on a Saint volunteer
- Discuss sunburn, dehydration, and heat illness as sailing-specific risks
- Have the Saint identify early warning signs aloud for each condition
- Reinforce that distance from shore makes prevention more critical than treatment

Completion: Saint explains prevention, symptoms, and first aid for the listed sailing-related conditions.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)**Requirement 1c: Explain the Safety Afloat policy and how it applies to small-boat sailing activities.****HOW TO TEACH**

- Walk the nine Safety Afloat points tied to a real planned sailing outing
- Have the Saint apply each point to the trip and identify gaps
- Discuss what changes when wind or conditions exceed policy
- Reinforce that Safety Afloat is the leader's pre-launch checklist, not a recitation

Completion: Saint explains the Safety Afloat policy and applies each point to a real small-boat sailing activity.



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 the swimmer classification test and why strong swimming ability is required for safe sailing.

HOW TO TEACH

- Have the Saint take or watch the swimmer classification test in the water
- Discuss what each classification permits and forbids by activity
- Ask why strong swimming matters specifically when sailing
- Reinforce that classification is honest about ability, not a rank

Completion: Saint explains the swimmer classification test and why strong swimming ability is required for safe sailing.

Requirement 2b: Identify and explain the major parts of a small sailboat and how hull shape and sail plan affect performance and stability.

HOW TO TEACH

- Walk a real sailboat and point to hull, mast, boom, sails, rigging, rudder, keel
- Compare a planing hull and a displacement hull and discuss the tradeoffs
- Have the Saint predict how each handles wind and waves
- Reinforce that hull and sail plan shape what the boat can and cannot do

Completion: Saint identifies major sailboat parts and explains how hull shape and sail plan affect performance and stability.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Prepare a basic float plan including route, crew, weather check, safety equipment, and return time.

HOW TO TEACH

- Walk the float plan: route, crew, weather check, equipment, return time
- Have the Saint write the plan and leave a copy with someone on shore
- Discuss what triggers an emergency response on land
- Reinforce that a float plan saves lives when something goes wrong on the water

Completion: Saint prepares a basic float plan including route, crew, weather check, safety equipment, and return time.



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: Prepare a sailboat for sailing, including a full safety inspection, proper clothing, and equipment check.

HOW TO TEACH

- Walk the pre-sail inspection (rigging, hull, lines, PFDs, anchor, paddle, bailer)
- Have the Saint perform each inspection himself before launch
- Discuss what each component does and what its failure would cost
- Reinforce that pre-sail inspection is a habit, not an event

Completion: Saint prepares a sailboat for sailing with a complete safety inspection, proper clothing, and equipment check.

Requirement 3b: Get underway safely from a dock, mooring, or beach and demonstrate basic helmsmanship on all points of sail (running, reaching, beating).

HOW TO TEACH

- Walk launch from dock, mooring, or beach with the Saint at the helm
- Have him helm on all points of sail (running, reaching, beating)
- Discuss how each point of sail feels different in the boat's body
- Reinforce that helmsmanship is feel as much as rule

Completion: Saint gets underway safely and demonstrates basic helmsmanship on running, reaching, and beating points of sail.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Demonstrate changing direction by tacking and jibing, recovering from irons, and using the safety position.

HOW TO TEACH

- Demonstrate tacking and jibing on the water, not in conversation
- Have the Saint recover from irons by backing the sail
- Walk the safety position and when to use it
- Reinforce that controlled direction changes prevent unplanned ones

Completion: Saint demonstrates tacking and jibing, recovers from irons, and uses the safety position.

Requirement 3d: Demonstrate capsize procedures and rescue of a person overboard under direct supervision, maintaining control and crew safety.

HOW TO TEACH

- Stage a controlled capsize under direct supervision with all PFDs on
- Have the Saint and partner right the boat and recover crew
- Walk the person-overboard sequence step by step
- Reinforce that staying with the boat is the rule that saves lives

Completion: Saint demonstrates capsize procedure and person-overboard rescue under direct supervision, maintaining control and crew safety.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Demonstrate proper response to running aground and accept and maneuver under a single-line or side tow for at least 20 boat lengths.

HOW TO TEACH

- Use a real grounding scenario with proper response (check damage, free the boat)
- Have the Saint accept and maneuver under a tow for at least 20 boat lengths
- Discuss communication between towing and towed boats
- Reinforce that grounding is recoverable when handled calmly and immediately

Completion: Saint responds properly to running aground and accepts and maneuvers under tow for at least 20 boat lengths.

Requirement 3f: Secure the boat after sailing by properly stowing sails, lines, and equipment for unattended docking or beaching.

HOW TO TEACH

- Walk proper stowing of sails, lines, and equipment for unattended boats
- Have the Saint secure the boat himself, including knots and lashings
- Discuss what wind, weather, or tide could do to an unsecured boat
- Reinforce that securing the boat is the last seamanship task of the day

Completion: Saint secures the boat after sailing by properly stowing sails, lines, and equipment for unattended docking or beaching.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3g: Demonstrate marlinespike seamanship: tie and use essential knots, coil and heave lines, and explain types of sailing lines and fibers.

HOW TO TEACH

- Demonstrate essential knots (bowline, cleat hitch, figure-eight) on real lines
- Have the Saint coil and heave lines correctly
- Discuss types of sailing lines and fibers and where each is used
- Reinforce that marlinespike skill is what separates sailors from passengers

Completion: Saint demonstrates marlinespike seamanship: essential knots, coiling and heaving lines, and explaining sailing line types and fibers.



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 sailing skill required the most judgment or calmness and how you improved through practice.

HOW TO TEACH

- Give the Saint a moment of quiet reflection before answering
- Ask for a specific moment when judgment or calmness mattered most
- Discuss what practice changed between the first sail and the last
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains which sailing skill required the most judgment or calmness and how practice improved it.

Requirement 4b: Describe how sailing develops responsibility, teamwork, and respect for natural forces.

HOW TO TEACH

- Begin with a brief personal example tying sailing to a transferable discipline
- Ask the Saint to name where responsibility on the boat shows up off the boat
- Discuss respect for natural forces as a moral discipline
- Keep the connection grounded in the Saint's own sailing experience

Completion: Saint describes how sailing develops responsibility, teamwork, and respect for natural forces.



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

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 Curriculum: curriculum@saintsglobal.org

Thank you for leading Saints Global!

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