

SAINTS GLOBAL  
**LEADER GUIDE**

**WILDERNESS SURVIVAL**

PHYSICAL CORE

Version 2026.1



SAINTS GLOBAL

[www.saintsglobal.org/resources](http://www.saintsglobal.org/resources)



## PURPOSE & IDENTITY

### SKILL BADGE PURPOSE

To develop resilience, discipline, and life-preserving judgment through rigorous wilderness survival skills, moral self-control, and dependence on preparation, knowledge, and calm decision-making under stress.

### 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

- Risk awareness and injury prevention in remote settings
- Survival priorities and decision-making under stress
- Shelter, fire, water, and signaling skills
- Environmental adaptation across multiple exposure conditions
- Humility, restraint, and respect for life in survival scenarios

#### TIME COMMITMENT

4-6 weeks (suggested)

#### RECOMMENDED AGE

14+



## SAFETY CONSIDERATIONS

### SUPERVISION

All wilderness survival activities must be approved and supervised by qualified adults with emergency plans in place.

### EXPOSURE RISK

Activities must account for weather, terrain, wildlife, and medical risk; leaders must have clear evacuation and communication plans.

## 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

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- 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 most likely wilderness hazards and demonstrate first aid and prevention for common backcountry injuries and illnesses.**

**HOW TO TEACH**

- Use scenario cards for heat, cold, insects, dehydration, and bites
- Have Saints demonstrate first-aid responses using kits
- Discuss escalation thresholds requiring evacuation
- Emphasize prevention as the primary survival skill

**Completion:** Saint accurately explains hazards, prevention, and first-aid responses.

**Requirement 1b: From memory, list and explain the seven priorities for wilderness survival.**

**HOW TO TEACH**

- Require full recall without prompts
- Discuss how priorities change with environment and time
- Use a lost-person scenario to rank decisions
- Correct gently but require full mastery

**Completion:** Saint correctly lists and explains all seven priorities.

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**STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)**

**Requirement 1c: Explain techniques for avoiding panic and maintaining morale when lost, and why this directly affects survival outcomes.**

**HOW TO TEACH**

- Discuss real-world case studies
- Practice controlled breathing and mental reset techniques
- Ask Saints to describe a moment when panic would be tempting
- Tie morale to decision quality and endurance

**Completion:** Saint explains morale strategies and their survival impact.



## STEP 2: PLAN

### LEADER PREPARATION

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- 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: Describe survival strategies for multiple exposure environments: cold/snowy, wet, hot/dry, windy, and aquatic settings.**

**HOW TO TEACH**

- Use environment cards and rotate through scenarios
- Have Saints identify the top three threats per environment
- Discuss how priorities shift by condition
- Emphasize shelter and water protection first

**Completion:** Saint accurately describes survival actions for all listed environments.

**Requirement 2b: Assemble a personal survival kit and explain the purpose of each item.**

**HOW TO TEACH**

- Lay out all kit items and justify inclusion
- Ask what would be removed last and why
- Discuss redundancy and multi-use tools
- Reject novelty items lacking function

**Completion:** Kit items are appropriate and purposes are clearly explained.



## STEP 3: ACT

### LEADER PREPARATION

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- 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: Using three different non-match methods, build and light three controlled fires suitable for survival use.**

**HOW TO TEACH**

- Inspect fire lay before ignition
- Require explanation before lighting
- Stop immediately for unsafe practices
- Emphasize conservation of resources

**Completion:** Saint successfully lights and controls three fires safely.

**Requirement 3b: Demonstrate signaling skills for rescue, including attention methods, signal mirror use, and ground-to-air signals.**

**HOW TO TEACH**

- Practice aiming the mirror on fixed targets
- Correct hand position and alignment
- Require memory recall for signals
- Discuss when signaling becomes priority

**Completion:** Saint demonstrates and explains all signaling methods correctly.

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

**Requirement 3c: Improvise a low-impact natural shelter and spend one night in it under approved supervision.**

**HOW TO TEACH**

- Inspect site choice before construction
- Emphasize insulation over size
- Check on Saints during the night per safety plan
- Debrief immediately after exit

**Completion:** Saint safely completes an overnight shelter stay.

**Requirement 3d: Demonstrate three methods for treating water collected in the outdoors for safe drinking.**

**HOW TO TEACH**

- Explain limitations of each method
- Discuss turbid vs clear water handling
- Require Saints to state when water is safe
- Emphasize hydration priority

**Completion:** Saint correctly treats water using three methods.

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

**Requirement 3e: Demonstrate proper clothing selection for extreme heat, cold, and wet conditions, and explain why each choice matters.**

**HOW TO TEACH**

- Use layering demonstrations
- Compare cotton vs wool/synthetics
- Discuss evaporation, insulation, and wind
- Tie clothing choices to survival priorities

**Completion:** Saint explains and demonstrates correct clothing choices.



## STEP 4: REFLECT

### LEADER PREPARATION

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- 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 respect for life, restraint, and humility guide decisions in a survival situation, including why eating wild plants or animals is usually unwise.**

**HOW TO TEACH**

- Discuss poisoning, parasites, and energy cost
- Use historical examples of survival errors
- Ask Saints to explain when not acting is wiser
- Tie restraint to long-term survival

**Completion:** Saint explains restraint-based survival reasoning accurately.



## RESOURCES & CONTACT

### RECOMMENDED RESOURCES

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- [Saints Global Resource Library](#) — Online materials and guides
- [DPAAR 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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[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.