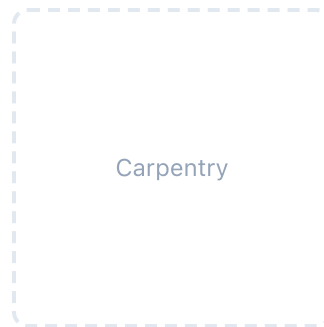


# SAINTS GLOBAL ACTIVITY PLAN

## CARPENTRY

### INTELLECTUAL 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 at-home build

Between Sessions 3 and 4, each saint builds the project he planned and dry-fit at Session 3. He carries home pre-cut parts, the project plan worksheet, his own sharpened tools, and a build window agreed with a parent. He completes the build at home under adult supervision, then brings the finished piece back to Session 4 for inspection and BRC sign-off.

HOME WORKSHOP, GARAGE, OR CHURCH SHOP WITH ADULT SUPERVISION

#### 4 SESSIONS IN THIS PLAN

## SESSION 1 · INTELLECTUAL CORE

⌚ 60 min target

# Hazards and the tool wall

*Know each tool and its hazard before you pick it up.*

**SESSION AIM**

Saints walk the tool wall, name what each common woodworking tool cuts and what it cuts you with if you're careless, and work through three injury scenarios as roleplay. The hour covers eye, ear, and dust protection in plain terms and ends with a hands-on tool-pickup-and-put-back drill. Saints leave with the tool safety card to carry into Session 2.

**🎯 WALK AWAY WITH**

- Names the four most common shop injuries and the first three actions for each
- Selects the correct PPE for cutting, striking, and sanding tasks without prompting
- Picks up, presents, and puts back a saw, chisel, and hammer using safe handling

**📦 BRING / SET UP**

- A bench or table set up with secured, inactive examples of: handsaw, hammer, chisel, block plane, brace or hand drill, combination square
- A working first-aid kit appropriate for cuts and splinters
- Safety glasses, hearing protection, and a dust mask — one set per saint
- Three printed scenario cards for the injury roleplay (deep cut, splinter, eye-impact)
- Printed tool safety + setup card (one per saint)

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — Worst near-miss**

⌚ 5 min

Ask the group: 'When was the worst near-miss you've had with a tool, at home, in a shop, or anywhere — and what made it a near-miss instead of an injury?' Two or three saints share, briefly. The point is to put real bodies on the line before any tool is touched. The rest of the hour turns those near-misses into habits that prevent the next one.

## SESSION 1 · HAZARDS AND THE TOOL WALL (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Walk the tool wall**

⌚ 18 min

1. Stand at the bench. The leader picks up each tool in turn — handsaw, hammer, chisel, block plane, hand drill or brace, combination square — and shows two things: what it does to wood, and what it does to a hand. No demonstration cuts on lumber yet; this block is about handling, not work.
2. For each tool, name one hazard zone (the teeth, the head, the edge, the bit, the corner) and one habit that protects it (carry edge-down, keep the off-hand behind the cutting line, set tools flat with the edge facing the bench).
3. Each youth picks up, presents to the leader, and puts back each tool one at a time. The leader watches the off-hand, the grip, and where the tool goes when set down. Correct any unsafe handling on the spot.
4. Set up one intentionally unsafe bench: a chisel left edge-up, a saw across a walking line, a hammer near the edge of the bench, a square half off. Each youth points out three things wrong before he is allowed to work at it.
5. Teaching point: dull and damaged tools are more dangerous than sharp ones because they need force. A loose hammer head, a chipped chisel, a saw with bent teeth all get pulled from the wall before the next session.

## REQ 3A

BLOCK 3 · ROLEPLAY **Three things that go wrong at the bench**

⌚ 17 min

1. Set up three scenario stations. (1) Deep cut — a saint slips a chisel across his thumb and is bleeding through a paper towel. (2) Splinter under the nail — a saint pulled a rough board and a sliver of pine is wedged deep under his thumbnail. (3) Eye impact — a saint was striking near another saint and a chip flew into the second saint's unprotected eye. Place a clipboard at each station for response notes.
2. Rotate pairs through all three, four minutes each. At each station, identify what is happening, list the first three actions in order, and identify the moment the situation gets escalated to an adult or to a clinic.
3. Pairs report back. Correct first actions are: deep cut — pressure with a clean cloth, elevate, then irrigate and dress; if bleeding does not slow in five minutes, get to a clinic. Splinter — clean the area, remove with tweezers from the direction it entered, sterilize, watch for infection; if it cannot be removed cleanly, get help. Eye impact — do not rub, do not flush a sharp object out; cover both eyes with a soft pad and get to a clinic same-day.
4. Each youth writes on his tool safety card: 'One thing I will do differently at the bench because of this block.'

## REQ 1A

## SESSION 1 · HAZARDS AND THE TOOL WALL (PAGE 3 OF 3)

## THE HOUR — CONTINUED

BLOCK 4 · SKILL PRACTICE **Match the protection to the task**

⌚ 15 min

1. Lay out the three categories of protection: safety glasses (chips and dust), hearing protection (loud or repeated impact, power tools), dust mask or respirator (sanding, cutting MDF, sawing dry wood).
2. Call out tasks one at a time and have saints raise the matching protection: ripping a 2x4 with a handsaw, hammering finish nails, paring with a chisel, sanding a finish coat, running a router (when introduced), splitting kindling, drilling through pine, drilling through plywood.
3. Discuss long-term consequences in plain terms. Hearing loss is cumulative and does not come back. Sawdust from some species is a long-term lung irritant. Eye injuries from impact are immediate and often permanent.
4. Each youth puts on glasses, ear protection, and a mask and works at the bench for two minutes — picking up tools, setting them down, sighting a square. Get used to the feel before the work starts in Session 2.
5. Reinforce that protection is a discipline. Put glasses on every time, not just when you remember — the one time you skip them is the time something flies.

## REQ 1B

BLOCK 5 · REFLECTION **Close — Bring it next week**

⌚ 5 min

1. Each youth keeps his tool safety card. Pin it to the bench at home or fold it into a notebook. Bring it to every remaining session.
2. Read your scenario-card note aloud — the one thing you will do differently at the bench. The leader records who said what so it can be checked at Session 2.

## AT THE CLOSE · DEBRIEF

1. Which tool on the wall today did you realize you have been handling carelessly at home?
  2. Which scenario surprised you most — what would you have done before this hour, and what will you do now?
  3. Which piece of protection do you forget the most, and what will trigger you to remember it?
- ☒ *Initial 1a, 1b, and the handling portion of 3a on each saint's BRC after this session. Note any saint whose bench handling still needs work and check him again in Session 2.*

## SESSION 2 · INTELLECTUAL CORE

⌚ 60 min target

# Lumber, layout, and the cut list

*Plan the project on paper now so cuts are simple at the bench.*

**SESSION AIM**

Saints handle real wood samples, learn how lumber gets from a tree to the bench, and identify six common species and their best uses. Each saint picks his project, sketches it on the project plan worksheet, and writes a full cut list with finished dimensions. Saints leave with a worksheet ready to bring to Session 3 for the layout and dry-fit.

**🎯 WALK AWAY WITH**

- Names how lumber is harvested, milled, dried, graded, and sized — and why each step affects the finished work
- Identifies six wood species by sight and names a project each is best suited for
- Has a project picked, sketched, and listed cut-by-cut on his project plan worksheet

**📦 BRING / SET UP**

- Wood samples of at least six species: pine, oak, maple, poplar, walnut, cedar (or red oak / mahogany / fir as locally available)
- A rough-sawn sample and a finished-dimension sample of the same species (to show the milling difference)
- Combination square, tape measure, and pencil — one per saint
- Printed project plan worksheet (one per saint)
- Three or four sample project plans on hand for saints who have not picked yet (bird house, simple bookshelf, step stool, toolbox, picture frame, cutting board)

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — One thing you noticed**

⌚ 5 min

Each youth answers, in 30 seconds: 'Between last week and tonight, what is one tool or one piece of wood at home you noticed differently because of Session 1?' The point is to check that last week's bench habits started traveling out of the room. Anything still wrong (a dull chisel at home, a tool left edge-up) goes on the leader's note for the close.

## SESSION 2 · LUMBER, LAYOUT, AND THE CUT LIST (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 2 · DISCUSSION **From tree to board**

⌚ 15 min

1. Pass around the rough-sawn sample and the finished-dimension sample of the same species. Each youth holds both and feels the difference — surface, edges, weight.
2. Walk the lumber chain in plain terms: harvesting (the tree comes down), milling (rough boards cut from the log), seasoning (months of drying so moisture comes out without warping), grading (boards sorted by appearance and structural soundness), sizing (the dressed dimensions — a "2x4" is really 1.5 x 3.5 inches).
3. Discuss what each step affects on the bench. Green wood warps. Underdried wood splits at the ends. Low-grade lumber has knots that fall out under stress. A board labeled 1x6 is really 0.75 x 5.5, which matters when a cut list is written.
4. Ask each youth: where will your wood come from for this project? A scrap pile at home, a hardware store, a lumber yard, a parent? Knowing the source affects what dimensions you can plan around.
5. Teaching point: the wood you choose lives with the project for decades. Buying the cheapest board to save four dollars often means rebuilding the piece in two years.

## REQ 2A

BLOCK 3 · SKILL PRACTICE **Identify six species**

⌚ 12 min

1. Lay out the six labeled wood samples. Walk the group through each: pine (soft, light, easy to work, dents easily — best for shelves, frames, learning cuts); oak (hard, ring-porous, takes stain well — best for furniture, flooring); maple (hard, fine grain, light color — best for cutting boards, butcher blocks, tool handles); poplar (medium hardness, plain — best for painted furniture and trim); walnut (hard, dark, premium — best for fine furniture and small showpieces); cedar (soft, aromatic, rot-resistant — best for outdoor use, chests).
2. Cover the samples and pass them around blind. Each youth picks one and names the species, one feature he used to identify it, and a project it is best suited for.
3. Discuss indoor versus outdoor choices. A pine bird house will rot in two seasons; cedar lasts ten. A walnut step stool is decorative overkill; pine is fine. Match the wood to the work.
4. Teaching point: hardness, grain, weight, and rot resistance are the four features that drive most decisions. Appearance comes last.

## REQ 2B

## SESSION 2 · LUMBER, LAYOUT, AND THE CUT LIST (PAGE 3 OF 3)

## THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Sketch the project — cut list and finished dimensions**

⌚ 23 min

1. Each youth picks his project. The default options are: a bird house, a simple bookshelf (two shelves and two sides), a step stool, a small toolbox, a picture frame, or a cutting board. A saint who wants a different project clears it with the leader now.
2. Hand out the project plan worksheet. Each youth sketches the finished piece on the top half, including every face that will be visible. The sketch does not need to be artistic — it needs to be a record of what gets built.
3. Write the material list: species, board dimensions, and how many boards. Round up. A bird house from a 1x6 pine needs about three feet of board; buy four.
4. Write the cut list: every individual part with finished length, width, and thickness. A bookshelf has two sides, a top, a bottom, two shelves, and a back. List each. Each youth checks his cut list against his sketch — every part on the sketch should appear in the list, and every part on the list should appear on the sketch.
5. Each youth writes his sequence on the worksheet: which parts get cut first (longest cuts first, so a mistake leaves a usable scrap), how the parts get joined (butt joint, screws, glue, finish nails, dado), and the order of assembly.

## BY TIER

- ENTRY** Pick from the default project list (bird house, simple bookshelf, step stool, toolbox, picture frame, cutting board). Ask the leader to check your cut list before leaving.
- ESTABLISHED** Pick any of the defaults or propose a variant with one added feature (a hinged door, a drawer, an angled joint). Cross-check your own cut list against the sketch before leaving.
- MENTOR** Pick a project with at least one piece of joinery beyond butt-and-screw (lap joint, mortise and tenon, dado, dovetail). Help one other saint cross-check his cut list after yours is done.

REQ 2A

REQ 2B

BLOCK 5 · REFLECTION **Close — Check it with someone**

⌚ 5 min

1. Pair up and trade worksheets. Each youth spots one thing his partner has not accounted for — a missing part on the cut list, a dimension that does not match the sketch, an unworkable joint.
2. Take the worksheet home. Bring it back to Session 3 with one revision marked, the wood source confirmed (or purchased), and the parent named who will supervise the at-home build window.

## AT THE CLOSE · DEBRIEF

1. Which species did you choose for your project, and what made you pick it over the others?
2. Where did your cut list break first when your partner reviewed it?
3. Who at home will supervise your build window, and have you talked to them about it yet?

☑ *Initial 2a and 2b on each saint's BRC after this session. Note any saint whose project is too ambitious for the remaining sessions and schedule a quick reset with him before Session 3.*

## SESSION 3 · INTELLECTUAL CORE

⌚ 60 min target

# Sharpen, mark, and dry-fit

*Practice every cut and joint before you take the parts home.*

**SESSION AIM**

Saints sharpen two cutting tools, mark and make practice cuts on scrap, and dry-fit the parts of their project on the bench. The hour ends with the at-home build window locked in: parts packed, supervisor confirmed, and a return date for Session 4. Saints leave with sharpened tools, all parts ready to assemble, and the project plan worksheet completed through the build commitment.

**🎯 WALK AWAY WITH**

- Has sharpened two different cutting tools and demonstrated correct angle and pressure
- Has marked and made four practice cuts on scrap, square and on the line
- Has dry-fit every part of his project and confirmed every joint
- Has a build window on the calendar with date, supervisor, and location written down

**📦 BRING / SET UP**

- Each saint brings: his project plan worksheet, the lumber for his project, and any tools he plans to use at home
- Two sharpening setups: a sharpening stone (or diamond plate) with honing oil, and a file appropriate for saw teeth
- Scrap lumber — at least one foot per saint, ideally the same species as the project
- Combination square, marking gauge, sharp pencil, knife — one per saint
- Tape, twine, or a small box per saint for packing pre-cut parts to carry home

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — Six days out**

⌚ 5 min

The at-home build window is six days away. Round the room: each youth names one thing he has already finished for the project (wood bought, sketch revised, parent confirmed) and one thing he is still scrambling to lock in. Note the open items — they get addressed in the close when the build window is confirmed and parts are packed.



## SESSION 3 · SHARPEN, MARK, AND DRY-FIT (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Sharpen two tools**

⌚ 12 min

1. Each youth picks two cutting tools he will use at home — typically a chisel and a handsaw, or a block-plane blade and a handsaw. Set them at the sharpening stations.
2. For the chisel or plane blade: place the bevel flat on the stone, lift slightly so the cutting edge is in contact, push and pull along the length of the stone with even pressure. Work both sides until you feel a small burr on the back, then flatten the back to remove it. Test by paring a corner off a scrap of pine — a sharp blade peels a clean curl; a dull blade tears it.
3. For the handsaw: clamp it teeth-up. Run the file across each tooth in turn, matching the existing angle. Do not file new teeth; only refresh the bevel that is there. Three or four light strokes per tooth, then stop and test on scrap. A sharp saw cuts itself in straight; a dull saw wanders.
4. Teaching point: a sharp tool is a safer tool. A dull tool slips and tears; a sharp tool cuts where you point it. "Sharp enough" means it pares pine cleanly without forcing.
5. Each youth packs his sharpened tools to take home for the build window.

## BY TIER

## ENTRY

Sharpen one chisel under the leader's direct watch. The leader checks the bevel angle and the burr.

## ESTABLISHED

Sharpen one chisel and one saw without intermediate checks. Confirm sharpness on scrap before packing.

## MENTOR

Sharpen one chisel, one saw, and one tool of your choice (plane blade, knife, gouge). Help one other saint check his bevel after yours is done.

## REQ 3B

BLOCK 3 · SKILL PRACTICE **Mark and practice on scrap**

⌚ 18 min

1. Each youth grabs a foot of scrap and his combination square, marking gauge, and a sharp pencil. The point is to practice every kind of mark and every kind of cut before any project board is touched.
2. Make four marks on the scrap: (1) a square cross-cut line at three inches from the end, marked with the square. (2) A ripping line a half-inch in from the edge, marked with the marking gauge. (3) A 45-degree miter line, marked with the square. (4) A shoulder line for a butt joint, marked with the square and scored with a knife.
3. Make each cut. Cross-cut on the waste side of the line — leave the line on the keeper piece. Rip slowly with the saw teeth angled forward. Miter with the saw aligned to the line, not the wood. Score the shoulder line with the knife first so the saw starts true.
4. Check each cut against the square. A square cross-cut should sit flat on both sides; a true rip should have a clean kerf the full length; a miter at 45 should match a second miter to form 90.
5. Teaching point: every cut on the project starts with a clean line. If the mark is off, the cut is off. Mark twice and check before the saw moves.

## REQ 3A

## SESSION 3 · SHARPEN, MARK, AND DRY-FIT (PAGE 3 OF 3)

## THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Dry-fit and pack the parts**

⌚ 20 min

1. Each youth lays out his project lumber and his cut list. Cut every part to finished dimension on the bench, using the marks he just practiced. Cut the longest parts first — a mistake leaves usable scrap for shorter parts.
2. Dry-fit the parts. No glue, no fasteners. Stand the piece up. Check that the parts meet square at every joint. Use the combination square to confirm — a bookshelf with sides out of square will rack; a bird house with a roof line off will leak.
3. For each joint, identify how it will be fastened during the at-home build: glue and clamps, glue and screws, finish nails, or one of the cut joints (lap, mortise-tenon, dado) for saints on the mentor track.
4. Once the dry-fit looks right, take it apart. Label each part on a hidden face with a pencil (1, 2, 3, or A, B, C) so the at-home assembly sequence is obvious. If you cannot tell which side is up, the dry-fit is not done — fit the parts again before packing.
5. Pack the parts in a box, taped bundle, or bag with the worksheet. Sharpened tools, parts, and worksheet leave the room together.

## REQ 3C

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

⌚ 5 min

1. Confirm the build window on the worksheet: date, location, supervisor. Each youth writes all three. The supervisor must be a parent or another approved adult in the workshop the whole time tools are in use.
2. Confirm tools: every youth has the sharpened tools from B2 in the bag and any additional tools he needs (clamps, drill and bits, fasteners, sandpaper, finish if applicable). Anything missing gets sourced before the window.
3. Check the safety card from Session 1 is in the bag. PPE — glasses, hearing protection if power tools are in play, dust mask for sanding — travels with the parts.
4. Each youth reads his build window aloud. The leader records all three details and confirms a parent text or call for the saints whose supervisor was not at drop-off tonight.

## AT THE CLOSE · DEBRIEF

1. Which of the four practice cuts gave you the most trouble, and what will you do differently on the project board?
2. Which joint on your dry-fit did not sit square, and what will you correct before the build window?
3. What is one thing you are still uncertain about for the at-home build, and who will you ask before the window?

☑ *Initial 3a and 3b on each saint's BRC after this session. The at-home build window earns the rest of 3c and (where applicable) 3d. Record the build date, location, and supervisor in the trek log.*

## SESSION 4 · INTELLECTUAL CORE

⌚ 60 min target

## Inspect the work and sign off

*Bring the finished piece, inspect it together, and sign the BRC.*

**SESSION AIM**

Saints arrive with the project they built at home over the past week. The session opens with a workshop report, moves through paired inspections of each piece, names the advanced detail or service work each saint completed, and connects the trade to its uses in service and stewardship. The session ends with a BRC walk-through and sign-off.

**🎯 WALK AWAY WITH**

- Has presented a finished, square, functional project to the group and the leader
- Has named the advanced detail or service contribution that satisfies the harder requirement
- Has named one way the trade will serve someone outside himself in the next year
- Has a signed BRC

**📦 BRING / SET UP**

- Each saint brings: his finished project, his project plan worksheet, his BRC, and the tools he used at home
- Combination square and tape measure (one per pair)
- Half-sheets of paper and pens (one per saint for the Service column)
- A finish-quality reference piece (sanded, square, with a clean finish) for comparison
- The trek log from the build window (leader holds the master copy)

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — Workshop report**

⌚ 5 min

Go around the circle. Each saint answers in one sentence: how did the at-home build go? Do not comment or compare yet; let each saint name his version. The answers usually range from 'harder than I expected' to 'better than I thought.' That range sets up the paired inspections in the next block.

## SESSION 4 · INSPECT THE WORK AND SIGN OFF (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Paired inspection**

⌚ 18 min

1. Pair up with a saint whose project is different from yours. Eight minutes each — one presents, the other inspects with the square and tape. Then switch.
2. Each presenter walks his partner through: the species he picked and why, the cuts he made at Session 3, the joints he fastened at home, and the finish he applied (or chose not to apply).
3. Each inspector checks: are the joints square? Does the piece sit flat? Are the edges clean? Are fasteners countersunk or flush? Is the finish even? Walk all four against the reference piece if you are unsure what "good" looks like.
4. Inspectors give one specific compliment and one specific note for next time. No general praise, no general criticism. "The miter on the back-right is dead clean" and "the front-left shelf is racked by about an eighth — try clamping next time" are useful; "good work" is not.
5. Each youth writes in his BRC margin: "My project is \_\_\_\_, the part I am proudest of is \_\_\_\_, and the part I would redo is \_\_\_\_." Specific enough to read in a year and remember.

## REQ 3C

BLOCK 3 · SKILL PRACTICE **Name the advanced work**

⌚ 17 min

1. Each youth names the piece of advanced work in his project that satisfies the harder requirement. The options are: a piece of joinery beyond butt-and-screw (a lap joint, a dado, a mortise and tenon, dovetails, miters with splines); a shaped piece (a curved cut, a chamfered edge, a turned part); a moving part (a hinge, a drawer, a lid); or participation in an approved service project (a repair for someone at church, a bench or planter for the building, a piece for a family in need).
2. For each youth, hold the piece up and identify the advanced work physically. The leader confirms that the detail is present, structurally sound, and the saint can explain how he made it.
3. Saints whose project did not include advanced work yet: name now what they will add (a chamfer, a hinge, a service repair) and when. The leader notes the follow-up.
4. Teaching point: the advanced work is not about complexity for its own sake. It is the move from "I built a thing that holds together" to "I built a thing that shows the joint was thought about." A lap joint that fits cleanly says more than a piece covered in screws.

## REQ 3D

## SESSION 4 · INSPECT THE WORK AND SIGN OFF (PAGE 3 OF 3)

## THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Patience, precision, and the next piece**

🕒 15 min

1. Each youth writes for four minutes on a half-sheet, in two columns. Column A: a specific moment during the build (at home or in the sessions) when patience or precision was tested — what happened, what he did, what he learned. Column B: one way carpentry will serve someone outside himself in the next year — at home, at church, in the neighborhood, or as preparation for a trade.
2. Each youth reads both columns aloud to the group. No commentary from the group. The leader listens for who is stretching, who is being tepid, and who needs a follow-up next month.
3. Discuss carpentry as a trade and as service. The skills here are not hobby skills only. A saint who can build a shelf can build a ramp for a neighbor; a saint who can square a joint can frame a wall; a saint who can sharpen a chisel can keep his own house in repair for the next sixty years.
4. Teaching point: keep building after this badge. One bird house teaches a few skills; building the next project and the next is how the trade is learned.

REQ 4A

REQ 4B

BLOCK 5 · REFLECTION **BRC sign-off**

🕒 5 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 3c and 3d, confirm against the finished piece on the bench. The project is built; the advanced work is present; the saint can explain his choices.
3. Leader and saint each sign the BRC. The saint takes the BRC home with the finished piece.

## AT THE CLOSE · DEBRIEF

1. Which moment in the build, at home or in the sessions, taught you the most about how you work?
2. Which saint's piece tonight made you reconsider something about your own?
3. Which of your two column-A patience-and-precision lessons are you most likely to forget, and what will you do to keep it?

☑ *Initial 3c, 3d, 4a, and 4b on each saint's BRC after this session. With Sessions 1–3 already covered, the BRC should fully sign off tonight.*

## HANDOUT 1 OF 2

## FROM SESSION 1 — WALK THE TOOL WALL

# Tool Safety + Setup Card

Print and keep at the bench. Walk the checklist before each session.

## CARPENTRY · FIELD CARD

## Know each tool before you pick it up.

Walk the checklist at the start of every session. The bench is set before any saw moves.

### THE TOOL WALL

Six tools. For each: the hazard zone, the handling rule, and where it goes when set down.

1


#### Handsaw

HAZARD ZONE · THE 

Carry teeth-down at your side. Off-hand stays behind the line of the teeth.  
Set down: flat on the bench, teeth facing the wall.  
A dull saw wanders and forces — sharpen it before the next cut.

2


#### Hammer

HAZARD ZONE · THE 

Grip near the end. Swing from the elbow, not the wrist.  
Set down: flat on the bench, head pointed inward.  
A loose head walks off the handle — replace it before use.

3

#### Chisel

HAZARD ZONE · THE 

Both hands on the chisel. The off-hand never sits in front of the blade.  
Set down: bevel-up on the bench, edge facing the wall.  
Sharp pares; dull tears and slips — sharpen before each session.

4

#### Block plane

HAZARD ZONE · THE 

Push along the grain. Lift on the return — never drag.  
Set down: on its side, blade facing the wall.  
Retract the blade between cuts — hands find wood, not steel.

5

#### Hand drill or brace

HAZARD ZONE · THE 

Clamp the work. Keep the off-hand off the back side where the bit enters.  
Set down: bit in a holder or wrapped — never loose on the bench.  
Back the bit out slowly so the kerf does not splinter the exit side.

6

#### Combination square

HAZARD ZONE · THE 

Set the rule, lock the head, then mark. Check by flipping.  
Set down: flat, head off the bench edge.  
A bent square reads false — replace it if dropped on the head.

### BEFORE YOU START

Walk this list in order. If a box is not checked, the work waits.

#### PROTECTION ON

- ☐ Safety glasses — every cut, strike, or shaping task.
- ☐ Hearing protection — loud or repeated impact, power tools.
- ☐ Dust mask — sanding, dry sawing, cutting MDF or treated wood.
- ☐ Sleeves rolled, rings off, long hair tied back.

Put protection on at the door, not after the first cut.

#### BENCH SET

- ☐ Bench clear of scrap, sawdust, and yesterday's coffee.
- ☐ Tools on the wall, edges facing in, none on the floor.
- ☐ Lighting on the cut line, not your back.
- ☐ First-aid kit in reach. Know where before you need it.

Walk this list before the first tool comes off the wall.

### IF SOMETHING GOES WRONG

#### Deep cut

1. Pressure with a clean cloth.
2. Elevate above the heart.
3. Bleeding not slowing in five minutes? Get to a clinic.

#### Splinter

1. Clean the area.
2. Remove with tweezers from the direction it entered.
3. Sterilize. Watch for infection.

#### Eye impact

1. Do not rub or flush a sharp object out.
2. Cover both eyes with a pad.
3. Get to a clinic same day.

Set the bench, put on the protection, and walk the wall before the first cut.

Print this handout for in-person reference during session 1 — walk the tool wall.

## HANDOUT 2 OF 2

## FROM SESSION 2 — SKETCH THE PROJECT — CUT LIST AND FINISHED DIMENSIONS

# Project Plan Worksheet

Fill before Session 3. The build window box is locked in at the Session 3 close.

## CARPENTRY · WORKSHEET

## Plan the project on paper before any wood is cut.

Fill before Session 3. The build window box is locked in at the Session 3 close.

SAINT

PROJECT

SPECIES

### SKETCH THE FINISHED PIECE

Every face that will be visible. Mark approximate dimensions on the sketch.


### MATERIAL LIST

Round up. Buy more board than the cut list calls for so a bad cut leaves usable stock.

SPECIES	DIMENSIONS	QUANTITY	SOURCE

### CUT LIST

Every part on the sketch appears here once. Cut longest parts first.

PART	LENGTH	WIDTH	THICKNESS	QTY

### JOINERY AND SEQUENCE

How will each joint be fastened? (glue + clamp, glue + screw, finish

In what order will the parts be assembled? Write the sequence.

### BUILD WINDOW — LOCK IN AT SESSION 3 CLOSE

Date

Supervisor

Location

Bring the worksheet, the sharpened tools, and the pre-cut parts to Session 4.

Print this handout for in-person reference during session 2 — sketch the project — cut list and finished dimensions.