

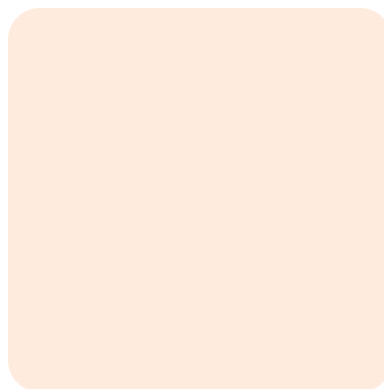
SAINTS GLOBAL

LEADER GUIDE

CARPENTRY

INTELLECTUAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

To develop safe workmanship, precision, patience, and service-minded craftsmanship through hands-on woodworking and responsible tool use.

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

- Tool safety and injury prevention
- Measurement, layout, and precision cutting
- Joinery and structural integrity
- Problem-solving through physical construction
- Service and stewardship through useful work

TIME COMMITMENT

4-6 weeks (suggested)

RECOMMENDED AGE

12+



SAFETY CONSIDERATIONS

TOOL SAFETY

All cutting, shaping, and striking tools must be used with proper technique, supervision when required, and appropriate personal protective equipment.

EYE, EAR, AND RESPIRATORY PROTECTION

Eye protection is required when cutting, striking, or shaping; hearing and dust protection must be used when conditions warrant.

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 common woodworking hazards and demonstrate how to prevent and respond to injuries such as cuts, splinters, severe bleeding, eye injury, and shock.

HOW TO TEACH

- Use real tools (secured and inactive) to point out hazard zones
- Walk through a minor-injury scenario and a serious-injury scenario
- Demonstrate proper first-aid responses with a kit
- Connect preparation to responsibility for others in the workspace

Completion: Saint correctly explains hazards and demonstrates appropriate first-aid responses.

Requirement 1b: Explain when and why eye, hearing, and dust protection are required during woodworking tasks.

HOW TO TEACH

- Show examples of tasks that create chips, noise, or fine dust
- Have Saints choose the correct protection for each scenario
- Discuss long-term consequences of ignoring protection
- Reinforce protection as discipline, not fear

Completion: Saint selects and explains appropriate protection for common tasks.



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: Describe how lumber is produced, including harvesting, milling, seasoning, grading, and sizing, and explain why these steps matter in a project.

HOW TO TEACH

- Use samples or images of rough vs finished lumber
- Discuss moisture, warping, and strength considerations
- Have Saints explain why lumber choice affects results
- Tie material knowledge to wise stewardship of resources

Completion: Saint explains lumber preparation and its impact on projects.

Requirement 2b: Identify at least six types of wood commonly used in carpentry and explain the best use for each.

HOW TO TEACH

- Handle wood samples when possible
- Compare hardness, grain, and workability
- Discuss indoor vs outdoor use cases
- Ask Saints to justify choices for a given project

Completion: Saint correctly identifies wood types and appropriate uses.



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: Demonstrate proper care, safe use, and storage of common woodworking tools.**HOW TO TEACH**

- Have Saints correct intentionally staged unsafe setups
- Require verbal safety checks before handling tools
- Demonstrate cleaning and light maintenance
- Reinforce tool care as respect for shared property

Completion: Saint handles, stores, and explains tool care safely.

Requirement 3b: Sharpen and prepare two different cutting tools for safe and effective use.**HOW TO TEACH**

- Explain why sharp tools are safer than dull ones
- Demonstrate slow, controlled sharpening motions
- Require explanation of what 'sharp enough' means
- Emphasize patience and control

Completion: Tools are sharpened correctly and safely.

Continued on next page...

STEP 3: ACT — TEACHING GUIDE (CONTINUED)**Requirement 3c: Build a useful wooden item using measured layouts and hand tools.****HOW TO TEACH**

- Check layout before cutting begins
- Pause to inspect fit before final assembly
- Discuss how mistakes were corrected
- Reinforce accuracy over speed

Completion: Completed item is functional and shows careful construction.

Requirement 3d: Complete an advanced carpentry task involving joinery, shaping, or service.**HOW TO TEACH**

- Require explanation of the chosen technique or service need
- Inspect joints, edges, or function closely
- Discuss how strength and durability were ensured
- Connect craftsmanship to serving others well

Completion: Advanced task or service is completed to an acceptable standard.



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 you learned about patience, precision, and responsibility while working with wood and tools.

HOW TO TEACH

- Begin with quiet reflection before discussion
- Ask for a specific moment where patience was tested
- Affirm learning through mistakes
- Avoid rushing the reflection

Completion: Saint reflects with specific examples.

Requirement 4b: Describe how carpentry skills can be used to serve others or prepare for future work or service.

HOW TO TEACH

- Discuss service uses at home, church, or community
- Explore carpentry-related careers or trades
- Ask Saints to name one practical next step
- Reinforce work as a form of stewardship

Completion: Saint connects skill to service or future application.



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

 support@saintsglobal.org

 Curriculum: curriculum@saintsglobal.org

Thank you for leading Saints Global!

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