

SAINTS GLOBAL ACTIVITY PLAN

NAVIGATION

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 orienteering meet

Between Sessions 3 and 4, the troop runs a half-day orienteering meet on cross-country terrain. Each saint navigates a course of at least 2,000 meters with multiple controls using only map and compass, takes a turn as an event official (start, finish, or course-watch), and teaches a 10-minute map-and-compass clinic to a small group of younger saints or beginners before the meet starts. One event earns the field requirements; two more events on different terrain are scheduled to satisfy the repetition requirement.

OUTDOOR — PARK, SCOUT RESERVATION, OR CHURCH-APPROVED CROSS-COUNTRY SITE WITH VARIED TERRAIN AND AT LEAST 2,000 METERS OF USABLE GROUND

SESSION 1 · PHYSICAL CORE

⌚ 60 min target

What navigation is and what can go wrong

Learn the compass and the first aid before going to the field.

🎯 WALK AWAY WITH

- Can explain in his own words what navigation and orienteering are and why accurate navigation matters when leading others
- Can name the first-aid response for blisters, dehydration, heat exhaustion, hypothermia, insect stings, and tick bites
- Has handled a real orienteering compass and can point to each of its parts
- Knows what to bring to Session 2 — the local topo map and his notes from this session

📦 BRING / SET UP

- One real orienteering baseplate compass per saint (not a button compass, not a phone app)
- A printed local topographic map per saint — the actual area saints will navigate, not a textbook example
- First-aid kit unpacked on the table: moleskin, blister bandages, electrolyte powder, antihistamine, tick remover, space blanket
- Six index cards labeled with the six injuries (blister, dehydration, heat exhaustion, hypothermia, insect sting, tick bite)
- A printed compass-parts handout per saint (Compass & Declination Field Card)
- BRC printouts and pens

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — A trip that went wrong

⌚ 5 min

Ask the group: name a time someone you know got lost or off-course — a hike, a car trip, a hunt. What did they do? What did it cost them? Take three or four answers. The point is to put the question on the table: when navigation fails, the whole day can fall apart. The work blocks settle what to do about it.

SESSION 1 · WHAT NAVIGATION IS AND WHAT CAN GO WRONG (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · DISCUSSION **Navigation, orienteering, and why it matters**

⌚ 14 min

1. Define both on the board. Navigation: knowing where you are and how to get where you want to be, using map, compass, terrain, and judgment. Orienteering: the sport of navigating cross-country to a set of controls using map and compass against the clock.
2. Each youth says one sentence on why accurate navigation matters when leading others — not just himself. The point is that someone is depending on him to know where the group is.
3. Walk three real failures briefly: a hiker who followed a stream the wrong way, a hunter who set his bearing without correcting for declination, a leader who trusted GPS until the battery died. Each one a different kind of mistake.
4. Leader confirms 1a: each saint has explained navigation, orienteering, and why accurate navigation is essential for safety and leadership outdoors.

REQ 1A

BLOCK 3 · SKILL PRACTICE **Meet the compass — parts and declination**

⌚ 18 min

1. Hand each youth an orienteering baseplate compass. Walk the parts in order: baseplate, direction-of-travel arrow, ruler edges, rotating bezel with the 360 degrees, the orienting arrow (red shed) inside the housing, the magnetic needle (red points north), the index line where bearings are read.
2. Each saint points to each part on his own compass as it is named. Then he pairs with another saint and quizzes him — name the part the partner points to, then trade.
3. Walk magnetic north vs true north on the board. The compass needle points to magnetic north. The map is drawn to true north. The difference is declination — it changes by location and over time. The local map's margin shows the current declination.
4. Each youth explains declination back in his own words: what it is, why it exists, and what happens if he ignores it. Plain language — 'the map points one way, the needle points another, and the angle between them is what I correct for or my route is wrong.'
5. Leader confirms 2a: each saint has handled a compass, named every major part, and explained declination's purpose. Step 2's first requirement is in hand; route-planning and symbology come in Session 2.

REQ 2A

SESSION 1 · WHAT NAVIGATION IS AND WHAT CAN GO WRONG (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · SKILL PRACTICE **First aid for navigation-related injuries**

⌚ 18 min

1. Lay the six injury cards face-down on the table. Each saint draws one. He has two minutes to think — then he stands and walks the group through: what causes it, how to recognize it early, what the first-aid response is, and what gear in the kit on the table addresses it.
2. Walk the responses out loud as each card comes up. Blisters: stop early, moleskin the hot spot before it blisters. Dehydration: prevent with steady sipping, treat with rest in shade and oral fluids — half a liter slow, not a gulp. Heat exhaustion: cool shade, water, wet clothing on neck and wrists; if confusion appears, it has turned into heat stroke and is an evacuation.
3. Continue: hypothermia: dry layers, fuel, shelter from wind; rewarm slowly with hot drinks if conscious. Insect sting: remove the stinger, ice or cool compress, antihistamine if breathing changes are not a risk; epinephrine and 911 if the saint is allergic. Tick bite: remove with tweezers close to the skin, pull straight out, save the tick in a bag for ID, watch for a bullseye rash for two weeks.
4. For each injury, each saint names the one environmental factor that causes it (heat, cold, wet, exposure, vegetation). Most navigation injuries come from environment — preparation prevents most of them, and first aid handles the rest.
5. Leader confirms 1b: each saint has explained the first-aid response for the listed injuries and named the environmental driver behind each. Step 1 completes in-session.

REQ 1B

BLOCK 5 · REFLECTION **Close — What to bring next week**

⌚ 5 min

1. Each saint writes on the back of his compass-parts handout: the one part of the compass he had the hardest time naming, and the one injury he had not thought about before tonight.
2. Confirm on each saint's BRC: 1a, 1b, and 2a are marked. Step 1 completes in-session; Step 2 is launched.
3. Bring the same compass and the local topo map back to Session 2 — that is when route planning starts. Anyone who forgets the map cannot do the planning block.

AT THE CLOSE · DEBRIEF

1. Which compass part did you have the hardest time naming back to your partner?
2. Which injury on the cards had you not thought about before tonight, and what is one piece of gear you would add to your pack because of it?
3. Say declination back to me in your own words — is it short enough that you could explain it to a younger saint on the trail?

☑ *Mark 1a, 1b, and 2a after this session. Step 1 completes in-session. Confirm each saint left with his compass and the local topo map — the Session 2 planning block depends on both.*

SESSION 2 · PHYSICAL CORE

⌚ 60 min target

Read the map and plan a route

Plan the route on paper so decisions on the ground are simple.

🎯 WALK AWAY WITH

- Can identify at least five terrain features and ten common symbols on a real topo map and explain how each affects route choice
- Has planned a real cross-country route with handrails, attack points, catching features, and two named hazards
- Has a written route plan he will carry into the field for Session 3 and the orienteering meet
- Knows where his planned route's two riskiest points are and what would force him to abort

📦 BRING / SET UP

- Each saint brings: the local topo map from Session 1 and his compass
- Highlighter, pencil, and ruler per saint
- Printed route-planning worksheet per saint (Route Plan Field Card)
- A laminated topo map for the group to mark on during the symbol-and-feature walk
- Two or three pre-marked example routes on the local map (one good, one obviously hazardous) for the comparison block
- BRC printouts and pens

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — One symbol you don't recognize

⌚ 5 min

Each saint opens his map and finds one symbol he cannot name. Hold them up. Take three or four around the room. The leader names each one out loud — black square is a building, dashed black line is a trail, blue solid line is a perennial stream, brown closed loop is a hill. The work block teaches the rest.

SESSION 2 · READ THE MAP AND PLAN A ROUTE (PAGE 2 OF 4)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Terrain features and the symbol language**

⌚ 18 min

1. Walk the five terrain features on the group's laminated map, in order: hill (closed loop of brown contour lines), ridge (line of high ground between two valleys), valley (a low corridor between higher ground), saddle (a low spot between two hills), and watercourse (any blue line — stream, river, drainage). Each saint points to one of each on his own map.
2. Walk ten common symbols and their colors: black solid line is a road, dashed black is a trail, blue solid is perennial water, blue dashed is intermittent water, brown contour lines show elevation, green is dense vegetation, white is open ground, red is built or restricted, the small black square is a building, the X with circle is a benchmark.
3. Read the contour interval off the map's margin and explain it out loud — usually 20 or 40 feet per line. Close contours mean steep ground; widely-spaced contours mean gentle. Each youth finds the steepest hillside on the map and the gentlest, and points to both.
4. Discuss how each feature shapes route choice. A saddle is a natural pass; a ridge is fast walking with good visibility; a valley funnels you but may be wet; a watercourse is a handrail when followed and an obstacle when crossed. Each saint names one feature and how he would use it on his route.
5. Leader confirms 2b: each saint has identified five terrain features and ten symbols on the map and explained how each affects route choice.

REQ 2B

SESSION 2 · READ THE MAP AND PLAN A ROUTE (PAGE 3 OF 4)

THE HOUR — CONTINUED

BLOCK 3 · CREATIVE **Plan the cross-country route**

⌚ 22 min

1. Hand out the route-plan worksheet. The leader names the start and the target on the map — a real point at least 1,500 meters cross-country, with two terrain features between the saint and the target. Each saint marks both with his pencil.
2. Walk the four planning terms on the board: a handrail is a linear feature you follow (a stream, a ridge, a trail) that keeps you on track without constant compass checks. An attack point is a recognizable feature near your target — you navigate to it, then turn and find the target from there. A catching feature is a backstop beyond the target (a road, a stream, a clear ridge) that tells you you have gone too far. A hazard is any terrain the saint should not cross unprepared — cliffs, swampy water, dense brush, private land.
3. Each saint plans his route on the worksheet. He draws the line he will walk in pencil, then highlights any handrail he will use, circles his attack point near the target, marks his catching feature past the target, and writes the two hazards he sees and how he will avoid each.
4. Pair up. Each saint reads his plan to his partner — start point, line of travel, handrail, attack point, catching feature, two hazards, abort criteria. The partner asks one question: where could this plan fail? Adjust if the question lands.
5. Look at the two pre-marked example routes the leader laid out. One uses handrails and an attack point; the other ignores them and crosses a steep slope. Each saint says one sentence on why the second route would burn time or risk an injury.
6. Leader confirms 2c: each saint has planned a cross-country route on the worksheet, named his handrail, attack point, catching feature, and two hazards. The worksheet travels with him to Session 3 and the orienteering meet.

REQ 2C

SESSION 2 · READ THE MAP AND PLAN A ROUTE (PAGE 4 OF 4)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION **Walk the plan, name the risks**

⌚ 10 min

1. Each saint, one minute: stand and walk the group through his planned route on his map — start, handrail, attack point, target, catching feature, the two hazards.
2. After each saint, the group asks one question by tier: an entry saint asks the named question 'where could this fail?'; an established saint asks 'what would force you to abort and turn back?'; a mentor saint names one good move the planner made that the group should copy.
3. Leader names the abort rule out loud: if a saint reaches his catching feature without finding the target, he stops, re-oriens, and either re-navigates or returns the way he came. He does not push deeper hoping to find it.
4. Each youth writes his personal abort rule on the worksheet — what condition (lost confidence in position, weather, light, time) would make him turn back.

BY TIER

ENTRY Ask the planner 'where could this route fail?' Listen for handrail loss or unmarked terrain.**ESTABLISHED** Ask 'what would force you to abort and turn back?' Push on the abort criteria, not the plan.**MENTOR** Name one good move the planner made — a handrail choice, an attack point, a hazard call — that the rest of the group should copy.BLOCK 5 · REFLECTION **Close — Plan check**

⌚ 5 min

1. Each saint reads his worksheet's abort rule aloud to his partner. The partner confirms it is specific — a condition the saint can actually recognize on the ground, not 'if I feel lost.'
2. Confirm on each saint's BRC: 2b and 2c are marked. Step 2 completes in-session.
3. Bring the worksheet, the local map, and the compass to Session 3 — that is when the bearings and the pace count get taken in the field.

AT THE CLOSE · DEBRIEF

1. Which of the five terrain features were you least sure of on your map, and how does it actually affect your planned route?
2. Where on your route is the one place your handrail breaks, and what is your plan when it does?
3. Read your abort rule out loud — would you actually recognize that condition in the field, or is it still too vague?

☑ *Mark 2b and 2c after this session. Step 2 completes in-session. Confirm each saint left with a completed route worksheet — Session 3's field blocks build on it directly.*

SESSION 3 · PHYSICAL CORE

⌚ 60 min target

Bearings, pace count, and dress rehearsal

Practice the field skills before the meet — bearings, pace count, and the abort call.

🎯 WALK AWAY WITH

- Can orient a map with compass and set and follow three accurate bearings across varied terrain
- Has measured his own pace count over 100 meters on level, uphill, and downhill ground
- Has the orienteering meet locked: date, site, transport, his event-official role, and the clinic he will teach
- Knows the abort rule and the buddy-system rule for the meet

📦 BRING / SET UP

- Each saint brings: his route worksheet, the local topo map, and his compass
- Three numbered field markers (cones or flagging tape) set on bearings of known angle and distance from a fixed start point in the meeting area or adjacent ground — set before saints arrive
- A 100-meter course measured with a tape on level ground, with two more 100-meter courses on uphill and downhill ground if available
- Stopwatch or phone timer per pair
- Sign-up sheet for the orienteering meet: date, transport assignments, official-role slots, clinic-topic slots, and abort-rule sign-off line
- BRC printouts and pens

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — Six days out

⌚ 5 min

The orienteering meet is one week away. Each saint reads his route worksheet's abort rule aloud, fast — one round, no edits. The point is to hear them out loud before the field block; saints whose abort rule still sounds vague get a one-on-one with the leader after the close to tighten it.

SESSION 3 · BEARINGS, PACE COUNT, AND DRESS REHEARSAL (PAGE 2 OF 4)

THE HOUR — CONTINUED

BLOCK 2 · PHYSICAL **Orient the map and set three bearings**

⌚ 18 min

1. Each saint sets his declination on the compass for the local area — once, before leaving the meeting area, and confirmed by the leader. Anyone whose declination is wrong does not move to the field blocks.
2. Walk orienting the map: lay the map flat, put the compass on the map with the direction-of-travel arrow pointing to the top of the map, rotate the whole map and compass together until the magnetic needle aligns with the orienting arrow. The map now matches the ground.
3. Each saint orients his own map at the start point and confirms by naming one landmark on the map and pointing to the matching landmark on the ground.
4. The leader has set three numbered markers on known bearings from the start. Each saint takes the first marker's bearing off the map, sets his compass, and walks the bearing — eyes on a distant feature on the bearing line, not on the compass needle.
5. After each marker, the saint confirms he reached the right one (cones are numbered or visibly different). If he is off, he resets the bearing and corrects. Walk all three. The leader watches the moment the bearing is set vs. the moment it is followed — those are different skills.
6. Leader confirms 3a after each saint has set and followed three bearings to the correct markers across varied terrain.

REQ 3A

BLOCK 3 · SKILL PRACTICE **Measure the pace count**

⌚ 15 min

1. Show the 100-meter course. Each saint walks it at a natural, sustainable pace — not fast, not slow — counting double-steps (every other step, the same foot). Count out loud at first; quietly the second time.
2. Each saint records his pace count on the worksheet for level ground. Most adolescents land between 60 and 75 double-steps per 100 meters; the saint's own number is what matters.
3. Repeat once on the uphill course and once on the downhill course if available. The pace count changes — climbing usually adds 10 to 15 steps; descending can add or subtract a few depending on slope and looseness. Record all three.
4. Discuss what shifts the count: a heavy pack, fatigue, soft ground, brush, snow. Each youth names one condition he expects on the orienteering meet that would shift his pace count, and how he will compensate (count to a higher target, take a check more often).
5. Leader confirms 3b after each saint has measured a pace count over 100 meters and recorded it for level, uphill, and downhill. The number is the saint's distance odometer when GPS fails.

REQ 3B

SESSION 3 · BEARINGS, PACE COUNT, AND DRESS REHEARSAL (PAGE 3 OF 4)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION **Lock the meet — role, clinic, and abort**

⌚ 17 min

1. Hand out the sign-up sheet. Walk the meet structure: each saint runs the cross-country course of at least 2,000 meters using only map and compass; each saint serves a 30-minute shift as an event official (start, finish, or course-watch); each saint teaches a 10-minute map-and-compass clinic to a group of younger saints or beginners before the meet starts.
2. Each saint picks his official-role slot and his clinic topic. Clinic options: setting declination, taking a bearing off the map, reading contour lines, using a handrail. One topic per saint; no duplicates.
3. Walk the buddy-system rule: saints navigate the course in pairs (entry tier) or solo with whistle and check-in time (established and mentor tiers). Anyone who has not made the check-in by the time is flagged and a search begins. The leader sets the check-in window in front of the group.
4. Walk the abort rule one more time: a saint who reaches his catching feature without finding a control, or who is past his time window, returns to the start. He does not bushwhack deeper. The whistle is for help; three sharp blasts means 'I am here and I need somebody.'
5. Each saint signs the sheet against his role, his clinic, and the abort rule — the signature confirms he heard it.

BY TIER

- ENTRY** Run the course paired with an established saint. Your job is to read the map and call the bearings; your partner confirms each call before you walk it.
- ESTABLISHED** Run the course solo with a whistle and a 90-minute check-in. Bring a watch. If you are late to the check-in, the search starts.
- MENTOR** Run the course solo on a longer or harder variant if the meet offers one. After your run, take a shift as a course-watch official and coach an entry saint on his second run.

BLOCK 5 · REFLECTION **Close — The meet: when, where, who**

⌚ 5 min

1. Read the meet's date, site, transport plan, and the time check-ins out loud. Each saint confirms his ride, his official-role slot, and his clinic topic.
2. Confirm on each saint's BRC: 3a and 3b are marked. 3c, 3e, and 3f are launched as the off-meeting orienteering meet and verified at Session 4. 3d is named: two additional events are scheduled (date and location for the next two on the calendar) — partial credit now, full credit when both are run.
3. Bring the worksheet, the map, the compass, water, sturdy shoes, and a whistle on meet day. Anyone teaching a clinic comes 30 minutes early to set up his teaching ground.

SESSION 3 · BEARINGS, PACE COUNT, AND DRESS REHEARSAL (PAGE 4 OF 4)

🗨 AT THE CLOSE · DEBRIEF

1. Which of the three bearings tonight gave you the most trouble — setting it on the compass, sighting the distant feature, or holding the line while you walked it?
2. What is your level-ground pace count, and what is the one condition on meet day that you expect will shift it most?
3. Read your abort rule one more time — has it gotten any sharper in the last hour, or do you still need a one-on-one before the meet?

☑ *Mark 3a and 3b after this session. 3c, 3e, and 3f are earned at the orienteering meet between Sessions 3 and 4 and verified in Session 4. 3d starts as 'in progress' tonight — record the two additional event dates on the BRC and mark complete when both are run.*

SESSION 4 · PHYSICAL CORE

⌚ 60 min target

Field report, leadership review, and BRC sign-off

Tell what happened on the course, name what you taught, and sign off the badge.

🎯 WALK AWAY WITH

- Has presented his orienteering run with the route he took, the errors he made, and the decisions that worked
- Has reported on the clinic he taught and the official shift he stood
- Has explained how navigation skills built confidence, patience, and responsibility he can name off the trail
- Has a signed BRC, two more events scheduled, and one navigation habit he plans to keep

📦 BRING / SET UP

- Each saint brings: his route worksheet (with what actually happened written next to what was planned), his map from the meet, his compass, and any notes from his clinic or official shift
- Meet results sheet from the leader: each saint's course time, the number of controls found, and any official notes from the course-watch shifts
- Three printed sample navigation paths (search-and-rescue volunteer, recreational orienteering, professional navigation in forestry or surveying) for the careers block — light reference, not a deep dive
- Half-sheet per saint for the keep/drop reflection
- BRC printouts (final review) and pens

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — One bearing that worked, one that didn't

⌚ 5 min

Go around once, one line each: name one bearing on the meet that took you straight to a control, and one bearing that put you off. No analysis yet. The work blocks do that. The opener gets every saint speaking before the longer reports.

SESSION 4 · FIELD REPORT, LEADERSHIP REVIEW, AND BRC SIGN-OFF (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · CREATIVE **Walk the run, with the map on the table**

⌚ 18 min

1. Each saint puts his meet map and his route worksheet on the table next to him. Two minutes each, in turn: walk the run from start to finish — the route taken, the controls found in order, the errors made (a missed catching feature, a wrong attack point, a pace-count drift), and one decision that worked.
2. Use terrain language. A saint who says 'I got lost' is asked to be more specific — 'I lost my handrail at the second stream junction and didn't relocate until I hit the road.' Push for terrain language; vague reports hide what actually went wrong.
3. After each saint, the group asks one question: 'What did you do when the feature you expected was not there?' or 'How did your pace count compare to what you predicted?' Each saint answers in one sentence.
4. Leader marks 3c on each saint's BRC: the cross-country course of at least 2,000 meters with multiple controls navigated using only map and compass. A saint who did not complete the course or who used GPS gets a re-run date set tonight — no shortcut.
5. Leader marks 4a: each saint has reviewed his navigation performance with a leader, explained major errors and successful decisions, and named how terrain affected his choices.

REQ 3C

REQ 4A

BLOCK 3 · SKILL PRACTICE **Re-teach the clinic and report the shift**

⌚ 16 min

1. Each saint, 90 seconds at the front: demonstrate the one move from his meet clinic that did not land the first time. Setting declination, taking a bearing, reading a contour interval — whichever he taught. The group plays the role of the audience that did not get it; he tries the demonstration again with different words or a different visual.
2. After the demo, each saint says one sentence on what he changed in the re-teach and why the first version missed.
3. For the official shift: each saint, one minute, names one thing he saw a runner do that he would not have spotted from his own course run — a hesitation, a wrong fold of the map, a saint who was off his pace count and did not know it.
4. Leader marks 3e: each saint served as a navigation leader or official during the meet, assisting with rules, safety, or course management. Leader marks 3f: each saint taught basic map and compass skills to a small group, with clear instruction and field application. If either was thin — a clinic that was lecture without practice, or a shift that was passive — the leader names a make-up event before the Board of Review.
5. Walk 3d out loud: each saint reads the date and location of the next two navigation events from the BRC. The leader marks 3d as 'on the calendar' tonight and as complete when both have been run.

REQ 3E

REQ 3F

REQ 3D

SESSION 4 · FIELD REPORT, LEADERSHIP REVIEW, AND BRC SIGN-OFF (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION **Confidence, patience, and a path forward**

⌚ 16 min

1. Each saint names one moment on the orienteering meet where his patience was tested — a missed control, a long walk-out, a teaching group that was slow. He says what he did instead of rushing or quitting.
2. Discuss confidence as a built skill. The saint who can read a map and set a bearing has confidence he did not have eight weeks ago — earned through repetition, not pep talk. He names where else that kind of earned confidence shows up — leading a younger saint, sticking with a hard chore, standing his ground in a conversation.
3. Walk three sample paths in navigation lightly: search-and-rescue volunteer work (training through a local SAR team, weekend deployments, no pay but real service); recreational orienteering (clubs, USOF events, a sport with national and international levels); professional navigation in forestry, surveying, or land management (training in technical schools or a forestry degree). Each saint names one of the three he wants to look into and one concrete next step (a contact, a class, an event to attend).
4. Leader marks 4b: each saint has explained how navigation skills develop confidence, patience, and responsibility, and how those traits apply to leadership and discipleship. Keep the connection grounded in his own meet experience — not a sermon.

REQ 4B

BLOCK 5 · REFLECTION **Close — BRC sign-off**

⌚ 5 min

1. Walk each saint's BRC requirement by requirement. Mark what is done; note 3d as 'on the calendar' with the two scheduled dates; flag anything else outstanding with a concrete deadline before the Board of Review.
2. Each saint writes on his half-sheet: one navigation habit he plans to keep (orienting his map before he walks, taking a bearing instead of guessing, counting his pace on a long leg, naming his abort rule before he sets out) and one shortcut he plans to drop (skipping declination, eyeballing distance, trusting GPS alone).
3. Leader gives one short, specific note to each saint by name — a moment from his meet run, his clinic, or his official shift that earned the badge tonight.

AT THE CLOSE · DEBRIEF

1. What was the single hardest moment on your meet run, and what was the first move you made when you realized you were in it?
2. Which part of teaching your clinic was hardest — the explaining, the demonstrating, or the patience when the group did not get it?
3. Read your keep habit and your drop habit one more time — which one are you most likely to slip on first, and what is your plan when you do?

☑ *Mark 3c, 3e, 3f, 4a, and 4b after this session. Mark 3d as 'on the calendar' with the two scheduled event dates; complete when both have been run. Anything still outstanding gets a dated deadline on the BRC — final sign-off completes when the remaining piece is submitted.*

HANDOUT 1 OF 2

FROM SESSION 1 — MEET THE COMPASS — PARTS AND DECLINATION

Compass & Declination Field Card

Use during the compass-parts walk and bring on every field outing. Set declination on the compass once for the local area — do not eyeball it.

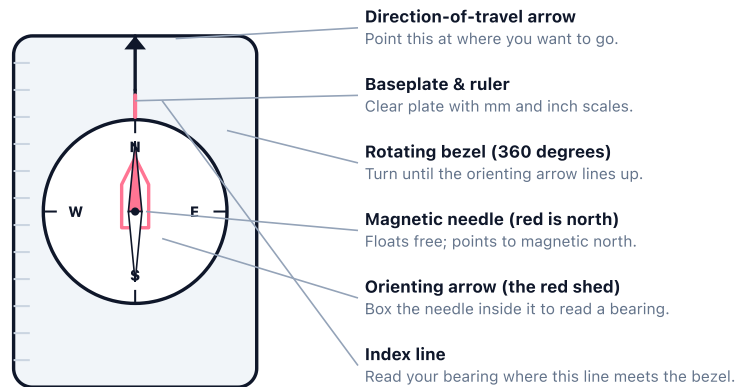
NAVIGATION · FIELD CARD

Set declination before you set a bearing.

Know every part of the compass by name. The map points to true north; the needle points to magnetic.

1 COMPASS PARTS

orienting baseplate, top-down view



2 DECLINATION

the angle between true north and magnetic north



Why the correction matters

The map is drawn to true north. The needle points to magnetic north. The angle between them is the declination, printed on the map margin.

Set it once on the compass

A baseplate compass has a small screw or dial to set the local declination. Set it, then forget it — until you travel a long distance and check the new

A WRONG BEARING

A 10-degree error over 1,000 meters puts you about 175 meters off the target. Declination is usually that big.

3 TAKE A BEARING — FOUR STEPS

1 ON THE MAP

Lay the compass on the map with one long edge connecting your start to your target. The direction arrow points toward the target.

2 TURN THE BEZEL

Rotate the bezel until the orienting lines align with the map's north-south grid lines. Read the bearing at the index line.

3 PICK IT UP

Take the compass off the map. Hold it level at chest height with the direction arrow pointing straight ahead of you.

4 BOX THE NEEDLE

Turn your whole body until the red needle sits inside the orienting arrow. Sight a landmark on the arrow and walk.

If your compass has a declination scale set for the local area, this procedure already corrects for it. If not, add or subtract the declination after step 2 before you read the bearing.

Set declination once for the local area, then follow the four steps every time.

Take a real bearing every time — eyeballing the direction is how navigation goes wrong.

HANDOUT 2 OF 2

FROM SESSION 2 — PLAN THE CROSS-COUNTRY ROUTE

Route Plan Field Card

Fill before Session 3. Bring it to the field exercise and to the orienteering meet, then mark what actually happened next to what you planned.

NAVIGATION · WORKSHEET

Plan the route before you walk it.

Fill in Session 2. Carry it on the field exercise and on the meet.

SAINT _____ DATE PLANNED _____

1 START & TARGET

Start point _____ Map declination _____
Target point _____ Straight-line distance _____

2 ROUTE SEGMENTS

start to target, leg by leg

SEGMENT	BEARING	DISTANCE	PACES	TERRAIN	DONE?
e.g. start to first stream junction					

My pace count over 100 m on level ground: ____ doubles. Uphill: _____. Downhill: _____. Multiply paces $\times 100 \div$ doubles to get meters.

3 HANDRAIL, ATTACK POINT, CATCHING FEATURE

Handrail _____
linear feature I follow — stream, ridge, trail

Attack point _____
feature near the target where I turn off the handrail

Catching feature _____

4 HAZARDS & ABORT RULE

Hazard 1 — and how I avoid it _____

Hazard 2 — and how I avoid it _____

My abort rule _____
a condition I can actually recognize on the ground — not "if I feel lost"

5 THE MEET Date _____ Site _____ Role _____

Carry this on the meet and mark what actually happened next to what you planned.

Print this handout for in-person reference during session 2 — plan the cross-country route.