

SAINTS GLOBAL
LEADER GUIDE

PENMANSHIP

INTELLECTUAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in penmanship. Through structured learning and hands-on activities, participants will gain practical experience and deepen their understanding of key concepts.

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

- Understanding fundamental concepts and principles
- Developing practical application skills
- Building confidence through hands-on experience
- Connecting learning to daily life

TIME COMMITMENT

4-6 weeks (suggested)

RECOMMENDED AGE

12+ years



SAFETY CONSIDERATIONS

SUPERVISION

Ensure appropriate adult supervision for all activities following Saints Global guidelines. Never leave youth unsupervised during badge activities.

PRIVACY

Respect personal experiences and information shared during activities. Maintain confidentiality and help youth understand appropriate boundaries.

ENVIRONMENTAL SAFETY

Assess outdoor locations and weather conditions before activities. Ensure proper shelter, hydration, and protection from hazards appropriate to the environment.

FIRST AID

Maintain a first aid kit and ensure at least one leader is trained in basic first aid. Know the location of the nearest medical facility and have emergency contact information readily available.

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: Examine three handwritten samples (printed or cursive) and identify which is easiest to read, explaining why letter shape, spacing, and consistency matter.

HOW TO TEACH

- Hand the Saint three real handwriting samples (his own, a peer's, an adult's)
- Have him rank readability and explain what specifically made each easier or harder
- Discuss letter shape, spacing, and consistency as separate variables
- Reinforce that readability is the test of handwriting, not aesthetics

Completion: Saint examines three handwritten samples, ranks readability, and explains why letter shape, spacing, and consistency matter.

Requirement 1b: Read Doctrine and Covenants 88:119, then explain how order, care, and discipline apply to written communication.

HOW TO TEACH

- Read D&C 88:119 aloud and pause at 'house of order'
- Have the Saint explain how order applies to a written page
- Discuss how careless writing communicates carelessness about the recipient
- Connect orderly writing to discipleship that respects the reader

Completion: Saint explains how D&C 88:119 applies order, care, and discipline to written communication.



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: Compare your current handwriting to a standard cursive alphabet chart and identify three specific weaknesses (such as slant, spacing, joins, or letter size).

HOW TO TEACH

- Place the Saint's current writing next to a standard cursive alphabet chart
- Have him identify three specific weaknesses (slant, spacing, joins, letter size)
- Discuss which weakness is most fixable with practice
- Reinforce that diagnosis precedes practice — random practice does not improve

Completion: Saint compares his handwriting to a standard cursive chart and identifies three specific weaknesses.

Requirement 2b: Prepare a short practice plan identifying which cursive letters or joins you will intentionally improve and how you will practice them.

HOW TO TEACH

- Help the Saint pick two or three letters or joins to drill, not the whole alphabet
- Walk a daily practice schedule (10–15 minutes, same time each day)
- Discuss how to know when the letter has improved
- Reinforce that a focused practice plan beats a vague intention to improve

Completion: Saint produces a short practice plan identifying which letters or joins he will improve and how.



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 cursive formation by writing the full lowercase and uppercase cursive alphabet with correct letter shapes and joins.

HOW TO TEACH

- Have the Saint write the full lowercase and uppercase cursive alphabet slowly
- Watch for letter shape, joining strokes, and consistent baseline
- Discuss which letters slipped under speed and why
- Reinforce that correct formation first, speed later

Completion: Saint demonstrates the full lowercase and uppercase cursive alphabet with correct letter shapes and joins.

Requirement 3b: Write a full paragraph (at least 5 sentences) in cursive that is legible, evenly spaced, and consistently slanted.

HOW TO TEACH

- Pick a real topic the Saint cares about for the paragraph
- Have him write five or more sentences without rushing
- Walk legibility, even spacing, and consistent slant in the finished page
- Reinforce that a paragraph reveals what isolated letters hide

Completion: Saint writes a full paragraph of at least five sentences in cursive that is legible, evenly spaced, and consistently slanted.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Copy a handwritten passage of at least 100 words in cursive, maintaining clarity and uniform letter formation from beginning to end.

HOW TO TEACH

- Pick a 100-word passage from real text (scripture, letter, poem)
- Have the Saint copy it in cursive at a steady, unrushed pace
- Watch for letter formation to slip in the second half
- Reinforce that endurance in handwriting is a separate skill from form

Completion: Saint copies a handwritten passage of at least 100 words in cursive with uniform clarity throughout.

Requirement 3d: Write a personal letter or note in cursive intended for another person, focusing on neatness, readability, and presentation.

HOW TO TEACH

- Have the Saint write a real letter to a real person, not a practice exercise
- Discuss presentation — margins, signature line, page edge
- Watch readability, neatness, and respect for the recipient
- Reinforce that a handwritten letter signals care that print cannot

Completion: Saint writes a personal letter or note in cursive intended for another person, with neatness and presentation.



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: Review your earliest and latest cursive samples with a leader and explain what improved and what required the most effort.

HOW TO TEACH

- Lay the earliest and latest samples side by side with the Saint
- Have him name what improved and what took the most effort
- Discuss what surprised him about his own progress
- Avoid correcting the Saint's reflection — listen and affirm

Completion: Saint reviews earliest and latest cursive samples with a leader and explains what improved and what required most effort.

Requirement 4b: Describe how patience and discipline in handwriting practice relate to diligence in other areas of life and discipleship.

HOW TO TEACH

- Begin with a brief personal example connecting handwriting discipline to a habit elsewhere
- Ask the Saint to name one area where the same patience would help
- Discuss diligence as a transferable discipline
- Keep the connection grounded in the Saint's own practice

Completion: Saint describes how patience and discipline in handwriting relate to diligence in other areas of life and discipleship.



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

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Thank you for leading Saints Global!

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