

SAINTS GLOBAL  
**LEADER GUIDE**

**FISHING**

INTELLECTUAL CORE

Version 2026.1



Fishing



## PURPOSE & IDENTITY

### SKILL BADGE PURPOSE

To develop safe outdoor skill, stewardship of water resources, and competent angling through practical fishing preparation, ethical practice, and successful catch, handling, and (when lawful) cooking.

### DEVELOPMENT CORE: INTELLECTUAL

This badge develops intellectual attributes through focused activities and reflection. Saints will grow in this area while building practical skills.

### CORE FOCUSES

- Water and hook safety, first aid readiness
- Tackle knowledge and practical rigging
- Knots, lures, bait, and presentation skills
- Ethical angling and resource stewardship
- Fish identification, handling, and field-to-table basics

#### TIME COMMITMENT

4-6 weeks (suggested)

#### RECOMMENDED AGE

11+



## SAFETY CONSIDERATIONS

**⚠ WATER SAFETY**  
Fish only in approved locations with appropriate supervision; use a properly fitted PFD when required by conditions, law, or leader judgment.

**⚠ HOOKS, KNIVES, AND HYGIENE**  
Use eye protection when casting in groups; handle hooks and knives carefully; wash hands after handling fish/bait; follow safe food handling if cleaning/cooking.

**⚠ WEATHER AND EXPOSURE**  
Plan for sun, heat, cold, and insects; carry water; stop activities if conditions become unsafe.

## 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 fishing hazards (water, hooks, weather, wildlife, sharp tools) and demonstrate how you will prevent and respond to them.**

**HOW TO TEACH**

- Walk through a shoreline scenario and identify hazards at each stage (arrival, casting, landing fish, leaving)
- Have Saints point to where hooks and lines become dangerous in a group setting
- Demonstrate a simple safety briefing Saints can repeat before fishing
- Ask: 'What would make you stop fishing immediately and get help?'

**Completion:** Saint identifies hazards and explains concrete prevention and response actions.

**Requirement 1b: Demonstrate first-aid responses for common fishing injuries and illnesses, including cuts, punctures, insect bites, sunburn, dehydration, heat illness, and hypothermia.**

**HOW TO TEACH**

- Use a first-aid kit and have Saints role-play two injury scenarios (hook puncture and heat illness)
- Teach signs that require adult help or emergency action
- Have Saints explain hydration and sun protection as prevention habits
- Reinforce calm procedure over panic

**Completion:** Saint demonstrates correct first-aid steps and prevention practices.

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

**Requirement 1c: Explain and demonstrate a safe method for removing a barbed hook from skin using an approved technique under leader guidance (simulation is acceptable).**

**HOW TO TEACH**

- Demonstrate with a training hook and foam or cardboard rather than skin
- Emphasize consent, cleanliness, and when NOT to remove a hook
- Require Saints to state the steps before demonstrating them
- Discuss why prevention (eye protection, spacing) is the best strategy

**Completion:** Saint can explain and demonstrate a safe simulated hook-removal procedure.

**Requirement 1d: Explain five safety practices you will always follow while fishing, including safe casting, spacing, and respect for property and regulations.**

**HOW TO TEACH**

- Have Saints create a five-point personal safety rule list and read it aloud
- Use a group-casting scenario and ask what spacing and communication are required
- Discuss trespassing, littering, and courtesy as safety and stewardship issues
- Ask: 'How do you respond if someone near you is fishing unsafely?'

**Completion:** Saint states five concrete safety practices and explains why each matters.



## 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: Compare two fishing outfits (rod/reel/line) and explain when each is best used, including basic care for the equipment.**

**HOW TO TEACH**

- Place two setups side-by-side (e.g., spinning vs baitcasting) and identify differences
- Have Saints match each setup to a scenario (panfish pond, bass lake, river current)
- Discuss line types and why care prevents failure
- Ask Saints to explain one maintenance habit they will adopt

**Completion:** Saint accurately compares two outfits and explains use and care.

**Requirement 2b: Plan a lawful fishing outing by reviewing local regulations (license, seasons, limits, bait rules) and describing what the rules protect and why.**

**HOW TO TEACH**

- Have Saints bring the official regulation source and point to specific rules
- Use a scenario: 'You catch a fish at the limit—what do you do next?'
- Discuss how rules protect breeding, habitat, and fairness
- Ask: 'Which rule is hardest to follow and why?'

**Completion:** Saint explains key local rules and the stewardship reasons behind them.

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**STEP 2: PLAN — TEACHING GUIDE (CONTINUED)**

**Requirement 2c: Prepare a simple tackle plan for the outing, selecting knots, hooks/lures/baits, and landing tools appropriate to the target fish and water type.**

**HOW TO TEACH**

- Have Saints choose gear for one target species and explain why each item is included
- Demonstrate how an overcomplicated kit becomes unsafe or inefficient
- Ask: 'What will you do if the bite changes or conditions shift?'
- Emphasize preparedness without excess

**Completion:** Saint presents a coherent tackle plan suited to the chosen fishery.



## 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: Demonstrate the proper use of two different types of fishing equipment in the field (e.g., spinning gear and bobber rig, or spinning gear and lure presentation).**

**HOW TO TEACH**

- Start with a dry-run casting lane and clear spacing rules before going live
- Have Saints demonstrate a controlled cast and a stop/hold command
- Coach adjustments by changing one variable at a time (depth, speed, lure choice)
- Ask Saints to narrate decisions out loud as they adapt

**Completion:** Saint uses two equipment types safely and can explain adjustments made.

**Requirement 3b: Tie and use five essential knots in a real rigging context: improved clinch, Palomar, uni, uni-to-uni, and arbor.**

**HOW TO TEACH**

- Teach knots in pairs and compare strengths and best uses
- Have Saints tie slowly while explaining each step
- Stress-test knots gently before fishing
- Correct by re-tying rather than 'fixing' a bad knot

**Completion:** Saint ties all five knots correctly and applies them in functioning rigs.

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

**Requirement 3c: Identify and use at least five artificial lures and five natural baits appropriate to local fishing, and explain safe, lawful handling of bait and baitfish.**

**HOW TO TEACH**

- Lay out lures/baits and have Saints match each to a scenario (clear water, weeds, current)
- Demonstrate safe hook control while changing lures
- Discuss invasive species and disease concerns tied to bait release rules
- Ask: 'Which lure/bait would you choose if fish stop biting—why?'

**Completion:** Saint identifies and uses lures/baits appropriately and explains baitfish rules.

**Requirement 3d: Catch at least one fish lawfully, identify it, and demonstrate ethical handling and release or keeping procedures according to regulations.**

**HOW TO TEACH**

- Teach identification using fins, mouth shape, markings, and habitat
- Demonstrate 'hands wet' handling and minimize time out of water
- Practice hook removal on a training jig before doing it live
- Discuss when keeping a fish is appropriate and how to do it humanely

**Completion:** Saint identifies the fish correctly and handles it ethically and lawfully.

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

**Requirement 3e: If regulations and health conditions permit, clean and cook a fish you caught OR prepare a legally acquired fish using safe hygiene and food handling.**

**HOW TO TEACH**

- Demonstrate the cut sequence on a sample fish before Saints attempt it
- Require a handwashing and surface-cleaning checkpoint
- Discuss temperature/doneness cues appropriate to the method used
- Debrief what was hardest and how to improve next time

**Completion:** Fish is cleaned and cooked safely (or equivalent approved preparation completed).



## 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 Leave No Trace principles, sportsmanship, and obedience to regulations protect fishing resources and other people.**

**HOW TO TEACH**

- Have Saints describe one observed impact risk (trash, trespass, line waste) and how they addressed it
- Discuss courtesy to other anglers and landowners as part of character
- Connect regulations to long-term resource health
- Ask: 'What was the easiest rule to ignore—and why did you keep it?'

**Completion:** Saint connects actions to resource protection and respectful conduct.

**Requirement 4b: Describe what you learned about patience, self-control, and gratitude while fishing, and identify one way you can use this skill to serve others.**

**HOW TO TEACH**

- Start with 2 minutes of silent reflection
- Ask for a specific moment where patience was tested
- Invite Saints to name a service idea (teach a younger Saint, help a family meal, clean a shoreline)
- Affirm sincerity without forcing emotional language

**Completion:** Saint offers specific insights and a realistic next service step.





## RESOURCES & CONTACT

### RECOMMENDED RESOURCES

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- 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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 [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.