

## SAINTS GLOBAL MEMBER

NAME:

BATTALION:

TROOP:

## SKILL BADGE ADVISOR

NAME:

EMAIL:

PHONE:

## STEP 1 | DISCOVER

INITIALS

- a) Explain the hazards of frontiersman-style bushcraft (fire, edged tools, cold/heat, dehydration, wildlife, and foodborne illness) and describe prevention and first aid responses. \_\_\_\_\_
- b) Explain frontiersman ethics: responsible resource use, respect for life, and lawful conduct; describe how overharvest and waste harm people and ecosystems. \_\_\_\_\_

## STEP 2 | PLAN

INITIALS

- a) Assemble a compact 'frontiersman field kit' and explain how each item supports shelter, fire, water, food, navigation, and first aid. \_\_\_\_\_
- a.1) Include at least one item for each category: shelter, fire, water, navigation, first aid \_\_\_\_\_
- a.2) Explain one 'improvised substitute' for two items \_\_\_\_\_
- a.3) Identify what you will NOT bring and why (weight/priority tradeoff) \_\_\_\_\_
- b) Plan a primitive skills session at an approved site, including safety roles, fire plan, water plan, and leave-no-trace cleanup. \_\_\_\_\_
- b.1) Identify adult supervisor and safety boundaries \_\_\_\_\_
- b.2) List the skills you will practice (fire, water, shelter, cordage, etc.) \_\_\_\_\_
- b.3) Describe fuel gathering limits and fire control steps \_\_\_\_\_
- b.4) Describe site restoration and waste handling \_\_\_\_\_
- c) Explain lawful and humane trapping principles for your area, including what is permitted, what is not, and why humane standards matter. \_\_\_\_\_

**STEP 3 | ACT**

INITIALS

- a) Build and demonstrate two friction-based fire-starting methods (e.g., bow drill, hand drill) under supervision, using safe fire practices. \_\_\_\_\_
- a.1) Prepare a safe fire lay and fire-control plan (water/soil tool ready) \_\_\_\_\_
- a.2) Demonstrate correct body position and technique for each method \_\_\_\_\_
- a.3) Produce sustained ember and transfer to tinder (or explain failure points if conditions prevent ignition) \_\_\_\_\_
- a.4) Extinguish and cold-out the site correctly \_\_\_\_\_
- b) Demonstrate three ways to make water safer in the field and explain when each method is appropriate and its limitations. \_\_\_\_\_
- b.1) Demonstrate boiling (or explain proper boil approach if fire conditions restrict) \_\_\_\_\_
- b.2) Demonstrate filtration (commercial or improvised pre-filter) and explain its limits \_\_\_\_\_
- b.3) Demonstrate chemical treatment or UV method (if available) and explain correct use \_\_\_\_\_
- c) Construct a practical shelter from natural materials or tarp/blanket in a way that minimizes environmental impact, and demonstrate weather-readiness. \_\_\_\_\_
- c.1) Select a site with safety in mind (drainage, wind, widowmakers) \_\_\_\_\_
- c.2) Build a shelter appropriate to conditions (windbreak, rain shed, insulation) \_\_\_\_\_
- c.3) Demonstrate a ground insulation plan \_\_\_\_\_
- c.4) Restore the site afterward or leave no trace of the structure when appropriate \_\_\_\_\_

- d) Demonstrate frontiersman cordage and fieldcraft by completing a small practical build or repair using lashings and knots. \_\_\_\_\_
- d.1) Demonstrate at least three knots useful in bushcraft (e.g., clove hitch, taut-line hitch, square knot) \_\_\_\_\_
  - d.2) Use a lashing or binding technique to build/repair something useful (pot hanger, tripod, simple pack frame repair, gear hanger) \_\_\_\_\_
  - d.3) Explain why your knots and materials were chosen \_\_\_\_\_
  - d.4) Test the build safely for strength and stability \_\_\_\_\_
- e) Demonstrate age-appropriate trapping skill through one of the following: a simulated trap set for learning (non-functional), a legal live demonstration by a licensed adult, or a tracking/sign-reading exercise that explains animal travel and behavior without capture. \_\_\_\_\_
- e.1) Explain the purpose of the set (education, not harm) and the legal boundaries \_\_\_\_\_
  - e.2) Demonstrate two trap-set concepts safely (e.g., location selection, guiding, concealment) using simulation materials \_\_\_\_\_
  - e.3) Identify at least three signs of animal movement (tracks, scat, rubs, trails) and what they suggest \_\_\_\_\_
  - e.4) Explain humane considerations and why suffering is unacceptable \_\_\_\_\_
- f) Demonstrate basic field-to-table responsibility by completing a supervised food-preparation and preservation task: field-dressing education (demonstration with a mentor or instructional model), preparing meat safely, and explaining a smoking/drying preservation concept. \_\_\_\_\_
- f.1) Explain cleanliness, temperature, and cross-contamination controls \_\_\_\_\_
  - f.2) Prepare a simple meat-based meal safely using legally obtained meat (or mentor-supervised harvest where lawful) \_\_\_\_\_
  - f.3) Explain the steps and purpose of smoking or drying (preservation, flavor, moisture control) at a high level \_\_\_\_\_
  - f.4) Describe how you would store and protect food from animals in the field \_\_\_\_\_

STEP 4 | REFLECT

INITIALS

- a) Explain what skill required the most patience and what you learned about resilience and decision-making under discomfort. \_\_\_\_\_
- b) Describe how frontiersman skills can be used for service and preparedness today, and identify one future skill you want to improve next. \_\_\_\_\_

END OF REQUIREMENTS

BY SIGNING BELOW, I CERTIFY TO THE BEST OF MY KNOWLEDGE THAT ALL REQUIREMENTS WERE MET AT OR ABOVE THE REQUIRED STANDARDS AS OUTLINED IN THE BADGE REQUIREMENTS CHECKLIST.

\_\_\_\_\_  
SKILL BADGE ADVISOR

\_\_\_\_\_  
DATE