

SAINTS GLOBAL  
**LEADER GUIDE**

**FRONTIERSMAN**

PHYSICAL CORE

Version 2026.1



 **PURPOSE & IDENTITY****SKILL BADGE PURPOSE**

To develop practical, self-reliant bushcraft skills modeled after traditional frontiersmen—emphasizing safe tool use, fieldcraft, wilderness problem-solving, and responsible stewardship of wildlife and resources.

**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**

- Frontier safety, ethics, and lawful conduct
- Shelter, fire, water, and navigation under primitive conditions
- Practical cordage, knots, and field repairs
- Humane and legal trapping principles (age-appropriate methods and simulation)
- Food acquisition and preservation fundamentals (field care and smoking/drying concepts)
- Resilience, calm decision-making, and teamwork in rugged settings

**TIME COMMITMENT**

4-6 weeks (suggested)

**RECOMMENDED AGE**

12+

## SAFETY CONSIDERATIONS

### SUPERVISION AND PERMISSION

All frontiersman activities must be approved and supervised by a responsible adult; follow landowner permission, local regulations, and posted rules.

### TOOLS AND FIRE

Edged tools and fire are used only within established safety zones with first-aid supplies and fire control measures available.

### WILDLIFE AND TRAPPING LAW

No trapping or take of wildlife may occur without confirmed legal allowance, correct seasons/permits, and humane practices; protected species must never be targeted.

### FOOD SAFETY

All meat handling and preservation must follow safe temperatures, cleanliness, and adult oversight; if harvesting is not lawful/available, use legally obtained meat for demonstrations.

### WATER SAFETY

Never assume water is safe. Always use verified treatment methods and avoid unsafe sources; chemical treatment must follow label directions.

## 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

- 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 hazards of frontiersman-style bushcraft (fire, edged tools, cold/heat, dehydration, wildlife, and foodborne illness) and describe prevention and first aid responses.**

**HOW TO TEACH**

- Use scenario prompts (burn, cut, hypothermia signs, dehydration) and require clear responses
- Demonstrate a safe work zone for tools and fire
- Discuss when to stop and seek help as a sign of maturity
- Connect stewardship of the body to wise restraint

**Completion:** Saint identifies major hazards and gives accurate prevention and first aid responses.

**Requirement 1b: Explain frontiersman ethics: responsible resource use, respect for life, and lawful conduct; describe how overharvest and waste harm people and ecosystems.**

**HOW TO TEACH**

- Discuss historical scarcity and modern conservation
- Use a 'waste vs stewardship' comparison
- Ask for one example of taking only what is needed
- Reinforce that skill includes self-control

**Completion:** Saint explains ethical principles and gives one practical example of stewardship.



## STEP 2: PLAN

### LEADER PREPARATION

- 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: Assemble a compact 'frontiersman field kit' and explain how each item supports shelter, fire, water, food, navigation, and first aid.**

### HOW TO TEACH

- Teach 'priority of needs' and why decisions matter
- Have Saints lay out kit and justify each item
- Use a short 'lost after dark' scenario to test priorities
- Emphasize that preparation is a moral responsibility in the outdoors

**Completion:** Saint presents a kit with correct categories and explains function and tradeoffs.

**Requirement 2b: Plan a primitive skills session at an approved site, including safety roles, fire plan, water plan, and leave-no-trace cleanup.**

### HOW TO TEACH

- Require a clear safety briefing and boundaries
- Discuss weather contingencies and stop rules
- Teach simple roles (fire watch, water lead, tool lead)
- Reinforce leaving the area better than found

**Completion:** Saint presents a clear session plan with safety, roles, and restoration steps.

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

**Requirement 2c: Explain lawful and humane trapping principles for your area, including what is permitted, what is not, and why humane standards matter.**

**HOW TO TEACH**

- Require use of official state/local regulations (summary, not guesses)
- Discuss protected species and why identification matters
- Explain 'check frequency' conceptually and why suffering is unacceptable
- Emphasize that simulation is used when legality/season is not appropriate

**Completion:** Saint accurately explains local legality and humane principles at a basic level.



## STEP 3: ACT

### LEADER PREPARATION

- 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: Build and demonstrate two friction-based fire-starting methods (e.g., bow drill, hand drill) under supervision, using safe fire practices.**

#### HOW TO TEACH

- Teach preparation: materials, dryness, and patience
- Coach technique in short intervals to avoid exhaustion
- Treat failure as diagnostic learning: identify the exact weak link
- Reinforce safety and site restoration as part of success

**Completion:** Saint safely demonstrates two methods and shows correct site control and shutdown.

**Requirement 3b: Demonstrate three ways to make water safer in the field and explain when each method is appropriate and its limitations.**

#### HOW TO TEACH

- Compare 'clarifying' vs 'disinfecting' at a simple level
- Use scenarios: silty water, cold water, questionable source
- Require Saints to state 'when to walk away from a source'
- Connect clean water decisions to long-term endurance

**Completion:** Saint demonstrates three methods and explains appropriate use and limitations.

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

**Requirement 3c: Construct a practical shelter from natural materials or tarp/blanket in a way that minimizes environmental impact, and demonstrate weather-readiness.**

**HOW TO TEACH**

- Teach 'site selection is half the shelter'
- Focus on function: staying dry and insulated
- Use a quick 'storm test' checklist
- Reinforce minimal-impact methods

**Completion:** Shelter is functional for conditions and the site is restored appropriately.

**Requirement 3d: Demonstrate frontiersman cordage and fieldcraft by completing a small practical build or repair using lashings and knots.**

**HOW TO TEACH**

- Teach knot purpose first, then technique
- Require clean dressing and proper tension
- Encourage problem-solving when materials vary
- Discuss how small failures compound in the field

**Completion:** Saint completes a practical build/repair with correct knots and a safe strength test.

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

**Requirement 3e: 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.**

**HOW TO TEACH**

- Default to simulation unless legal and supervised conditions exist
- Teach that knowledge of animals is broader than capture
- Use a 'why here?' discussion to develop field reasoning
- Connect ethics to restraint and respect for life

**Completion:** Saint completes an approved option and explains field reasoning and humane boundaries.

**Requirement 3f: 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.**

**HOW TO TEACH**

- Keep demonstrations respectful and non-graphic
- Emphasize food safety as a moral duty to protect others
- Teach preservation as 'controlled environment' (heat/smoke/airflow/time) conceptually
- Require the Saint to explain what could go wrong if careless

**Completion:** Saint demonstrates safe preparation, explains preservation concepts, and describes field food protection.



## STEP 4: REFLECT

### LEADER PREPARATION

- 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 what skill required the most patience and what you learned about resilience and decision-making under discomfort.**

### HOW TO TEACH

- Ask for one specific moment of frustration and how it was handled
- Discuss perseverance vs stubbornness (knowing when to stop)
- Encourage honest self-assessment
- Connect resilience to leadership trust

**Completion:** Saint shares a specific example and a clear lesson learned.

**Requirement 4b: Describe how frontiersman skills can be used for service and preparedness today, and identify one future skill you want to improve next.**

### HOW TO TEACH

- Connect skills to helping others: water safety, fire safety, shelter in emergencies
- Discuss modern preparedness without fear-based thinking
- Encourage one actionable next skill goal
- Reinforce stewardship and responsibility

**Completion:** Saint identifies a service application and one specific next skill goal.

## RESOURCES & CONTACT

### RECOMMENDED RESOURCES

- 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

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

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**Thank you for leading Saints Global!**

Your dedication makes a difference in the lives of our children and youth.