Skills Pack · Example

Ages 6–8 · Together

SIX SKILLS / THREE PRACTICAL, THREE PEOPLE & THINKING / ISSUED OCTOBER 25, 2026

Three practical skills. Three people & thinking skills. Choose a quick win or return to something worth practicing.

Pick what fits. You do not need to finish everything.

START HERE

Practice staying put when lost
3–5 min together
You need: nothing special.
Start: Stand right next to your child in a safe room and say: "This is pretend. We're on a trail and you can't see me. What do you do first?"
The full guide is on page 2.

THE SIX, IN TWO GROUPS

Practical skills: make, try, improve.

☐ 01 Practice staying put when lost
Quick win · 3–5 min · p. 2

☐ 02 Use a claw grip on soft food
Try together · 12–16 min · p. 4

☐ 03 Build a small wooden bookend
Build over time · 35–45 min · p. 6

People & thinking skills: listen, think, pause.

☐ 04 Say a clear, respectful no
Communication · 3–4 min · p. 9

☐ 05 Turn a wish into a savings plan
Thinking · 6–11 min · p. 11

☐ 06 Win and lose with composure
Keep practicing · 4–6 min · p. 13

If a try does not work: name what happened, try once more, then leave it for next time. That is the practice.

Every skill has its steps, your child's turn, what to do if it gets stuck, and how to do it again. Supplies are not included; each skill lists what you need and any adult help at your child's end.

A RHYTHM, IF YOU WANT ONE (NO DATES)

- Try one.
- Return to something worth practicing.
- Let your child show you.

01 / PRACTICAL SKILL / 3 MIN

Practice staying put when lost

Quick win · Outdoor judgment

One useful thing to do together today.

WHAT YOU'LL SEE WHEN IT WORKS

Your child explains why staying put helps people find them, and names the one exception: move only if the spot itself is dangerous.

FOR THIS AGE

Choose stay or wander in a pretend forest scenario.

WHAT YOU NEED

A safe room; an imaginary trail.

Time: 3–5 min together

ADULT HELP AND SAFETY

Never create a real separation, hide a child, or practice beside traffic or water.
Never create a real separation or hide from a child.
Do not practice near traffic or water.

START

Stand right next to your child in a safe room and say: "This is pretend. We're on a trail and you can't see me. What do you do first?"

STEPS: CHALLENGE, TRY, ENCOURAGE, TRY AGAIN

1. Tell the child this is a pretend trail scenario and stay beside them.
2. Practice stopping, staying in a safe nearby place, and calling for help rather than wandering to search.
3. Ask What if this spot is immediately dangerous? Move only far enough to get safe and seek adult/emergency help.

YOUR CHILD'S TURN

Your child practices stopping, staying in a safe spot nearby, and calling or making noise instead of searching.

YOU GO FIRST

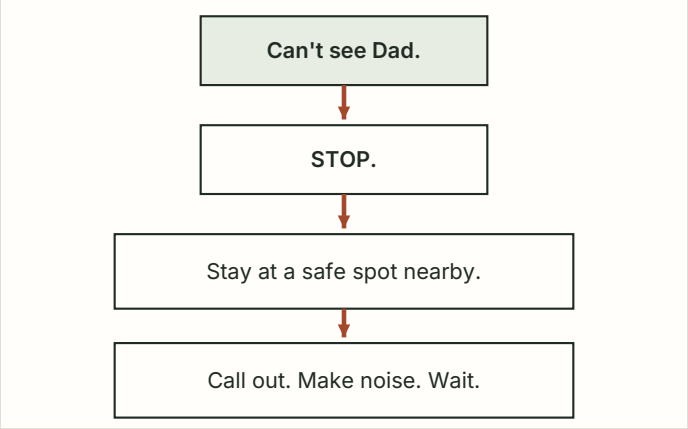
You check that your family's separation plan is simple enough to remember, and say it out loud.

Practice staying put when lost (continued)

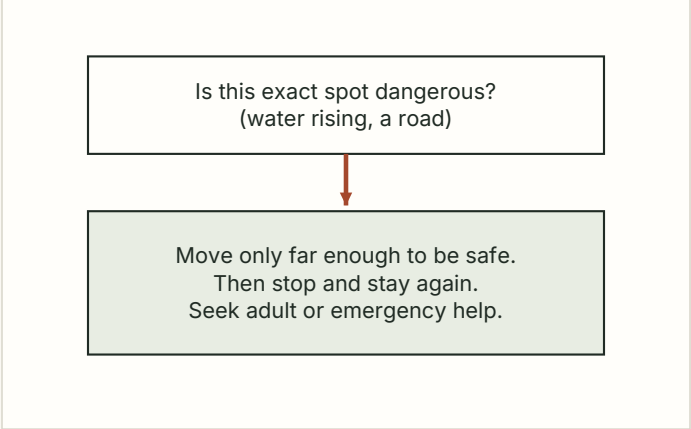
YOU'LL KNOW IT'S WORKING WHEN

They say "stop and stay" and can explain that moving makes them harder to find.

STOP AND STAY



Pretend practice, with Dad right there.



The one exception.

Taken from the card's steps 2 and 3 and its immediate-danger exception.

IF IT GETS STUCK

> **"I'd go look for you."**
> **Change:** Walk it through: if both of you move, where do you meet?
> **Say:** “If I'm looking and you're looking, we keep missing each other. If you stay, I find you.”
> **Safe pause:** One clear "stay" is enough today.

> **They get scared.**
> **Change:** Stay close, keep your hand on their shoulder, and keep it short.
> **Say:** “I'm right here. This is just practice so you'd know what to do.”
> **Safe pause:** Stop and do something fun together.

> **They don't know what "dangerous spot" means.**
> **Change:** Give one example: rising water or a busy road.
> **Say:** “If water is coming up, move just far enough to be safe, then stay.”
> **Safe pause:** One example is enough.

DO IT AGAIN

- Together: Before your next big outing, agree on the plan in one sentence each.
- With support: On a real walk, ask them to point out a good safe spot to wait.
- Everyday: For teens: compare this with a meeting plan in a busy store or event.

Source: National Park Service: Hiking with a Group

02 / PRACTICAL SKILL / 6–10 MIN · 3 MIN PREP

Use a claw grip on soft food

Try together · Kitchen making

A little more exploring. Compare what changes.

WHAT YOU'LL SEE WHEN IT WORKS

Your child keeps the fingertips of the holding hand tucked while making a few slow cuts through soft food.

FOR THIS AGE

Use a blunt child-safe cutter with soft banana under close adult guidance.

WHAT YOU NEED

- A peeled banana or soft cooked potato
- A stable board on a damp towel
- A tool suited to your child, chosen by you

Time: 3 min prep · 6–10 min together · 3 min cleanup

ADULT HELP AND SAFETY

Soft food only for this card. Adult decides tool readiness; age alone is not permission to use a sharp knife.
Soft food only for this card.
You decide tool readiness; age alone is not permission for a sharp knife.
Stay beside your child for every cut.

START

Show your holding hand first: fingertips curled under, knuckles forward. Make two slow cuts while they watch.

STEPS: CHALLENGE, TRY, ENCOURAGE, TRY AGAIN

1. Adult secures the board, chooses a tool suited to the child, and demonstrates tucked fingertips on the holding hand.
2. Child makes a few slow cuts through soft food while the adult stays beside them.
3. Put the tool down before moving pieces; compare the size of the cuts and clean the space.

YOUR CHILD'S TURN

Your child makes a few slow cuts with you right beside them, then sets the tool down before touching the pieces.

Use a claw grip on soft food (continued)

YOU GO FIRST

You cut slowly on purpose and say out loud that speed is not the goal.

YOU'LL KNOW IT'S WORKING WHEN

Fingertips stay tucked for each cut, and the tool goes down before hands move pieces.

IF IT GETS STUCK

> **Fingertips creep out flat.**
> **Change:** Stop and reset the hand before every cut.
> **Say:** "Claw first, then cut. Every time."
> Safe pause: Put the tool down. Practice the claw shape without cutting.

> **They rush.**
> **Change:** Count each cut slowly out loud together.
> **Say:** "One... and down. Slow is the skill."
> Safe pause: Stop after three slow cuts.

> **The food slides around.**
> **Change:** Re-wet the towel under the board, and cut the banana in half to make a flat side.
> **Say:** "Flat side down. Food that rolls is not your fault."
> Safe pause: Fixing the setup is part of the skill.

DO IT AGAIN

- Together: Next time you cook, cut one soft item side by side.
- With support: Let them prepare a snack with soft fruit, with you beside them.
- Everyday: For older kids: talk about why a harder ingredient needs a different setup.

03 / PRACTICAL SKILL / 10–20 MIN · 20 MIN PREP · 3 VISITS

Build a small wooden bookend

Build over time · Wood and metal

Build it. Fix one spot. Test it again.

WHAT YOU'LL SEE WHEN IT WORKS

Your child dry-fits a braced L-shaped bookend, helps clamp it square, waits the full cure time, and explains why the brace matters.

FOR THIS AGE

Choose the shape and help with dry-fitting while an adult controls glue and clamps.

WHAT YOU NEED

- Pre-cut, sanded wood base and upright
- A triangular brace
- Wood glue
- Clamps and a square
- A protected work surface

Time: 20 min prep · 10–20 min together · 1 day wait · 5 min cleanup

Three visits over two or more days. Cure time follows the glue's directions.

ADULT HELP AND SAFETY

Precut smooth stock only for the child task. Adult controls clamps and glue; no load-bearing structure or heavy testing.
Pre-cut smooth wood only for the child's part.
You control glue and clamps.
No heavy loads or load-bearing use.

START

Set the three pieces on the table and ask: "How do these go together so it doesn't fall over?"

STEPS: CHALLENGE, TRY, ENCOURAGE, TRY AGAIN

1. Adult prepares small smooth pieces; dry-fit an L shape with a triangular brace inside the corner.
2. Follow the glue instructions for prepared wood surfaces; an adult helps clamp the upright and brace square without over-tightening.
3. Wait the full cure time, inspect the joints, and test with a few light books on a low shelf or table.

Build a small wooden bookend (continued)

YOUR CHILD'S TURN

Your child dry-fits the pieces, checks the corner with the square, and helps with assembly while you control glue and clamps.

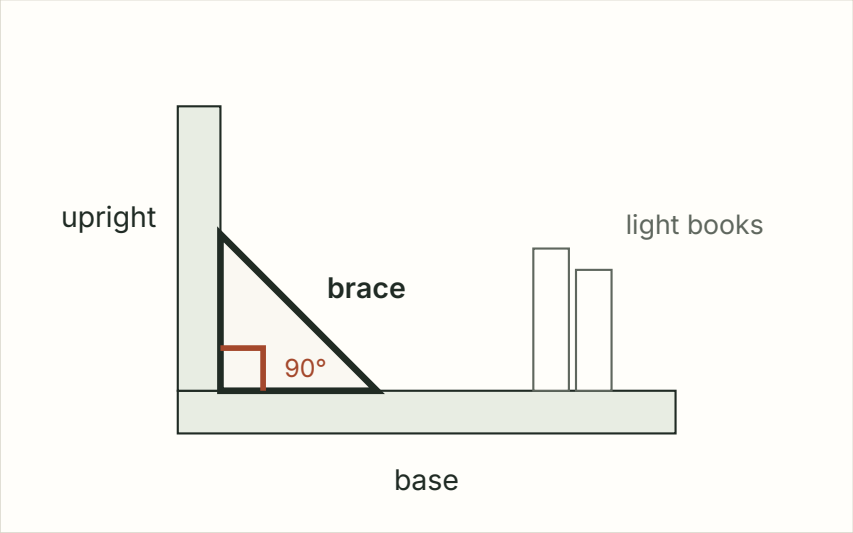
YOU GO FIRST

You plan the joint and wait properly instead of testing it early.

YOU'LL KNOW IT'S WORKING WHEN

A bookend that stands square and holds a few light books after curing.

THE BRACE HOLDS THE CORNER



Side view. Dry-fit and check the corner with a square before any glue.

Drawn from the card: base, upright and triangular brace dry-fitted square, then glued and clamped. Schematic, not to scale.

IF IT GETS STUCK

The corner isn't square in the dry fit.
Change: Check the square on both sides and adjust before any glue.
Say: "Fix it now, while it's free. Glue makes mistakes permanent."
Safe pause: A square dry fit is a full first visit.

They want to test it before it cures.
Change: Mark the cure time on paper and agree on when to test.
Say: "Glue needs its time. Testing early is how joints break."
Safe pause: Leave it clamped and walk away.

The brace doesn't fit snugly.
Change: Ask an adult to trim or re-sand it. Don't force it.
Say: "A brace only works if it touches both pieces."
Safe pause: Finish after the fix.

Build a small wooden bookend (continued)

EVERY VISIT, IN ORDER

Visit 1: Day 1: fit (about 15 min)

Dry-fit the base, upright, and brace; check squareness.

Check: The parts fit before glue is opened.

Safe to pause here: Prepare a clear clamping area.

Visit 2: Day 2: assemble (about 20 min)

Glue and clamp with the local adult.

Check: The assembly is square and supported.

Safe to pause here: Wait the adhesive's full cure time, often at least overnight.

Visit 3: After cure: test (about 10 min)

Inspect and test with light books; explain the joint.

Check: The bookend is stable within its modest purpose.

Safe to pause here: No required wait.

DO IT AGAIN

- Together: Look at shelves and tables at home and find the braces.
- With support: Make a second bookend so they have a pair, with them leading the dry fit.
- Everyday: Ask why a ladder or a chair leg has a cross piece.

04 / PEOPLE & THINKING / 3 MIN

Say a clear, respectful no

Communication · Clear communication

Take turns. Check you understood.

WHAT YOU'LL SEE WHEN IT WORKS

Your child states a short, clear no without insults or long excuses, and you accept it.

FOR THIS AGE

State a toy-sharing boundary and hear Dad accept it.

WHAT YOU NEED

None.

Time: 3–4 min together

ADULT HELP AND SAFETY

Never practice by pressuring a child about touch, secrets, or unsafe behavior.
Never practice with touch, secrets, or anything unsafe.
You accept the practice no every time. This card is not for testing whether they'll give in.

START

Set up a harmless scene: "I'm your cousin and I really want to borrow your favorite hoodie."

STEPS: CHALLENGE, TRY, ENCOURAGE, TRY AGAIN

1. Use a harmless scenario: someone wants to borrow a favorite item.
2. Try No, I am using it, or No, I am not comfortable with that. An alternative is optional.
3. Dad accepts the answer; reverse roles and practice asking without pressure.

YOUR CHILD'S TURN

Your child answers with "No, I'm using it" or "No, I'm not comfortable with that." An alternative is optional.

YOU GO FIRST

You accept their no immediately, without debating. Then you swap roles and you take a no gracefully.

YOU'LL KNOW IT'S WORKING WHEN

One calm no that they don't apologize for or explain at length.

Say a clear, respectful no (continued)

IF IT GETS STUCK

> **They say yes to avoid the awkwardness.**
> **Change:** Remind them it's practice and let them try again.
> **Say:** “Let's hear the no version. I promise I'll take it well.”
> **Safe pause:** One no is enough. Stop.

> **The no comes with a long list of reasons.**
> **Change:** Ask them to say it in five words or fewer.
> **Say:** “Shortest no you can, still polite.”
> **Safe pause:** Clap for the short one and end.

> **The no turns rude.**
> **Change:** Ask what a teacher would think if they heard it.
> **Say:** “Firm is great. Mean isn't needed. Try it again just firm.”
> **Safe pause:** Stop after one firm, kind version.

DO IT AGAIN

- Together: This week, say a low-stakes no of your own clearly, and point out how short it was.
- With support: When a friend pressures them about something small, help them pick their words beforehand.
- Everyday: For teens: talk about when a no should be followed by telling a trusted adult.

05 / PEOPLE & THINKING / 3–8 MIN · 2 MIN PREP · 3 VISITS

Turn a wish into a savings plan

Thinking · Money decisions

Spot what you can check and what you like.

WHAT YOU'LL SEE WHEN IT WORKS

Your child splits a 12-token goal into regular contributions and revises the plan after a missed one.

FOR THIS AGE

Count collected and remaining tokens up to a small total.

WHAT YOU NEED

- Paper tokens or coins drawn on paper
- A sheet with the goal and three dated spaces

Time: 2 min prep · 3–8 min together · 1 min cleanup

Three short visits over several days. Tokens are pretend; no real purchase is promised.

ADULT HELP AND SAFETY

Pretend tokens only. Don't promise a real purchase at the end.

START

Draw a pretend goal worth 12 tokens and ask: "If you save 3 each time, how many times until you get there?"

STEPS: CHALLENGE, TRY, ENCOURAGE, TRY AGAIN

1. Choose a pretend 12-token goal and an available saving amount per visit.
2. Track contributions without promising a real purchase or payment.
3. Change one assumption, such as a missed contribution, and revise the timeline.

YOUR CHILD'S TURN

Your child chooses the amount per visit, tracks it, and fixes the timeline when you introduce a missed visit.

YOU GO FIRST

You share a modest goal of your own and how you'd adjust it.

YOU'LL KNOW IT'S WORKING WHEN

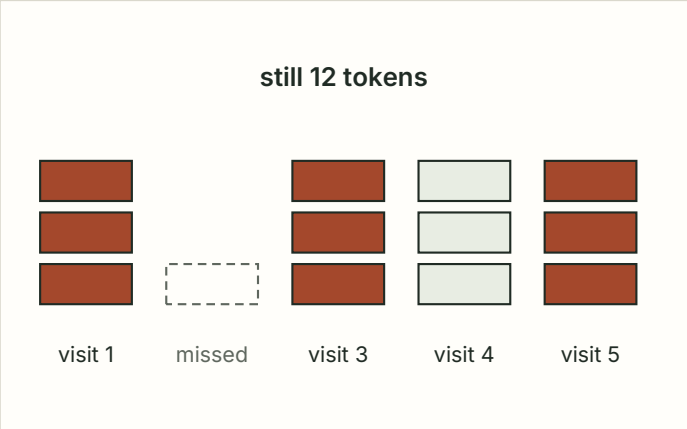
They update the plan without starting over: "One missed, so one more visit."

Turn a wish into a savings plan (continued)

12 TOKENS, 3 AT A TIME



Saving 3 each visit reaches 12 in four visits.



Missed a visit? The goal is the same. It takes one more visit.

Arithmetic from the card: a 12-token goal at 3 per visit is 4 visits; with one missed visit, 4 stacks of 3 over 5 visits.

IF IT GETS STUCK

> **The math is too hard.**
> **Change:** Move real tokens in groups and count what's left.
> **Say:** "Let's move three over. How many are still waiting?"
> Safe pause: Counting what's left is today's win.

> **A missed contribution feels like failure.**
> **Change:** Treat the change as normal and ask what the new date is.
> **Say:** "Plans change. Good planners just update."
> Safe pause: End on the updated plan.

> **They want to spend the pretend tokens on something else.**
> **Change:** Make it a real choice: change the goal or keep saving.
> **Say:** "You can switch goals. What does it do to the plan?"
> Safe pause: Either choice, explained, is fine.

EVERY VISIT, IN ORDER

Visit 1: Visit 1: plan (about 8 min)

Set a fictional cost and contributions.

Check: The arithmetic reaches the goal.

Safe to pause here: Return at the next chosen check-in.

Visit 2: Visit 2: adjust (about 5 min)

Introduce one changed assumption and revise.

Check: The new timeline is explained.

Safe to pause here: Use the revised plan.

Turn a wish into a savings plan (continued)

Visit 3: Visit 3: review (about 3 min)

Calculate the remaining amount and next step.

Check: Child can update the plan without starting over.

Safe to pause here: No required wait.

DO IT AGAIN

- Together: Show them a real, small goal of yours and the next contribution.
- With support: If they get birthday money, help them make a plan for one thing.
- Everyday: When something they want costs more than expected, ask: "What changes in the plan?"

Source: Consumer Financial Protection Bureau: Money as You Grow

06 / PEOPLE & THINKING / 4 MIN

Win and lose with composure

Keep practicing · Self-regulation

Practice while calm. Dad takes a turn too.

WHAT YOU'LL SEE WHEN IT WORKS

After either a win or a loss, your child says something respectful and names a next step.

FOR THIS AGE

Use Good game and choose whether to play again.

WHAT YOU NEED

A quick guessing game; no money or stakes.

Time: 4–6 min together

ADULT HELP AND SAFETY

Do not let them win every round; that skips the practice.
No lectures after a loss.

START

Play three quick rounds of "guess my number, one to three." No stakes, no prizes.

Win and lose with composure (continued)

STEPS: CHALLENGE, TRY, ENCOURAGE, TRY AGAIN

1. Play three rounds of guessing a number from one to three.
2. Winner names something the other person did well. Loser says one thing to try next.
3. Dad models disappointment without blame; child may say I am disappointed and still be kind.

YOUR CHILD'S TURN

Winner names one thing the other did well; loser names one thing to try next.

YOU GO FIRST

You lose for real sometimes and show disappointment without blaming the game or your child.

YOU'LL KNOW IT'S WORKING WHEN

They say one respectful thing after a loss, even if they're clearly disappointed. Disappointed and kind is the goal.

IF IT GETS STUCK

> **They gloat when they win.**
> **Change:** Before the next round, agree on the winner's line: "Good game. You almost had it."
> **Say:** "Winners get to say something nice. That's the rule."
> Safe pause: Practice the line once and end the game.

> **Tears or anger after losing.**
> **Change:** Name the feeling first, then offer to play again later, not now.
> **Say:** "Losing stinks. You can be disappointed and still be a good teammate."
> Safe pause: Stop the game. Come back to it on a better day.

> **They quit the moment they fall behind.**
> **Change:** Play best of three, and agree in advance that you finish all three.
> **Say:** "We finish the set either way. Then you choose: again or done."
> Safe pause: Finishing the set is today's win.

DO IT AGAIN

- Together: When your team loses on TV or in your own game, say one thing the other side did well.
- With support: Before their next real game or match, rehearse their winner line and their loser line.
- Everyday: After a real win or loss, ask what they said to the other side, not just the score.

Extras for the car ride

DID YOU KNOW?

A shooting star is not a star. It is a bit of space dust, often smaller than a pea, burning up as it hits the air.

Ask: Have you ever seen one? Want to watch for one this week?

Source: NASA

DID YOU KNOW?

Venus takes about 243 Earth days to spin once, but about 225 to go around the Sun.

Ask: Which finishes first: its spin or its trip around the Sun?

Source: NASA

ONE LINE TO KEEP

“Raise your words, not your voice. It is rain that grows flowers, not thunder.”

Attributed to Rumi

These are choices to explore and practice together, not assignments. A five-minute introduction is a start, not mastery.

The teaching guidance is an editorial draft written for each skill; it is not professional advice, and you decide what fits your child.

© True Father. Yours to keep.