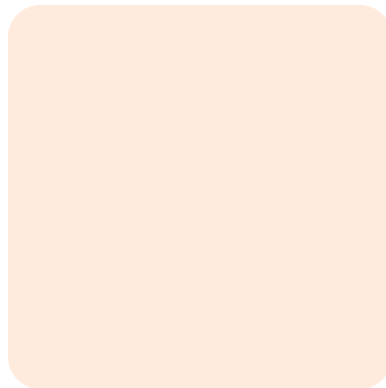


SAINTS GLOBAL  
**LEADER GUIDE**

**TEXTILES**

INTELLECTUAL CORE

Version 2026.1





# PURPOSE & IDENTITY

## SKILL BADGE PURPOSE

To develop practical textile knowledge and hands-on skill by identifying fibers and fabrics, understanding how textiles are made, and demonstrating construction, dyeing, and care practices with attention to stewardship and ecological impact.

## 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


- Fiber and fabric identification and everyday use
- Textile production from raw fiber to finished fabric
- Hands-on making skills (weaving/felting/dyeing/finishing)
- Terminology and construction understanding (woven/knit/nonwoven)
- Ecological stewardship and responsible textile care
- Career awareness in the textile industry


TIME COMMITMENT	RECOMMENDED AGE
4-6 weeks (suggested)	12+



## SAFETY CONSIDERATIONS

-  **TOOLS AND SHARP OBJECTS**  
Use scissors, needles, looms, and cutting tools with care; keep blades covered when not in use; use adult supervision when needed.

-  **CHEMICALS AND HEAT**  
When dyeing, waterproofing, or using hot water/heat sources, follow label directions, use gloves as needed, and work in a ventilated area.

-  **ALLERGIES AND SENSITIVITY**  
Some fibers, dyes, and finishes may irritate skin or trigger allergies; wash hands after handling materials and stop if irritation occurs.

## 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 why textiles matter in daily life and define the terms fiber, fabric, and textile, giving examples you use every day.**

**HOW TO TEACH**

- Have Saints point to textiles in clothing, bedding, and gear around them
- Clarify the difference between fiber (material) and fabric (construction)
- Discuss function: warmth, protection, comfort, safety gear
- Connect textile choices to stewardship and wise purchasing

**Completion:** Saint correctly defines key terms and provides practical examples.

**Requirement 1b: Collect fabric samples: two natural fiber fabrics (100% cotton/linen/wool/silk), two synthetic fabrics (nylon/polyester/acrylic/olefin/spandex), and one cellulosic manufactured fabric (rayon/acetate/lyocell).**

**HOW TO TEACH**

- Teach how to verify fiber content using labels and sources
- Encourage small swatches that can be handled and compared
- Ask Saints to predict which samples will be strongest, warmest, or most breathable
- Use a simple chart to keep samples organized

**Completion:** Saint presents correct samples with clear labeling.

*Continued on next page...*

**STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)**

**Requirement 1c: Explain the origin, characteristics, and content of each collected fiber, including the difference between cellulosic manufactured fibers and synthetic manufactured fibers.**

**HOW TO TEACH**

- Compare plant/animal sources vs manufactured processes
- Discuss performance traits: absorbency, durability, stretch, insulation
- Use real-life use cases (athletic wear vs winter layers)
- Require the Saint to justify each characteristic with evidence from the samples

**Completion:** Saint accurately explains each fiber type and key differences.



## 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 the main steps of making raw fiber into yarn and yarn into fabric, and explain how woven, knitted, and nonwoven constructions differ.**

**HOW TO TEACH**

- Use a simple flow: raw fiber → cleaning/carding → spinning → yarn → fabric construction
- Show or sketch warp/weft for woven, loops for knit, bonding for nonwoven
- Have Saints match common items to constructions (t-shirt knit, denim woven, felt nonwoven)
- Emphasize that structure changes performance

**Completion:** Saint explains the production steps and construction differences accurately.

**Requirement 2b: Choose a textile item you might purchase soon and justify the fiber or blend you would choose based on purpose, comfort, durability, cost, and care.**

**HOW TO TEACH**

- Require a specific item (jacket, socks, backpack, towel, uniform piece)
- Compare tradeoffs (cotton comfort vs slow drying; synthetics quick dry vs odor)
- Discuss care requirements and longevity
- Connect purchase choices to wise stewardship

**Completion:** Saint selects a fiber/blend and gives clear reasons tied to the item's use.



## 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: Complete two hands-on textile skill activities from the following: weaving on a simple self-made loom, making felt, creating and using natural dyes, waterproofing fabric, or fiber identification (microscope/break test).**

**HOW TO TEACH**

- Require demonstration, not just discussion
- Coach technique in small steps (tension, layering, consistent dye bath)
- Encourage troubleshooting and adjustment
- Emphasize patience and neatness as part of craftsmanship

**Completion:** Saint completes two activities successfully and explains technique and outcomes.

**Requirement 3b: Using a magnifying glass or close-up photos, examine and sketch one woven, one knitted, and one nonwoven fabric, then explain the structural differences you observe.**

**HOW TO TEACH**

- Have Saints label features: warp/weft, loops, bonded fibers
- Compare stretch, fraying, and insulation tendencies
- Ask Saints to predict performance based on structure
- Connect observations to the earlier production flow

**Completion:** Saint provides clear sketches and correct structural explanations.

*Continued on next page...*

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

**Requirement 3c: Explain the meaning of at least 10 textile terms relevant to your projects (e.g., warp, loom, spindle, cellulose, staple, worsted, nonwoven, spinneret, extrusion, sericulture).**

**HOW TO TEACH**

- Have Saints choose terms connected to what they did, not random picks
- Ask for an example of each term in real textile use
- Correct misunderstandings immediately
- Reinforce vocabulary as a tool for precision

**Completion:** Saint correctly defines 10 terms with contextual examples.

**Requirement 3d: Compare fiber categories (plant, animal, cellulosic manufactured, synthetic) by listing advantages/disadvantages and discussing at least four ecological concerns related to textile production and care.**

**HOW TO TEACH**

- Use a comparison table for clarity
- Discuss washing and microfibers in synthetics
- Explore durability and repair as stewardship
- Encourage balanced, non-slogan evaluation

**Completion:** Saint compares categories and explains four ecological concerns with one action step.



## 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: Identify five careers in textiles and describe two that interest you, including education/training, costs, and typical duties.**

**HOW TO TEACH**

- Include a range: design, manufacturing, quality, engineering, sustainability, fashion merchandising
- Ask Saints to connect careers to the skills practiced
- Encourage a next step (interview, facility tour, course)
- Highlight integrity and excellence in craftsmanship

**Completion:** Saint identifies five careers and explains two in meaningful detail.



## 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)

 [support@saintsglobal.org](mailto:support@saintsglobal.org)

 Curriculum: [curriculum@saintsglobal.org](mailto:curriculum@saintsglobal.org)

**Thank you for leading Saints Global!**

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