FamilyRhythm

Foundation Adult Toolkit

Teach the work. Make the agreement clear. Try one responsibility.

Use these sheets to agree on responsibilities, what finished means, and what to try next. Start with one sheet. Keep what helps and return when the next question becomes useful.

01 The Capable Kid Map

02 The Responsibility Map

03 What Does “Done” Look Like?

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The worksheets are for printing and handwriting. They are optional, and you can use the questions without the FamilyRhythm app. Writing on a printed sheet does not upload anything.

Companion course: familyrhythm.com/learn/foundation

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The Capable Kid Map

Choose one everyday job. Notice who manages each part, then choose what to teach next.

Child / date _____

The job _____

Part of the job	Adult does it	We do it together	Child does it
Remembering and starting			
Preparing supplies			
Doing the work			
Checking the result			

The next part I will teach

What I will show, and what the child will try

Tools, reminders, or help we will keep

When we will try it _____

When we will look back _____

After the attempt: what could the child do, and what will we practice next?

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The Responsibility Map

Required or optional describes the expectation. Paid or unpaid describes the agreement. Record both.

Family / date _____

Work and person	Required or optional?	Paid or unpaid?	Amount and review time

Examples: putting personal shoes away without pay; a regular cleaning responsibility with credits; an optional Bonus Job. Use the categories your family actually needs.

For the first job: what does finished mean?

What will we teach before the child begins?

What did the child understand the agreement to be?

Afterward: did the adults follow the terms they set?

Keep existing promises and earned balances intact when you change the terms for future work.

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What Does “Done” Look Like?

Start with one job. Show the result, teach the steps, and let the child check before you review.

Child / date _____

The job _____

Visible finish check	Why it matters
1.	
2.	

The step I will demonstrate

_____

What the child will attempt

_____

How the child will check their work

_____

What still needed teaching or finishing?

_____

_____

Adult review time _____

Next attempt _____

If you left out a requirement, say so and teach it. If a known step is unfinished, name that part and ask the child to complete it. Keep the same finish standard during review.

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Help That Makes the Next Step Possible

Find the actual obstacle. Choose help that makes another attempt workable.

Child / date _____

The job _____

What you observe	A useful response to try
The child does not know a step.	Demonstrate that step, then watch an attempt.
The tool or area is difficult to manage.	Change the tool or reduce the area.
The child knows the work but misses the start.	Choose a visible cue or reminder.
Time or energy is short today.	Share the work or choose another time.

Use the response that fits today. Teaching, shared work, reminders, and independent attempts can recur as the job changes.

What is getting in the way?

What we will change or teach

The part the child will try next

Afterward: what became easier, and what still needs practice?

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The Wants-to-Work Conversation

Use a real optional request. State any adult limit before calculating what it will take.

The request _____

Adult limit or approval _____

Price _____

Money or credits already available _____

Difference still needed _____

Include money already available from gifts, allowance, or previous earnings. Use the same units throughout the calculation.

Available option	What it would take
Wait or keep saving	
Choose a less expensive item	
Choose available extra work	
Keep the money for another purpose	

What would have to wait if the child buys this?

The child's choice and reason

Afterward: did the child understand the cost and the trade? Buying, waiting, earning more, and passing can each be reasonable choices.

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Making Room for a Real Choice

Offer options you can accept. State real limits before the child decides.

Who decides?	Example
Child chooses within standing family rules	Choose clothes that fit the weather and occasion.
Child chooses within a specific limit	Choose one activity that fits the 45 minutes available.
Adult decides, with explanation	Set the departure time needed for an appointment.

The decision we will practice

The actual limit, if one applies

Two options I can accept

Information the child needs before choosing

The choice made and the options left afterward

Afterward: did the decision really belong to the child? Answer questions and offer requested help. Let an acceptable preference stand.

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When Something Goes Wrong

Find out what happened before choosing the response. Begin with any immediate care or cleanup.

Date / situation

What fits? Accident / unfinished work / broken agreement / missing information / faulty product / ordinary regret. More than one can apply.

What happened, and what did the child understand?

Who or what was affected?

Available remedy: search, return, repair, or correction of an adult error

Child’s next step	Adult’s next step

How we will know this is settled

When we will check back

Keep repair manageable. Record any agreed repair payment separately from earlier earnings. Ordinary regret does not need an added penalty. A legitimate refund or correction is part of handling the problem.

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Our First Family Rhythm

Plan one responsibility for one week. Include the adult's work as well as the child's.

Task / child _____

Cue or start time _____

What finished looks like

_____

_____

What we will teach and what help stays available

_____

Who reviews / when _____

Agreed payment, if any / when posted _____

After a missed day: finish later, reassign, or drop this occurrence?

_____

Weekly check-in time _____

What worked?	One change for next time

Any completed work still waiting for adult review or payment?

_____

Settle completed work, decide what to do with missed work, and name the next start time. Keep larger decisions about workload and household rules for a separate family discussion.

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Adult Alignment Sheet

Use this alone or with another caregiver. Mark A for agree, D for disagree, or ? for discuss. Compare the reasons.

Adult A / Adult B / date _____

Proposed family agreement	A	B
We teach a job before expecting independent work.		
We state whether work is required or optional and paid or unpaid.		
We honor completed work and preserve earned balances.		
Adults keep an agreed review and payment time.		
Children can choose an allowed option the adult would not choose.		
We correct adult mistakes and use legitimate returns or repairs.		
We plan how to restart after missed work.		

One difference that affects daily life

_____

The agreement we will try

_____

_____

Who needs to know _____

When we will review it _____

Different homes can use different schedules and reminders. Adults explain the agreement directly; the child does not coordinate between them.

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Words to Use

Use words that fit the actual job and the child. A short, specific response is enough.

Moment	Words to use
Teaching	“I’ll show you, then you can try.”
Getting stuck	“Which part is difficult?”
Offering help	“Do you want a hint, a demonstration, or time to try?”
Unfinished work	“This part still needs cleaning. Do you know how to do it?”
Adult omission	“I didn’t show you that part. Let me show you now.”
Payment	“This is the amount we agreed on.”
A purchase	“If you spend this here, what will have to wait?”
A real choice	“Both of these work for me. Which would you like?”
A problem	“Tell me what happened.”
Regret	“Let’s see what options are left.”
A missed day	“We missed it today. What got in the way?”
The next attempt	“Let’s keep what worked and change this part.”

A phrase that sounds natural in our home