

SAINTS GLOBAL

# ACTIVITY PLAN

## HANDYMAN

### 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 three home tasks

Between Sessions 3 and 4, each saint completes three approved handyman tasks at home with a parent supervising — one fastener task, one alignment or adjustment task, and one repair or replacement task.

He photographs each before-and-after, notes one thing that went sideways, and brings the photos and notes to Session 4. The home work is where the badge is actually earned.

THE SAINT'S HOME — SUPERVISED BY A PARENT, WITH THE BRC AND THE TOOL CARD IN HAND

## SESSION 1 · PHYSICAL CORE

🕒 60 min target

# Tools, hazards, and fasteners

*Handle the tools and name the hazards before you touch a repair.*

**SESSION AIM**

Saints handle each tool by name, walk the four hazard categories (sharp edges, pinch points, electrical risk, ladder and lifting), and learn fastener selection from the card. The hour earns 1a and 1b so the diagnostic and practice sessions can move faster.

**🎯 WALK AWAY WITH**

- Can name the household hazard categories and one prevention for each
- Can identify the common hand tools by name and match each to a task
- Knows which fastener belongs on which job
- Has the tool-and-fastener card and the BRC marked for 1a and 1b

**📦 BRING / SET UP**

- A working toolbox with at least: tape measure, claw hammer, two screwdrivers (Phillips and flat), an adjustable wrench, locking pliers, slip-joint pliers, a utility knife, a level, and a stud finder
- Safety glasses and work gloves — one set per saint
- A board of scrap wood with three different fastener types pre-installed (wood screw, drywall anchor with screw, nail) for the demo
- A small assortment of common fasteners labeled in a tray: wood screws, drywall anchors, machine screws, finish nails, framing nails
- Printed tool-and-fastener cards (one per saint)
- BRC printouts and pens

**🔧 THE HOUR****BLOCK 1 · DISCUSSION Opener — A repair that went wrong**

🕒 5 min

Ask the group: tell me about a household repair you watched somebody do — at home, at church, at a relative's house — that went sideways. What happened? Take three or four answers, one sentence each. Then name the four ways household repairs go wrong: wrong tool, wrong fastener, rushing, or a hazard nobody planned for. The hour today covers the first two.

## SESSION 1 · TOOLS, HAZARDS, AND FASTENERS (PAGE 2 OF 3)

## THE HOUR — CONTINUED

## BLOCK 2 · DISCUSSION Walk the hazard categories

⌚ 15 min

1. Lay out the toolbox in the middle of the room. Pass the safety glasses and gloves around so each youth handles a pair.
2. Name the four hazard categories one at a time. Sharp edges (utility knife, broken tile, exposed sheet metal). Pinch points (pliers, hinges, ladders folding closed). Electrical risk (outlets, switches, anything plugged in). Ladder and lifting (overreach, bad footing, lifting with the back).
3. For each category, ask the group to name one specific prevention. Glasses for the eyes, gloves for the hands, breaker off before any electrical work, three points of contact on a ladder, lift with the legs.
4. Make the rule explicit: youth do not work on high-voltage wiring or gas lines on this badge. Shutoff procedures get covered in Session 3 so you know how to make a problem safe before an adult arrives.
5. Each youth says aloud one hazard he is most likely to underestimate. The leader writes the four answers on a sheet to bring back in Session 4.

## REQ 1A

## BLOCK 3 · SKILL PRACTICE Name and use the tools

⌚ 18 min

1. Lay every tool out on a table, spaced. Each youth picks one tool, says its name aloud, and names one job it is the right tool for. If he names a wrong job (using slip-joint pliers as a hammer, using a flathead on a Phillips screw), correct him on the spot.
2. Demo: drive a wood screw into the scrap board with a hand screwdriver. Then drive one with the cordless driver. Talk about why a sharp Phillips bit matters and what a stripped screw head looks like.
3. Each youth drives one wood screw into the demo board by hand and one with the driver. Form first: keep the bit straight, push as you turn, stop at flush, not buried.
4. Pass the level around. Each youth puts it on the table edge, the chair seat, and a wall. Read the bubble together so each youth knows what level, plumb, and out-of-true look like.
5. Pass the stud finder around. Each youth runs it across the wall and marks where it beeps. Talk about why drywall anchors exist (when there is no stud where you need to hang).

## REQ 1B

## SESSION 1 · TOOLS, HAZARDS, AND FASTENERS (PAGE 3 OF 3)

## THE HOUR — CONTINUED

## BLOCK 4 · SKILL PRACTICE Match the fastener to the job

⌚ 17 min

1. Hand each youth a tool-and-fastener card. Walk it together. Wood screw into a stud — the strongest hold, use when you can find a stud. Drywall anchor plus screw — when there is no stud and the load is light to medium. Machine screw — into a threaded receiver. Finish nail — trim and molding. Framing nail — structural and rough work.
2. Pour the labeled fastener tray onto the table. Each youth picks four fasteners and tells the group when each belongs. Correct any wrong call on the spot.
3. Two scenarios in pairs. (A) You want to hang a 20-pound shelf on drywall. There is a stud at one end of the shelf and nothing behind the other end. What does each end get? (B) A handle has fallen off a kitchen cabinet. The screw spins and won't grip. What broke and what fixes it? Pairs report back. Correct answers: (A) stud screw at the stud, drywall anchor + screw at the no-stud end; (B) the wood is stripped — pack the hole with a toothpick and wood glue, or upsize the screw.
4. Each youth writes on his BRC: one tool he is comfortable with now and one fastener job he wants to try at home.

## REQ 1B

## BLOCK 5 · REFLECTION Close — Mark the card

⌚ 5 min

1. Initial 1a and 1b on each saint's BRC. Anyone unclear on a tool or a fastener category gets a one-on-one next session.
2. Homework: at home this week, find one repair your parent has been putting off. Do not start it. Just look at it and bring back one sentence about what is broken. We diagnose it in Session 2.
3. Bring the tool-and-fastener card back next week — you will need it.

## AT THE CLOSE · DEBRIEF

1. Which tool tonight did you handle for the first time, and what surprised you about it?
2. Which fastener call would you have gotten wrong before tonight?
3. What is the one hazard category at your house that nobody is watching?

☒ Initial 1a and 1b on each saint's BRC after this session.

## SESSION 2 · PHYSICAL CORE

⌚ 60 min target

# Diagnose the problem, then plan the fix

*Observe first; the wrong diagnosis wastes a Saturday.*

## SESSION AIM

Saints work through diagnostic scenarios for four common household problems, then draft a seasonal maintenance checklist. The hour earns 2a and 2b. The session ends with each saint committing to three approved home tasks — one fastener, one alignment, one repair — that he will complete with a parent before Session 4.

## 🎯 WALK AWAY WITH

- Can walk three common household problems through a diagnose-first sequence
- Knows when to stop and call a parent or a professional
- Has a one-page maintenance checklist drafted for his home or the church building
- Has chosen the three home tasks he will complete before Session 4

## 📦 BRING / SET UP

- Printed diagnose-first cards (one per saint)
- A clipboard or notepad per saint plus pens
- A printed blank maintenance-checklist worksheet (two columns: task and how often) — one per saint
- A sample filled-out checklist from a real home or church building, for reference
- The tool-and-fastener card from Session 1 (saints bring their own)
- BRC printouts

## 🔧 THE HOUR

## BLOCK 1 · DISCUSSION Opener — The repair you found

⌚ 5 min

Round the room, one sentence each: what is the repair you found at your house this week, and what does it look like? Listen for the specifics — a faucet that drips one drop per minute is different from a faucet that sprays. Today the group learns to ask the question before reaching for a tool.

## SESSION 2 · DIAGNOSE THE PROBLEM, THEN PLAN THE FIX (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Walk the diagnose-first card**

⌚ 18 min

1. Hand out the diagnose-first card. Four problems: leaky faucet, slow drain, stuck door, flickering light. Each entry lists the three things to look at first before reaching for a tool.
2. Walk the leaky faucet entry together. The three observations: where the drip starts (spout, handle, base of the faucet), how fast it drips, and whether it gets worse hot or cold. Each observation points at a different cause — worn washer, loose packing nut, cracked cartridge.
3. Walk the slow drain entry. Observe: how slow, whether it smells, whether other drains in the house are slow too. One slow drain is local; many slow drains is a main line problem that gets a professional.
4. Walk the stuck door entry. Observe: where the door rubs (top, bottom, latch side), whether it has gotten worse with the season, whether the strike plate is shifted. Each points at a different fix — shim a hinge, plane an edge, move the strike plate.
5. Walk the flickering light entry. Observe: which fixtures flicker, whether it is the bulb or the fixture, whether other things on that circuit are also acting up. Make the rule explicit again: if the fixture is the problem and not just the bulb, the breaker goes off and a parent or an electrician handles the wiring.

## REQ 2A

BLOCK 3 · ROLEPLAY **Diagnose three scenarios in pairs**

⌚ 17 min

1. Three pairs of scenarios. Pairs rotate through each, four minutes apiece. The leader reads each scenario; the pair lists three observations and names the likely cause and the next step. (A) The kitchen faucet drips from the spout, slowly, only when the hot tap was used last. (B) The bathroom sink drains fine, but the tub right next to it drains slow and smells. (C) The front door has stuck shut at the top for the last two weeks of summer.
2. After each rotation, the pair reads its diagnosis aloud and the leader marks it right or wrong with the reason. (A) Worn hot-side washer or cartridge — fix the hot stem, not the cold. (B) Local clog in the tub drain trap — snake or remove and clean the trap; not a main-line job. (C) Door swelling in heat — wait for a dry spell or plane the top edge slightly; not a hinge problem.
3. Make the teaching point: writing down the observations before naming the fix is the difference between a 20-minute repair and a Saturday wasted.
4. Each youth writes one home problem on his clipboard and runs it through the three diagnostic questions on the card.

## REQ 2A

## SESSION 2 · DIAGNOSE THE PROBLEM, THEN PLAN THE FIX (PAGE 3 OF 3)

## THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Draft the maintenance checklist**

⌚ 15 min

1. Pass the sample filled-out checklist around so each youth sees what one looks like. Categories: monthly (smoke alarm test, HVAC filter check), seasonal (gutters, weatherstripping, hose bib drain), annual (caulking, water heater flush — adult-led, exterior touch-up paint).
2. Each youth picks either his home or the church building as the subject and fills out the blank worksheet. Eight to twelve items minimum. He uses the categories on the sample as a starting point, then adds items specific to the building he picked.
3. Pair up. Each pair trades worksheets and adds one item the partner missed. Look for the obvious one — air filters, smoke alarm batteries, hose bibs before the first freeze.
4. Each youth circles three items on his own worksheet that he could realistically do or check this fall, not next year.

## REQ 2B

BLOCK 5 · REFLECTION **Close — Pick the three home tasks**

⌚ 5 min

1. Each youth picks three approved tasks to complete with a parent before Session 4. One fastener task (tighten a loose handle, replace a stripped screw, hang something on a stud or anchor). One alignment task (a door that rubs, a hinge that creaks, a shelf that sags). One repair or replacement task (a faucet washer, a torn window screen, a worn weatherstrip seal).
2. Write the three tasks on the BRC. The parent signs off in the right margin once each task is done.
3. Bring the diagnose-first card and the tool-and-fastener card to every task. Photograph before and after on a phone — we look at the photos in Session 4.

## AT THE CLOSE · DEBRIEF

1. Which of the four diagnoses on the card would you have gotten wrong before tonight, and which observation would have caught you?
2. Which item on your maintenance checklist has nobody at your house been doing?
3. Which of your three home tasks are you least sure how to start, and who will you ask first?

☒ Initial 2a and 2b on each saint's BRC after this session. Record the three home tasks each saint has picked; check them off in Session 4.

## SESSION 3 · PHYSICAL CORE

⌚ 60 min target

# Shutoffs and skill stations

*Practice the three task types and learn how to shut a problem off.*

**SESSION AIM**

Saints walk the building's shutoffs — water main, breaker panel, gas (explain-only) — then rotate through three skill stations on training materials before doing the work at home. The session ends with each saint confirming his three home tasks are scheduled and supplied before Session 4.

**🎯 WALK AWAY WITH**

- Can locate and operate the water shutoff and the breaker panel and explain when each is necessary
- Has practiced one fastener, one alignment, and one repair on training materials
- Has the home tasks scheduled with a parent before Session 4
- Has the BRC marked for 3b and the home tasks confirmed

**📦 BRING / SET UP**

- Access to the building's water main shutoff, breaker panel, and gas valve (or photos of each if the building does not permit hands-on)
- A non-contact voltage tester — one per group
- Station 1 supplies: cabinet door with a stripped hinge screw, replacement screws, toothpicks and wood glue, screwdrivers
- Station 2 supplies: a misaligned door or a propped-up door in a frame with the strike plate visible; a Phillips screwdriver, a chisel or putty knife, business-card shims
- Station 3 supplies: a faucet aerator (off a sink), a worn washer, replacement washers, an adjustable wrench, a rag, and a tray of water
- BRC printouts and pens

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — What broke this week**

⌚ 5 min

Quick round, one sentence each: did you start any of your three home tasks yet, and what came up? Listen for the saint who realized he needed a tool he did not own, or the one who discovered a parent had already fixed his pick. The hour tonight gives you a chance to rep each task type on training materials before the home work.



## SESSION 3 · SHUTOFFS AND SKILL STATIONS (PAGE 2 OF 4)

## THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Walk the shutoffs**

⌚ 12 min

1. Walk to the water main together. Each youth puts a hand on the valve and reads the labeling. Talk through when to use it — a pipe bursts, a toilet supply line cracks, a faucet replacement. Turn the valve a quarter turn to show how it moves; do not actually close the building's water.
2. Walk to the breaker panel. Identify the main breaker and the labeled circuits. Each youth reads three of the labels aloud. Talk about when to flip a breaker — before any work on a switch, an outlet, or a fixture; or if smoke or burning smell comes from a circuit. The rule: breaker first, then confirm with the non-contact voltage tester before touching anything.
3. Pass the non-contact voltage tester around. Show it light up next to a live outlet so each youth sees what 'hot' looks like. Show it stay dark next to an unplugged cord.
4. Walk to the gas shutoff (or show the photo). Youth do not operate gas valves on this badge. The point is to know where it is and to recognize the smell of natural gas (mercaptan, like rotten eggs). If a gas smell shows up at home, the youth leaves the building first and calls an adult from outside.
5. Each youth writes the shutoff locations on his BRC: water main, breaker panel, gas. If he does not know where his home's are, he asks a parent before Session 4.

REQ 3B

## SESSION 3 · SHUTOFFS AND SKILL STATIONS (PAGE 3 OF 4)

## THE HOUR — CONTINUED

BLOCK 3 · SKILL PRACTICE **Three skill stations**

⌚ 23 min

1. Three stations set up around the room. Pairs rotate. Seven minutes per station, two-minute resets between.
2. Station 1 — fastener rescue. The cabinet door has a stripped hinge screw that spins. Each youth removes the bad screw, packs the hole with toothpick fragments and a drop of wood glue, lets it sit thirty seconds, and reinstalls a new screw. The hinge holds again. The point: a stripped hole is fixed, not replaced.
3. Station 2 — alignment. The propped door rubs at the top. Each youth identifies the rub spot, removes one screw from the top hinge, and shims behind the hinge with a folded business card. He reseats the screw and tests the swing. If it still rubs, he adds one more shim or moves to the middle hinge. The point: shimming a hinge is the first move before planing wood.
4. Station 3 — repair. The faucet aerator unscrews from the spout. Each youth disassembles it (washer, screen, retaining ring), inspects the washer for cracks or grit, swaps in a fresh washer, and reassembles. The point: most leaks at a connection are a worn washer, not a broken faucet.
5. Brief leader walk between rotations: watch for over-tightening at Station 1, over-shimming at Station 2, cross-threading at Station 3.

## BY TIER

- ENTRY** Pair with an established saint at each station. He walks you through the first repetition; you do the second on your own.
- ESTABLISHED** Pair with another established saint. Both reps are solo; coach each other only on form, not on whether to proceed.
- MENTOR** Pair with an entry-tier saint at each station. You demonstrate once, then watch him work. Catch the over-tighten, the cross-thread, or the missed shim before he hands the tool back.

## REQ 3A

BLOCK 4 · CREATIVE **Schedule the home tasks**

⌚ 15 min

1. Each youth opens his BRC to the three home tasks he picked in Session 2. He writes a target date for each — three different evenings or weekends before Session 4.
2. For each task, he writes the tool he will use, the fastener or part he will need to buy or borrow, and the parent who will supervise. If he does not know which screwdriver or which washer size, that is the question he asks before he starts.
3. Pair up. Each pair trades BRCs. The partner spots one missing detail — a tool he does not own, a part he has not sourced, a parent who is out of town that weekend.
4. Each youth writes his three target dates in the right margin of the BRC. Saying the date out loud locks it in. He completes the three tasks at home; these sessions prepare him to do them safely.

## REQ 3A

## SESSION 3 · SHUTOFFS AND SKILL STATIONS (PAGE 4 OF 4)

## THE HOUR — CONTINUED

BLOCK 5 · REFLECTION **Close — Bring it home**

⌚ 5 min

1. Initial 3b after the shutoff walk. Mark 3a as in-progress; it finishes when each saint completes his three home tasks before Session 4.
2. Phone the parent who will supervise each task this week if you can. Three minutes on a Tuesday now saves a wasted Saturday later.
3. Bring photos before and after each home task, plus one sentence on what went sideways. We use the photos in Session 4.

## AT THE CLOSE · DEBRIEF

1. Which of the three stations did you over-tighten or over-shim, and what told you to stop?
2. Where in your home are the water, breaker, and gas shutoffs — and which one did you not know before tonight?
3. Which of your three home tasks are you most likely to push to the last day, and what would help you start sooner?

☑ *Initial 3b after this session. Req 3a is in progress and must complete at home before Session 4 — confirm parent signature on each home task.*

## SESSION 4 · PHYSICAL CORE

⌚ 60 min target

## Home-task review and BRC sign-off

*Walk through what each saint actually fixed, then name what comes next.*

**SESSION AIM**

Saints arrive with photos of their three completed home tasks. The session walks each saint through his work, names the mistake or surprise on each task, connects the work to responsibility at home, and signs off the BRC. The session ends with each saint naming the next skill he wants to build.

**🎯 WALK AWAY WITH**

- Has shown the group his three completed home tasks with before-and-after photos
- Has named one mistake he made on the home work and what he learned from it
- Has identified the next handyman skill he wants to build and why
- Has a signed BRC

**📦 BRING / SET UP**

- Phone or tablet per saint to display the before-and-after photos (or printed photos if the building does not allow phones)
- BRC printouts (one per saint, with the parent's task signatures filled in)
- Notepads for the reflection writing
- Pens
- A printed list of next-step skill suggestions for any saint who is stuck (replace a light switch, caulk a tub, patch drywall, replace a hose bib, basic plumbing under a sink)

**🕒 THE HOUR****BLOCK 1 · DISCUSSION Opener — Three jobs**

⌚ 5 min

Quick round. Each youth names his three completed home tasks in one breath — what he did at each. No detail yet. The point right now is hearing all twelve to fifteen tasks the group did at home this month before anyone tells the story behind one of them.

## SESSION 4 · HOME-TASK REVIEW AND BRC SIGN-OFF (PAGE 2 OF 3)

## THE HOUR — CONTINUED

BLOCK 2 · DISCUSSION **Show the home tasks**

⌚ 18 min

1. Each youth takes three minutes. He shows the before-and-after photo of one of his three tasks — pick the one that taught him the most. He names the task, what he diagnosed before starting, what tool and fastener he used, and what was harder than expected.
2. The group listens. Two questions per saint after he finishes — one practical (a tool, a part, a step) and one about the surprise (where he got stuck, what his parent said).
3. Leader keeps the clock. Each saint gets three minutes; the group gets two minutes of questions. Cut anyone short who is wandering.
4. After every saint has shown a task, the leader walks the group around the room to look at the other photos on each saint's phone or printout. No more questions; just see the work.

## REQ 3A

BLOCK 3 · REFLECTION **What changed at home**

⌚ 14 min

1. Each youth writes for four minutes on the notepad: 'Three things I'm willing to handle at my house that I wasn't a month ago — and one thing I'm not ready for yet and why.' Specific items only — not 'home repairs', but 'changing the air filter', 'replacing a faucet washer', 'shimming a hinge'.
2. Each saint reads his three items aloud. No commentary from the group; the leader marks what each saint named.
3. The leader names one specific thing he saw each saint do or say tonight — the diagnosis he got right, the photo that showed a sharp fix, the question he asked his parent that made the job go faster. Two minutes total; address each saint by name.
4. Make the closing point: the badge does not mean you can fix anything. It means you can look at a small thing at your house, decide whether you can handle it, and call for help when you can't.

## REQ 4A

BLOCK 4 · CREATIVE **The next skill**

⌚ 15 min

1. Each youth picks one specific handyman skill he wants to learn next and writes it on the notepad with two lines: why he picked it, and who at home or church can teach him. Specific again — 'install a light switch with the breaker off and a tester', not 'do more electrical'.
2. If a saint is stuck, hand him the printed list of next-step skill suggestions. The list is a prompt, not a prescription.
3. Each saint reads his next skill and the person he will ask. The leader writes them down to bring back at the Board of Review.
4. Make the teaching point: the next skill matters less than having one in mind. Picking one keeps you working after the badge is signed.

## REQ 4B

## SESSION 4 · HOME-TASK REVIEW AND BRC SIGN-OFF (PAGE 3 OF 3)

## THE HOUR — CONTINUED

BLOCK 5 · REFLECTION **BRC sign-off**

⌚ 8 min

1. Walk the BRC with each saint while the rest of the group cleans up the room and gathers their photos. Confirm each requirement: 1a, 1b, 2a, 2b, 3a (the three home tasks with parent signatures), 3b, 4a, 4b.
2. For any requirement still outstanding — a missed home task, a written reflection that did not get done — set a concrete deadline before the next Board of Review and write it on the BRC.
3. Leader and saint each sign the BRC. The saint takes the BRC home.

## AT THE CLOSE · DEBRIEF

1. Which of your three home tasks taught you the most, and what specifically did you learn?
2. What did your parent say or do during one of the tasks that you will remember on the next repair?
3. Which skill on your 'not ready yet' list will you be ready for first, and what has to happen before then?

📝 *Initial 4a and 4b after this session. With 3a confirmed by the parent signatures on the three home tasks, the BRC should fully sign off tonight.*

## HANDOUT 1 OF 2

## FROM SESSION 1 — MATCH THE FASTENER TO THE JOB

# Tools and Fasteners — Field Card

Print one per saint. Keep it in the toolbox for the home tasks between Session 3 and Session 4.

## HANDYMAN · FIELD CARD

## Pick the right tool and the right fastener.

The wrong tool slows the job and the wrong fastener will fail under load.

### THE HAND TOOLS

name it · use it · put it back



#### Tape measure

Measure twice before you cut, drill, or hang.  
25 ft · marked in 1/16 inch · lock the blade



#### Claw hammer

Drive nails. Pull nails. Not a pry bar.  
16 oz · wood or fiberglass handle · grip near end



#### Screwdrivers (Phillips + flat)

Match the bit to the head — or strip the screw.  
two sizes each · sharp tip · push as you turn



#### Adjustable wrench

Tighten or loosen a nut. Snug the jaw before turning.  
8 in · pull toward the open jaw



#### Pliers (slip-joint + locking)

Grip, hold, bend. Not a substitute for a wrench.  
slip-joint for grip · locking when hands are full



#### Utility knife

Cut away from your body. Fresh blade for clean cuts.  
retract when not cutting · keep spares in the toolbox



#### Level

Read the bubble — center is level, side is off.  
two feet · plumb (vertical) + level (horizontal)



#### Stud finder

Find the stud before you drill into drywall.  
studs are 16 in apart · mark the edges + the center

### PICK THE FASTENER

find a stud · or anchor it · or use the right nail



#### Wood screw — into a stud

The strongest hold. Use when the stud finder finds wood behind the drywall.



#### Drywall anchor + screw — no stud, light to medium load

Plastic, threaded, or toggle. Match the anchor's load rating to what you are hanging.



#### Machine screw — into a threaded receiver

Used in metal fittings and pre-tapped holes. Straight threads; never force one.



#### Finish nail — trim, molding, small fixtures

Small head. Set just below the surface and fill with putty. Not load-bearing.



#### Framing nail — structural and rough work

Big head. Used by adults on structure; mostly out of scope for this badge.

**Find a stud first. Use an anchor only when there is no stud where you need one.**

Print this handout for in-person reference during session 1 — match the fastener to the job.

HANDOUT 2 OF 2

FROM SESSION 2 — WALK THE DIAGNOSE-FIRST CARD

# Diagnose First — Four Common Problems

Print one per saint. Use it before any home task; the wrong diagnosis is the most common reason a repair fails.

## HANDYMAN · FIELD CARD

### Look before you reach for a tool.

The wrong diagnosis is the most common reason a Saturday gets wasted.

#### FOUR COMMON PROBLEMS

##### 1 Leaky faucet

spout · handle · base — each tells a different story

##### OBSERVE — IN ORDER

Where does the drip start — spout, handle, or base of the faucet?  
How fast — drips per minute?  
Worse on hot or cold side?

##### LIKELY CAUSE

Spout → worn washer or cartridge.  
Handle → loose packing nut.  
Base → cracked seal at the deck.

##### 2 Slow drain

one drain or many · how slow · how it smells

##### OBSERVE — IN ORDER

How slow — a trickle, or a few minutes to clear a sink?  
Any smell — soap, hair, sewage?  
Are other drains slow too?

##### LIKELY CAUSE

One slow drain → local clog. Snake it or remove and clean the trap.  
Many slow drains → main line.

##### 3 Stuck door

where it rubs · when it started · which way it shifted

##### OBSERVE — IN ORDER

Where does it rub — top, bottom, latch side, or hinge side?  
Worse in hot or wet weather?  
Is the strike plate shifted?

##### LIKELY CAUSE

Hinge side rubs → shim a hinge.  
Top in summer → swelling; plane.  
Latch off → move the strike plate.

##### 4 Flickering light

bulb · fixture · or circuit — observe before any wiring

##### OBSERVE — IN ORDER

One bulb, one fixture, or a circuit?

##### LIKELY CAUSE

Bulb → swap it. Fixture → adult job.

**STOP** If the wiring or the fixture is the problem, the breaker goes off and a parent or electrician handles the work.

Write down what you see before you name what is wrong.

Print this handout for in-person reference during session 2 — walk the diagnose-first card.