

SAINTS GLOBAL

# ACTIVITY PLAN

## FRONTIERSMAN

### PHYSICAL CORE

Version 2026.1



Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

#### THE CULMINATING EVENT

### The frontiersman field day

Between Sessions 3 and 4, the group meets at an approved outdoor site for three to four hours to run the bushcraft skills under real conditions. Each saint demonstrates two friction-fire methods to a sustained ember, builds a weather-ready shelter, prepares a simple meat meal safely, and completes a tracking or simulated trap-set exercise. Adult supervisors run the fire and food stations. The day is the field test for the four sessions and earns 3a, 3c, 3e, and 3f on the BRC.

OUTDOOR — APPROVED BUSHCRAFT SITE WITH FIRE RING, WATER ACCESS, AND ADULT SUPERVISION

#### 4 SESSIONS IN THIS PLAN

## SESSION 1 · PHYSICAL CORE

⌚ 60 min target

# Hazards and ethics

*Name the hazards and the ethics before you touch a blade or a match.*

**SESSION AIM**

Saints walk the hazards of bushcraft as scenario stations — cuts, burns, hypothermia, dehydration, wildlife, food illness — and write a first-aid response for each. The hour closes with an ethics conversation on lawful and conservation-minded use of the outdoors. Saints leave with the four-week field-day date on the calendar and one specific hazard each has committed to study.

**🎯 WALK AWAY WITH**

- Has named the six bushcraft hazards and the first response to each
- Has written one practical example of conservation-minded use he can point to
- Has the frontiersman field day on his calendar with date and trailhead

**📦 BRING / SET UP**

- Six printed scenario cards (cut, burn, hypothermia, dehydration, wildlife encounter, food illness)
- Clipboards and pens (one per saint)
- First-aid kit laid out on a table for reference
- Printed map of the planned field-day site with hazard zones marked
- BRC printouts (one per saint)

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — Closest call outdoors**

⌚ 5 min

Round the room, one sentence per saint: 'What is the closest thing to a real injury or scare you have had outdoors?' Two or three saints share. Most answers are small — a deep cut, a chilled hand, a bad blister. The point is that small mistakes outdoors can turn serious fast, and the next four weeks teach how to prevent and handle them.

## SESSION 1 · HAZARDS AND ETHICS (PAGE 2 OF 3)

## THE HOUR — CONTINUED

## BLOCK 2 · ROLEPLAY Run the hazard stations

⌚ 22 min

1. Set up six scenario stations around the room, each with a clipboard: (1) a saint cuts his hand opening a can; (2) a saint is burned reaching across the fire; (3) a saint shivers and stops responding clearly after lunch in the shade; (4) a saint has not peed since breakfast and is moving slow on a hot afternoon; (5) a saint is between his pack and a black bear at a creek; (6) a saint feels nauseous an hour after eating jerky he brought from home.
2. Rotate pairs through all six, three minutes per station. At each station, identify what is happening, write the first three actions in order, and name what NOT to do. Assume no cell signal — plan as if you cannot call out.
3. Pairs report back. Walk the correct first responses together. Cut: pressure, elevate, irrigate, dress. Burn: cool water for ten minutes, do not pop blisters, cover loosely. Hypothermia: stop, calories in, dry layer on, get out of the wind. Dehydration: stop, shade, slow sips of electrolyte water, identify cause. Bear: do not run, make yourself big, back away slowly, give the bear a path. Food illness: stop eating, hydrate, do not share the suspect food, watch for fever.
4. Each youth picks the one hazard he knows least about and writes it on his BRC margin as 'study before field day.' One concrete reading or video he will finish before Session 3.

## REQ 1A

## BLOCK 3 · DISCUSSION Use and waste — frontiersman ethics

⌚ 18 min

1. Open with the comparison. The frontiersmen who lived off the land for years did so because they took only what they needed and read the country well enough to come back next year. The trappers who emptied a valley in one season did so because they took everything and moved on. Both are part of the historical record. Saints choose which one they imitate.
2. Read the badge's ethics line aloud: responsible resource use, respect for life, and lawful conduct. Each youth gives one concrete example of a frontiersman habit that meets this standard — packing out gut piles, refusing a shot at a doe with a fawn, taking small fuel for a small fire, leaving the firewood pile for the next group at a public campsite.
3. Discuss self-control as a skill, not a feeling. Saying 'I have a permit and a target but the conditions are wrong' is the kind of restraint that separates a hunter from a poacher. Skill includes knowing when not to act.
4. Each youth writes one sentence in his BRC margin: 'One ethic of stewardship I will practice on the field day.' Read aloud in pairs.

## REQ 1B

## SESSION 1 · HAZARDS AND ETHICS (PAGE 3 OF 3)

## THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Lock the field-day date**

⌚ 10 min

1. Show the map of the planned field-day site. Walk the hazard zones — fire ring location, water access, the boundary of the work area, where the first-aid kit will sit, where adult supervisors will station.
2. Confirm the date and trailhead. Each youth writes both on his BRC. Parents will receive a separate notification, but each youth knows the date from memory by the end of this block.
3. Identify any conflict on the date. Saints who cannot attend the primary date are paired with a saint who can, to swap notes after the field day or to schedule a smaller make-up.

BLOCK 5 · REFLECTION **Close — One hazard, one ethic**

⌚ 5 min

1. Each youth reads aloud his 'study before field day' hazard and his 'one ethic of stewardship' line.
2. Confirm with the leader that the kit assignment in Session 2 is on the calendar. Pack the BRC carefully — it travels with the saint through all four weeks.

## AT THE CLOSE · DEBRIEF

1. Which hazard at the stations did you misjudge before you saw the right answer?
2. Which ethic did you write down, and what kind of saint do you have to be to actually keep it?
3. What is one thing you will study or ask about this week before the field day?

📝 Initial 1a and 1b on each saint's BRC after this session. Confirm the field-day date and hazard-study item are written on the BRC.

## SESSION 2 · PHYSICAL CORE

⌚ 60 min target

## Plan the kit and the site

*Lay the kit out before the field day so nothing important is missing.*

**SESSION AIM**

Saints assemble their frontiersman field kits, justify each item, and identify what they are deliberately leaving out. The session then walks the field-day site plan together — safety roles, fire and water plans, leave-no-trace cleanup — and covers lawful and humane trapping principles in the local area. Saints leave with a packed kit, a role assigned for the field day, and a basic grasp of local trapping law.

**🎯 WALK AWAY WITH**

- Has a field kit with each essential category covered and one improvised substitute named
- Has a role on the field-day plan (fire watch, water lead, tool lead, or kit lead)
- Can state what trapping is and is not legal in the local area at a basic level

**📦 BRING / SET UP**

- Each saint brings: a small daypack with his draft field kit assembled at home
- A tarp or sheet large enough to lay one saint's kit out on the floor
- Printed kit categories worksheet (shelter, fire, water, navigation, first aid; columns for item, improvised substitute, what stays home)
- Printed summary of the local state's trapping regulations (one page, current year)
- Printed site plan for the field day with safety roles listed
- BRC printouts and pens

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — One missing item**

⌚ 5 min

Round the room, under thirty seconds per saint: 'What is the one item you almost did not pack tonight, and why did you decide to bring it?' Some saints will share something thoughtful. Others will admit they forgot a category entirely. That is fine — the next block is where the gaps get named in writing.

## SESSION 2 · PLAN THE KIT AND THE SITE (PAGE 2 OF 4)

## THE HOUR — CONTINUED

## BLOCK 2 · SKILL PRACTICE Lay out the field kit

⌚ 22 min

1. Spread the tarp on the floor. Each youth empties his kit onto it. Saints share floor space if the room is small.
2. Walk the room together. Group each saint's kit by the five essential categories: shelter, fire, water, navigation, first aid. Note what is present and what is missing.
3. For each missing category, name one item that fills it cheaply and one improvised substitute. Trash-bag poncho for shelter. Cotton ball with petroleum jelly for fire. A bandana pre-filter for water. The sun and the time of day for navigation. Duct tape wrapped on a water bottle for first aid. Improvised substitutes are not better than the real item — they are what you reach for when the real item is gone.
4. Identify what you will NOT bring and why. A full hatchet for a half-day session is too much weight. A whole roll of duct tape is too much for a kit. Weight and priority are real tradeoffs.
5. Each youth writes on the worksheet: one item he is adding before the field day, one substitute he can name on the spot, one item he is deliberately leaving home.

REQ 2A

## SESSION 2 · PLAN THE KIT AND THE SITE (PAGE 3 OF 4)

## THE HOUR — CONTINUED

BLOCK 3 · CREATIVE **Plan the site, then the law**

⌚ 18 min

1. Hand out the printed site plan for the field day. Walk it together: where the fire ring will be, where the water table will be, where the tool zone is, where the first-aid kit sits, and the boundary of the work area beyond which saints do not wander without an adult.
2. Assign the four field-day roles: fire watch (manages water bucket and ground tool, calls a stop if the fire gets away), water lead (treats and serves the water station, ensures every saint drinks), tool lead (issues and collects edged tools and accounts for each one), kit lead (lays out the group first-aid kit and checks each saint's kit at arrival). Each youth circles the role he wants and the role he thinks he is least suited for.
3. Pivot to trapping law. Hand out the printed summary of local regulations. Each youth reads one section aloud: open seasons, permit requirements, protected species, humane trap specifications. The point is to know what is permitted, what is not, and where to look it up — not to memorize the entire code.
4. Discuss the humane standard. A trap that is checked daily, set for a legal target, and uses approved equipment is the floor, not the ceiling. Cause no suffering you can avoid.
5. Each youth writes on his BRC margin one true statement about local trapping law that he can repeat from memory next week.

## BY TIER

- ENTRY** Pair with an established saint when you read your assigned section of the trapping regulations. Ask one question about your section out loud.
- ESTABLISHED** Read your section solo. After the discussion, name one regulation you think most saints misunderstand and why.
- MENTOR** Take the kit lead role for the field day. After your section reading, pair with an entry-tier saint and walk him through what 'protected species' means in practice.

REQ 2B

REQ 2C

BLOCK 4 · SKILL PRACTICE **Pair check the kits**

⌚ 10 min

1. Pair up with a saint who has a different field-day role than yours. Trade kits.
2. Each youth spots one gap or one redundancy in his partner's kit. A missing category, a duplicated item, a piece of gear that does not match the season.
3. Report back to the leader any saint whose kit still has a missing category. He has until Session 3 to fix it.
4. Repack the kit. The way it leaves the room tonight is the way it should arrive at the field day.

REQ 2A

BLOCK 5 · REFLECTION **Close — Role and gap**

⌚ 5 min

1. Each youth reads aloud the role he was assigned and one gap he is fixing in his kit before Session 3.
2. Confirm the trapping-law statement is in writing on the BRC margin. The leader will spot-check it next week.

## SESSION 2 · PLAN THE KIT AND THE SITE (PAGE 4 OF 4)

## 🗨 AT THE CLOSE · DEBRIEF

1. Which item did you almost leave out of your kit, and what changed your mind?
2. Which role on the field day did you pick, and what does it ask of you that you have not done before?
3. What surprised you about the trapping regulations in your section?

📝 Initial 2a, 2b, and 2c on each saint's BRC after this session. Note any saint still missing a kit category and follow up before Session 3.

## SESSION 3 · PHYSICAL CORE

⌚ 60 min target

## Practice the field skills

*Drill water, cordage, and fire technique before the field day so it works under pressure.*

**SESSION AIM**

Saints run three skill stations indoors or in the parking lot — water treatment with two methods, knot and lashing practice with a small useful build, and friction-fire technique on a bow-drill setup. The session ends with the field day locked in: time, trailhead, gear check, and roles confirmed.

**🎯 WALK AWAY WITH**

- Has demonstrated three water-treatment methods and explained the limits of each
- Has tied three knots correctly and completed a small lashing build
- Has produced a coal or named the exact technique failure on the bow drill
- Has the field day on the calendar with role, kit checked, and partner

**📦 BRING / SET UP**

- Each saint brings: his field kit, water bottle, a small length of paracord (8–10 feet)
- Water station A (filter, bucket of clean water with a pinch of sediment added)
- Water station B (chemical tablets, second bucket of clean water)
- Water station C (camp stove or hot plate with a small pot — for the boil demonstration)
- Six bow-drill kits (spindle, fireboard, bearing block, bow with cord) — pre-made by the leader
- Three small poles or sticks per pair (for the lashing build)
- Printed knot reference (the field card from Session 2) — one per saint

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — Hazard study check-in**

⌚ 5 min

Each youth names the hazard he studied this week and the one thing he learned that he did not already know. One sentence. The leader notes which saints did the study and which did not — both kinds need to be ready for the field day, but the ones who did the study coach the ones who did not during the next blocks.

## SESSION 3 · PRACTICE THE FIELD SKILLS (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Treat the water — three ways**

⌚ 15 min

1. Set up three stations: A is a pump or squeeze filter with a bucket of slightly silty water; B is chemical treatment tablets with a clear bucket; C is a small pot of water on the stove for the boil demonstration.
2. Each youth runs all three. At A, assemble the filter, pump or squeeze one liter, and identify what the filter removes (bacteria, protozoa, sediment) and what it does not (viruses, chemicals).
3. At B, drop a tablet into one liter, time the wait period from the label, and identify what the chemical kills (bacteria, viruses, most protozoa) and what it does not (sediment, chemicals).
4. At C, watch the leader bring water to a rolling boil for one minute. Note what boiling kills (everything biological) and what it does not (chemicals, sediment, taste).
5. Discuss when to pick each method. Use the filter for cloudy water. Use tablets when the filter is broken or the water is clear and you have no fuel. Boil when you are unsure what is in the water and you have fuel. The honest answer for the field day is usually 'boil, because we have the stove and we are not sure.'

REQ 3B

BLOCK 3 · SKILL PRACTICE **Tie knots, build a tripod**

⌚ 18 min

1. Hand out the knot reference card. Each youth ties the clove hitch, the taut-line hitch, and the square knot on a length of paracord. Tie each three times, slowly, then once with eyes closed. If a knot will not come right with eyes closed, it is not yet learned.
2. Pair up. Each pair builds a tripod using three poles and a square lashing. Start the lashing with a clove hitch on one pole, wrap three turns around all three poles, three frapping turns between the poles, and finish with a clove hitch on the second pole.
3. Test the tripod. Stand it up. Hang a full water bottle from the apex. If the lashing slips, identify exactly which turn was not snug. Re-tie it correctly.
4. Explain why each knot was chosen for its job. The clove hitch starts and ends the lashing because it bites quickly and releases cleanly. The taut-line hitch holds a guyline because it slides under no tension and grips under load. The square knot joins same-diameter rope because it lies flat and unties even after a hard pull.
5. Stow the paracord in your kit. Each youth will use these knots at the field-day shelter station.

REQ 3D

## SESSION 3 · PRACTICE THE FIELD SKILLS (PAGE 3 OF 3)

## THE HOUR — CONTINUED

BLOCK 4 · PHYSICAL **Bow-drill technique**

⌚ 17 min

1. Demonstrate the safe fire-control plan first: a metal pan with water within arm's reach, a small pile of soil, and a tool to cover the ember. Fire stations only operate inside the demonstrated safe zone.
2. Walk the body position. Foot on the fireboard. Knee on the ground. Spindle vertical. Bearing block in the off hand, pressed against the knee for stability. Bow in the strong hand, parallel to the ground. Long, full strokes from shoulder to hip.
3. Each youth runs the bow drill for two minutes. The goal in this session is not yet a coal — it is to feel the technique and find the exact failure point. Smoke is good. Black dust on the fireboard is good. A coal would be excellent but is not required tonight.
4. Rotate. Each saint runs the drill twice. Between runs, name the weak link: bow strokes too short, downward pressure too light, spindle wandering off the notch, body position not stable. Coach each other through one fix at a time.
5. On the field day, each youth runs the bow drill to a sustained coal and a second method of his choice (hand drill or flint and steel). Tonight is the technique work that makes that possible. Saints who cannot produce smoke tonight should practice at home before Saturday.

## REQ 3A

BLOCK 5 · REFLECTION **Close — Field day at the trailhead**

⌚ 5 min

1. Confirm the date, departure time, trailhead, and return time. Each youth says all four aloud.
2. Quick kit check. The leader walks the room and confirms each kit has shelter, fire, water, navigation, and first aid covered.
3. Pair up for the drive or for the carpool. Each pair holds the other accountable to show up on time with a full kit and the BRC.

## AT THE CLOSE · DEBRIEF

1. Which of tonight's three skills felt least solid when you tried it, and what is your plan to fix it before Saturday?
2. Which knot did you tie correctly with your eyes closed, and which one did you have to peek for?
3. What is one thing in your kit you still need to add or replace before Saturday?

☑ *Initial 3b and 3d on each saint's BRC after this session. Note 3a as 'in progress' until the field day demonstration. The field day earns 3a, 3c, 3e, and 3f.*

## SESSION 4 · PHYSICAL CORE

⌚ 60 min target

## Field-day debrief and BRC sign-off

*Debrief the field day together and sign off the badge.*

**SESSION AIM**

Saints arrive having just run the frontiersman field day. The session opens with a station-by-station report, moves to paired patience stories, a brief scripture connection on wilderness and self-control, and a written charge of one service application and one next skill. The session ends with the BRC walked and signed.

**🎯 WALK AWAY WITH**

- Has told the story of his hardest skill on the field day and what he learned about patience
- Has connected his field-day experience to a scripture passage on wilderness or restraint
- Has named one way his frontiersman skills can serve others and one skill he will pursue next
- Has a signed BRC

**📦 BRING / SET UP**

- Each saint brings: his field-day notes, his BRC, his kit
- Half-sheets of paper and pens (one per saint for The Charge writing)
- Open Bibles or scriptures (one per pair) — 1 Kings 19:11–13 and Doctrine and Covenants 121:7–8 bookmarked
- The field-day log (leader holds the master copy)

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — Field-day report**

⌚ 5 min

Go around the circle. Each saint answers in one sentence: which station on the field day went best for you, and which one went worst? Do not comment or compare; let each saint name his version. The range usually runs from 'I got a coal on the first try' to 'I burned three hours of daylight on the fireboard.' That range sets up the patience stories in the next block.

## SESSION 4 · FIELD-DAY DEBRIEF AND BRC SIGN-OFF (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 2 · DISCUSSION **Patience stories**

⌚ 15 min

1. Pair up with a saint who was not at your station group on Saturday. Six minutes each — one talks, the other listens. No advice and no comparing.
2. Each youth describes the single skill on the field day that required the most patience, the exact moment he wanted to quit, and what got him through (the leader's tip, a partner, his own pride, a verse, the goal of the badge).
3. Switch and repeat for six minutes.
4. Each pair reports back to the group one phrase from the partner's story — only what the partner gave permission to share.
5. Each youth writes in his BRC margin: 'The skill that asked the most patience was \_\_\_\_, and what carried me through was \_\_\_\_.' Specific enough to read in a month and remember.

REQ 4A

BLOCK 3 · SCRIPTURE **Scripture connection — the still small voice**

⌚ 14 min

1. Read 1 Kings 19:11–13 aloud. Elijah goes into the wilderness, sees wind, earthquake, and fire — and the Lord is not in any of them. The voice that finds him is still and small.
2. Read Doctrine and Covenants 121:7–8 aloud. The promise is that what is endured well becomes part of the saint, not just a story he tells.
3. Pair-share, three minutes each: where did the field day strip away something loud — your own impatience, a habit, an assumption about how skill works? Was it what you expected?
4. Each youth writes one sentence in his BRC margin connecting one phrase from the scripture to one moment on the field day.

REQ 4B

BLOCK 4 · CREATIVE **The Charge — Service and next skill**

⌚ 16 min

1. Each youth writes for four minutes on a half-sheet, in two columns. Column A: 'One way a frontiersman skill I now have could serve someone — at home, at church, at school, or in an emergency.' Column B: 'One next skill I am pursuing next, and the first concrete step I will take this month.' Examples for A: teaching a younger saint to tie the taut-line for his tent, helping a neighbor restart his pilot light safely, packing an emergency water kit for the family car. Examples for B: solo hand-drill, primitive snare in a legal jurisdiction with an adult, a one-night solo bivouac.
2. Each youth reads both columns aloud to the group. No commentary from the group. The leader listens for who is reaching and who is being tepid, and follows up after the session with anyone who needs help finding a real next step.
3. Explain that the badge does not stop today. The next skill is what keeps the frontiersman habit alive between badges.

REQ 4B

## SESSION 4 · FIELD-DAY DEBRIEF AND BRC SIGN-OFF (PAGE 3 OF 3)

## THE HOUR — CONTINUED

BLOCK 5 · REFLECTION **BRC sign-off**

⌚ 10 min

1. Walk the BRC with each saint one at a time while the rest of the group cleans up. Confirm each requirement: was it met? If yes, initial it; if not, note what is still outstanding.
2. For 3a, 3c, 3e, and 3f, confirm against the field-day log. The friction fires, the shelter build, the tracking or simulated trap-set, and the food preparation were completed and observed by an adult supervisor.
3. Leader and saint each sign the BRC. The saint takes the BRC home.

## AT THE CLOSE · DEBRIEF

1. What does the word 'frontiersman' mean to you now that you have spent a day doing the work?
2. Which saint at the field day helped you in a way you did not expect, and how?
3. Which of your two columns — service or next skill — are you most likely to drop, and what will you do about it?

📝 Initial 4a and 4b on each saint's BRC after this session. With 3a, 3c, 3e, and 3f confirmed from the field-day log, the BRC should fully sign off tonight.

## HANDOUT 1 OF 2

## FROM SESSION 2 — LAY OUT THE FIELD KIT

# Frontiersman Knots & Lashings

Print before Session 3. Saints practice each knot during the cordage block.

## FRONTIERSMAN · FIELD CARD

## Tie the knot for the job, then dress it.

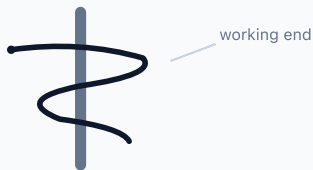
A loose knot fails under load. Pull each turn snug before you trust it.

## THREE KNOTS EVERY FRONTIERSMAN KNOWS

use · pattern · how to dress it

### 1 Clove hitch

Start and end a lashing. Quick to tie around a pole.



## HOW TO TIE IT

1. Wrap the rope around the pole once.
2. Wrap a second time, crossing over the first.
3. Tuck the working end under the second wrap.
4. Pull both ends to snug.

## WHEN TO USE

Securing a tarp ridgeline, anchoring a lashing, hanging a pot rod. Loosens under no tension — add a half-hitch.

### 2 Taut-line hitch

An adjustable loop that holds tension. Slide to tighten a guyline.



## HOW TO TIE IT

1. Pass the rope around the anchor.
2. Wrap twice around the standing line.
3. Make a third wrap outside the first two.
4. Snug. Slide the wraps to tension.

## WHEN TO USE

Tarp guylines, tent stakes, load straps that need to be retightened. Holds under pull but slides when slack.

### 3 Square knot

Join two ropes of the same diameter. Right over left, then left over right.



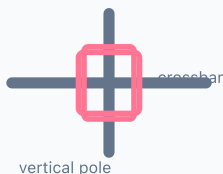
## HOW TO TIE IT

1. Cross right end over left, tuck under.
2. Cross left end over right, tuck under.
3. Pull all four strands snug at once.

## WHEN TO USE

Joining bandage ties, lashing a bundle. Not safe for life-load — use a bowline there.

## SQUARE LASHING — JOIN TWO POLES AT A RIGHT ANGLE



## STEPS

1. Start with a clove hitch on the vertical pole.
2. Wrap three full turns around both poles, alternating.
3. Make three frapping turns between the poles to tighten.
4. Finish with a clove hitch on the crossbar.

Practice each knot until you can tie it without looking at the diagram.

Print this handout for in-person reference during session 2 — lay out the field kit.

## HANDOUT 2 OF 2

## FROM SESSION 3 — TREAT THE WATER — THREE WAYS

# Frontiersman Water Treatment

Print before the field day. Saints reference it at the water station.

## FRONTIERSMAN · FIELD CARD

## Treat every field water source.

Clear water can still be sick water. Pick a method that matches what is in it.

### THREE METHODS — PICK ONE BY THE SOURCE

what it kills · what it does not · when to use

#### 1 Boiling

A rolling boil for one minute. Three minutes above 6,500 feet.



##### WHAT IT KILLS

Bacteria, viruses, protozoa, giardia, cryptosporidium.

##### WHAT IT DOES NOT

Chemical contaminants, heavy metals, sediment.

##### WHEN TO USE

When you have fuel and time. The most reliable method — use it when you are unsure what is in the water.

#### 2 Filtration

Pump or squeeze water through a filter rated for backcountry use.



##### WHAT IT KILLS

Bacteria, protozoa, sediment. Most field filters down to 0.2 microns.

##### WHAT IT DOES NOT

Viruses are too small for most

##### WHEN TO USE

Cloudy water with sediment. Fast turnaround. North American backcountry. Pre-filter through a bandana if the water is silty.

#### 3 Chemical treatment

Chlorine dioxide tablets or iodine. Follow the label exactly.



##### WHAT IT KILLS

Bacteria, viruses, most protozoa. Cryptosporidium needs 4 hours.

##### WHAT IT DOES NOT

Will not remove sediment or chemical contaminants.

##### WHEN TO USE

Clear water with no fuel. A reliable backup when your filter clogs. Read the label — wait times change with cold.

### WALK AWAY FROM THESE SOURCES

**No method makes the following safe to drink. Find another source.**

- Standing water near a road, parking lot, or cropland (chemical runoff).
- Water with an oily sheen, chemical smell, or unnatural color.
- Stagnant water with dead animals, heavy algae, or dense waterfowl droppings.
- Mine drainage or any source downstream of industrial use.

**When you are not sure, boil it. Boiling is the most forgiving method.**

Print this handout for in-person reference during session 3 — treat the water — three ways.