

SAINTS GLOBAL

LEADER GUIDE

SWIMMING

PHYSICAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in swimming. 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 the principles of Safe Swim Defense and how they prevent, mitigate, and respond to swimming hazards.

HOW TO TEACH

- Walk the eight Safe Swim Defense points one by one tied to a real outing
- Have the Saint apply each point to the planned swim activity
- Discuss what changes when conditions exceed policy
- Reinforce that Safe Swim Defense is the leader's pre-swim checklist, not a slogan

Completion: Saint explains the principles of Safe Swim Defense and how they prevent, mitigate, and respond to swimming hazards.

Requirement 1b: Explain prevention and first aid for swimming-related health risks, including hypothermia, heat illness, dehydration, cramps, hyperventilation, spinal injury, stings, and cuts.

HOW TO TEACH

- Demonstrate first-aid for cramps, cold-water shock, and hyperventilation on a Saint volunteer
- Discuss spinal injury response specifically — when to move, when to stabilize
- Have the Saint identify early warning signs aloud for each condition
- Reinforce that water amplifies every common emergency response

Completion: Saint explains prevention and first aid for the listed swimming-related health risks.



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 each part (entry, distance, turn, floating) demonstrates water competence.

HOW TO TEACH

- Have the Saint take or watch the classification test in the water
- Walk what each part (entry, distance, turn, float) actually proves
- Discuss why each component is required for safe activity placement
- Reinforce that classification is honesty about ability, not a rank

Completion: Saint explains the swimmer classification test and why each part demonstrates water competence.



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 a continuous swimmer test: jump feetfirst into deep water, swim 75 yards using strong strokes, 25 yards on the back, make at least one sharp turn, then rest by floating.

HOW TO TEACH

- Walk the test sequence verbally before the Saint enters the water
- Have him demonstrate jump, 75 yards strong strokes, 25 backstroke, sharp turn, floating rest
- Watch breathing and form across the full distance
- Reinforce that the swimmer test is the gate for everything else in this badge

Completion: Saint completes the continuous swimmer test including jump, 75 yards strong strokes, 25 yards backstroke, sharp turn, and floating rest.

Requirement 3b: Demonstrate proper form for five strokes: front crawl, back crawl, breaststroke, sidestroke, and elementary backstroke.

HOW TO TEACH

- Demonstrate each stroke (front crawl, back crawl, breaststroke, sidestroke, elementary backstroke)
- Have the Saint practice each in 25-yard sets
- Watch for one common error per stroke and correct it
- Reinforce that five strokes give him the right tool for each situation

Completion: Saint demonstrates proper form for front crawl, back crawl, breaststroke, sidestroke, and elementary backstroke.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)**Requirement 3c: Swim 150 yards continuously using multiple strokes, demonstrating endurance and controlled breathing.****HOW TO TEACH**

- Pace the Saint through 150 yards continuously with stroke changes
- Watch breathing control as fatigue builds in the second half
- Discuss how to switch strokes to manage muscle fatigue
- Reinforce that endurance in water requires conservative pacing, not strength

Completion: Saint swims 150 yards continuously using multiple strokes with endurance and controlled breathing.

Requirement 3d: Demonstrate water rescue methods: reaching, throwing, and line rescue with a helper and a practice victim, explaining why contact rescues are avoided.**HOW TO TEACH**

- Demonstrate reach, throw, and line rescue with a real victim role
- Have the Saint perform each method himself
- Discuss why contact rescues are reserved for trained lifeguards
- Reinforce that staying out of the water saves more lives than going in

Completion: Saint demonstrates reaching, throwing, and line rescue with a helper and practice victim and explains why contact rescues are avoided.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3e: Demonstrate floating and survival skills, including resting float, survival float, and HELP/huddle positions while wearing a life jacket.

HOW TO TEACH

- Demonstrate resting float, survival float, and HELP/huddle in real water with a PFD
- Have the Saint hold each position for at least 30 seconds
- Discuss when each is appropriate (cold, warm, alone, with group)
- Reinforce that floating is the survival skill that buys time

Completion: Saint demonstrates resting float, survival float, and HELP/huddle positions while wearing a life jacket.

Requirement 3f: Demonstrate surface dives (feetfirst and headfirst) to retrieve an object and swim underwater with control.

HOW TO TEACH

- Demonstrate feetfirst and headfirst surface dives in deep water
- Have the Saint retrieve an object and surface with controlled breath
- Discuss breath control and ear pressure at depth
- Reinforce that surface diving is for retrieval, not exploration

Completion: Saint demonstrates feetfirst and headfirst surface dives to retrieve an object and swims underwater with control.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3g: Demonstrate safe diving entries in deep water from a deck or dock, including a standing headfirst and long shallow dive.

HOW TO TEACH

- Walk safe diving entries from deck or dock — water depth confirmed first
- Demonstrate standing headfirst and long shallow dive in proper depth
- Discuss why diving into unknown water is the leading cause of swim injuries
- Reinforce that depth verification is non-negotiable before any dive

Completion: Saint demonstrates safe deep-water diving entries from a deck or dock, including standing headfirst and long shallow dive.



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 skill required the most calmness or control in the water and how you overcame fear or fatigue.

HOW TO TEACH

- Give the Saint a moment of silent reflection before answering
- Ask for the specific skill that demanded the most calmness or control
- Discuss what got him through the moment when fear or fatigue spiked
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint explains what skill required the most calmness or control in the water and how he overcame fear or fatigue.

Requirement 4b: Describe how swimming builds confidence, saves lives, and keeps a saint capable of water service throughout his life.

HOW TO TEACH

- Begin with a brief personal example of swimming serving someone in need
- Ask the Saint to name one specific way his skill could protect others
- Discuss how swimming stays useful well past the badge — water rescue, family outings, future service opportunities.
- Keep the connection grounded in the Saint's own time in the water

Completion: Saint describes how swimming builds confidence, saves lives, and keeps a saint capable of water service throughout his life.



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.