



# **THE SEVEN SKILL SETS**

*Second Grade Workbook*



# SKILL SET 1

## COMMITMENT

**T**his skill set requires you to choose your desired commitment level and complete the entire skill. There are 3 levels to choose from that have a commitment of three, six, or nine months. You may choose any level, but you must complete every task to earn the points.

### COMMITMENT LEVEL 1

This is a three month commitment. You must complete the entire level to earn the points. This level requires you to do the following for three months:

- Create a Dream Board.
- Read one book about your dream job once a month.
- Mentor with someone in your dream job field.
- Watch a film or TV show about your dream job.
- Complete a project about your dream job.
- Write a story about your dream job.
- Learn what it takes to be in your dream job. Decide what subject are you learning at school that will help you advance in your job.
- Pick a toy or game that you would like to have this year. Then find out how much it cost.
- Get a piggy bank and start saving money once a month.
- Create odd and end jobs to earn money for chosen toy or game.
- Pick a task or skill that you would like to learn or excel at and practice it five days a week for 20 minutes a day.

### COMMITMENT LEVEL 2

This is a six month commitment. You must complete the entire level to earn the points. This level requires you to do the following for six months:

- Create a Dream Board.
- Read one book about your dream job once a month.
- Mentor with someone in your dream job field.
- Watch a film or TV show about your dream job.
- Complete a project about your dream job.
- Write a story about your dream job.

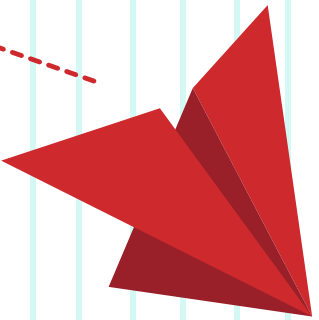
- Learn what it takes to be in your dream job. Decide what subject are you learning at school that will help you advance in your job.
- Pick a toy or game that you would like to have this year. Then find out how much it cost.
- Get a piggy bank and start saving money once a month.
- Create odd and end jobs to earn money for chosen toy or game.
- Pick a task or skill that you would like to learn or excel at and practice it five days a week for 20 minutes a day.

### COMMITMENT LEVEL 3

This is a nine month commitment. You must complete the entire level to earn the points. This level requires you to do the following for nine months:

- Create a Dream Board.
- Read one book about your dream job once a month.
- Mentor with someone in your dream job field.
- Watch a film or TV show about your dream job.
- Complete a project about your dream job.
- Write a story about your dream job.
- Learn what it takes to be in your dream job. Decide what subject are you learning at school that will help you advance in your job.
- Pick a toy or game that you would like to have this year. Then find out how much it cost.
- Get a piggy bank and start saving money once a month.
- Create odd and end jobs to earn money for chosen toy or game.
- Pick a task or skill that you would like to learn or excel at and practice it five days a week for 20 minutes a day.





# CERTIFICATE OF COMMITMENT

My Dream Job is .....

and I commit to improve in .....

and save money for .....

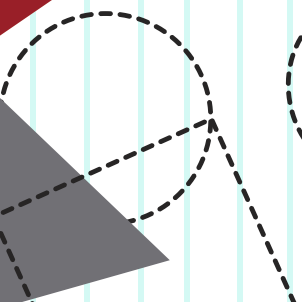
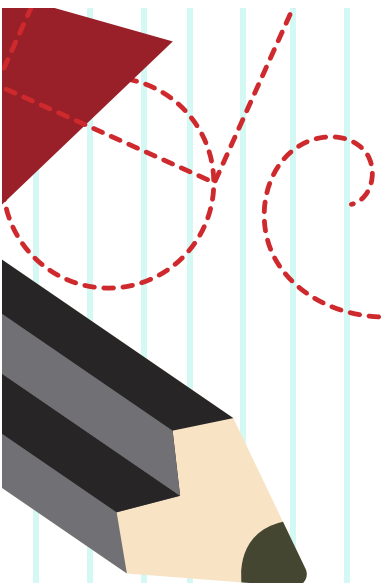
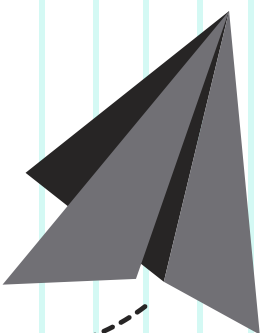
This certificate is to certify that

.....  
NAME

has committed to complete

Commitment Level .....  
NUMBER

.....  
DATE PARENT/TEACHER SIGNATURE





# COMMITMENT LEVEL 1 TASKS - 1,190 POINTS

Commitment Level 1 is a three month commitment. You must complete all of the tasks to earn any of the 1,150 available points.

**TASK 1, Leadership Stories:** The child must read each of the Klondike Leadership Academy stories focused on the seven skill sets. This is the Commitment story.

SKILL SET STORY	POINTS	PARENT/TEACHER SIGNATURE
Commitment	15	

## KLONDIKE'S TOMATO GARDEN

Klondike is sitting in the kitchen with his dad, watching him make lunch. His dad chops up the tomatoes into small triangles and drops them into the salad bowl with the lettuce. Suddenly, Klondike has a big idea.

“Hey dad, can I plant a tomato garden?!” Klondike asks as he jumps up and down.

“You sure can son, but if you start it, you have to finish it,” his dad explains.

“I will dad. I will!” Klondike promises.

Later that day, after Klondike has gathered all the things he will need for his garden from the shed in his backyard, he begins planting. As he’s beginning to pull weeds out of the ground, three shadows block out the sun. Klondike looks up to see his friends Marty, Sally, and Timmy standing above him. “Hey guys! How’s it going?” Klondike asks.

“It’s good Klondike. What are you doing digging in the dirt?” Marty asks.

“I’m planting a tomato garden!” Klondike exclaims.

“That’s cool, but why don’t you come play with us instead?” Timmy suggests.

“Well, I’m supposed to finish my garden but ...” Klondike bites his lip and thinks for a moment before saying, “okay, let me go ask my dad.”

Klondike walks up the back steps to his house and enters the kitchen, where his dad is cleaning up from lunch. “Hey dad, can I go play with Sally, Timmy, and Marty?” Klondike asks.

“That depends. Have you finished planting your tomatoes?” his dad asks, looking at his son over the rim of his glasses.

“Well ... I’m not quite done yet ...” Klondike reluctantly replies.

“Klondike, we talked about this. You have to finish planting your tomatoes before you can go

play. You made a commitment, and now you have to stick to it,” his dad explains.

With a sigh, Klondike turns around and says “Okay dad,” as he makes his way back to garden, head hanging sadly.

When Klondike makes it back to his friends, he glumly explains “My dad told me I have to finish planting my garden before I can go play.”

“Okay, we can play tomorrow! Bye Klondike,” Sally says. Klondike watches with a heavy heart as his friends turn around and walk away.

A few days later, Klondike arrives home from school to find his mom sitting in the living room working on her computer. “Hey Klondike, how was school today?” she asks.

“It was really fun. Can I go watch TV for a little while?” Klondike asks.

“Sure Klondike, but first you need to water your tomato plants. They need a lot of care and attention,” his mom explains.

“Aw, mom. Can’t I do it after I watch my show?” Klondike asks with a groan.

“No, Klondike. I’m afraid not. When you chose to plant a garden, we told you it had to be watered right when you got home from school every day. You have to be committed to your tomato garden in order for it grow,” his mother says.

“Okay mom, I will go do it now,” Klondike says with a frown.

A few months go by. Klondike continues to carefully water and tend his tomato garden. He misses out on some fun things, but the tomato plants thrive under his care. They grow taller and begin to sprout flowers, then small green tomatoes. Until, finally, the small green tomatoes grow into big juicy red tomatoes, ripe for the picking.

Klondike’s dad walks into his room and smiles while watching his son coloring in the floor. “Hey Klondike, I was just outside looking at your garden, and I think it’s time to pick those tomatoes of yours,” he says.

Klondike’s eyes light up with excitement. “It’s time? It’s finally time to pick them?” he asks.

“Yes, son. You’ve worked hard to get them to grow, and all that work has paid off. Let’s go see how many you’ve grown,” his dad says.

Later that night, as the Polar Bear family is eating their dinner, they all share their love for Klondike’s wonderful tomatoes. “Klondike, these tomatoes are delicious. You did a great job growing your garden,” his mother says with pride.

“Thanks mom. It was harder than I thought it would be to stay committed. Some days, I just wanted to play with my friends or watch TV instead of working in my garden. It was worth it though. They taste so good, and it was really neat to watch the tomatoes grow and know that I had been the one to help them,” Klondike explains, “Next time I make a commitment, I’ll be ready. I’ll know that a commitment takes a lot of work, but it’s worth it in the end.”

**TASK 2:** Create a Dream Board. May be illustrated or written by child.

POINTS	PARENT/TEACHER SIGNATURE
100	



# DREAM BOARD

When I grow up I want to be ...

I would like to buy a ...

I need to improve in the subject of math, reading or English (pick one).



**TASK 3:** Read a book about your dream job once a month.

MONTH	TITLE & AUTHOR	POINTS	SIGNATURE
1		25	
2		25	
3		25	

**TASK 4:** Mentor with someone in your dream job field for a day.

MENTOR'S NAME	MENTOR'S JOB TITLE	POINTS	SIGNATURE
		100	

**TASK 5:** Watch a film or TV show about your dream job.

NAME OF FILM/TV SHOW	POINTS	SIGNATURE
	50	

**TASK 6:** Do a project about your dream job.

NAME OF PROJECT	POINTS	SIGNATURE
	50	

**TASK 7:** Learn what it takes to be in your dream job. Decide what subject you are learning at school that will help you advance in your job.

POINTS	PARENT/TEACHER SIGNATURE
15	

**TASK 8:** Write a story about your dream job in the space provided on the next page. Present writing to a parent or teacher.

POINTS	PARENT/TEACHER SIGNATURE
25	

**TASK 9:** Have a dress-up day where you dress for your dream job.

POINTS	PARENT/TEACHER SIGNATURE
25	







**TASK 10:** Pick a task or skill that you would like to learn, or excel at, and practice it five days a week for 20 minutes a day.

WEEK	POINTS	PARENT/TEACHER SIGNATURE
1	50	
2	50	
3	50	
4	50	
5	50	
6	50	
7	50	
8	50	
9	50	
10	50	
11	50	
12	50	

**TASK 11:** Pick an item that you would like to have this year (toy, game, etc.). Then, find out how much it costs.

ITEM	COST	POINTS	SIGNATURE
		10	

**TASK 12:** Create an odds and ends job to earn money for chosen toy or game.

JOB CREATED	POINTS	PARENT/TEACHER SIGNATURE
	50	

**TASK 13:** Get a piggy bank and start saving money once a month. Use the chart provided called "Piggy Bank Deposits" on pages 45-47 to keep track of each time you put money in the piggy bank!

<b>MONTH</b>	<b>AMOUNT SAVED</b>	<b>POINTS</b>	<b>SIGNATURE</b>
<b>1</b>		<b>25</b>	
<b>2</b>		<b>25</b>	
<b>3</b>		<b>25</b>	



## COMMITMENT LEVEL 2 TASKS - 2,215 POINTS

Commitment Level 2 is a six month commitment. You must complete all of the tasks to earn any of the 1,975 available points.

**TASK 1, Leadership Stories:** The child must read each of the Klondike Leadership Academy stories focused on the seven skill sets. This is the Commitment story.

SKILL SET STORY	POINTS	PARENT/TEACHER SIGNATURE
Commitment	15	

## KLONDIKE'S TOMATO GARDEN

Klondike is sitting in the kitchen with his dad, watching him make lunch. His dad chops up the tomatoes into small triangles and drops them into the salad bowl with the lettuce. Suddenly, Klondike has a big idea.

“Hey dad, can I plant a tomato garden?!” Klondike asks as he jumps up and down.

“You sure can son, but if you start it, you have to finish it,” his dad explains.

“I will dad. I will!” Klondike promises.

Later that day, after Klondike has gathered all the things he will need for his garden from the shed in his backyard, he begins planting. As he’s beginning to pull weeds out of the ground, three shadows block out the sun. Klondike looks up to see his friends Marty, Sally, and Timmy standing above him. “Hey guys! How’s it going?” Klondike asks.

“It’s good Klondike. What are you doing digging in the dirt?” Marty asks.

“I’m planting a tomato garden!” Klondike exclaims.

“That’s cool, but why don’t you come play with us instead?” Timmy suggests.

“Well, I’m supposed to finish my garden but ...” Klondike bites his lip and thinks for a moment before saying, “okay, let me go ask my dad.”

Klondike walks up the back steps to his house and enters the kitchen, where his dad is cleaning up from lunch. “Hey dad, can I go play with Sally, Timmy, and Marty?” Klondike asks.

“That depends. Have you finished planting your tomatoes?” his dad asks, looking at his son over the rim of his glasses.

“Well ... I’m not quite done yet ...” Klondike reluctantly replies.

“Klondike, we talked about this. You have to finish planting your tomatoes before you can go

play. You made a commitment, and now you have to stick to it,” his dad explains.

With a sigh, Klondike turns around and says “Okay dad,” as he makes his way back to garden, head hanging sadly.

When Klondike makes it back to his friends, he glumly explains “My dad told me I have to finish planting my garden before I can go play.”

“Okay, we can play tomorrow! Bye Klondike,” Sally says. Klondike watches with a heavy heart as his friends turn around and walk away.

A few days later, Klondike arrives home from school to find his mom sitting in the living room working on her computer. “Hey Klondike, how was school today?” she asks.

“It was really fun. Can I go watch TV for a little while?” Klondike asks.

“Sure Klondike, but first you need to water your tomato plants. They need a lot of care and attention,” his mom explains.

“Aw, mom. Can’t I do it after I watch my show?” Klondike asks with a groan.

“No, Klondike. I’m afraid not. When you chose to plant a garden, we told you it had to be watered right when you got home from school every day. You have to be committed to your tomato garden in order for it grow,” his mother says.

“Okay mom, I will go do it now,” Klondike says with a frown.

A few months go by. Klondike continues to carefully water and tend his tomato garden. He misses out on some fun things, but the tomato plants thrive under his care. They grow taller and begin to sprout flowers, then small green tomatoes. Until, finally, the small green tomatoes grow into big juicy red tomatoes, ripe for the picking.

Klondike’s dad walks into his room and smiles while watching his son coloring in the floor. “Hey Klondike, I was just outside looking at your garden, and I think it’s time to pick those tomatoes of yours,” he says.

Klondike’s eyes light up with excitement. “It’s time? It’s finally time to pick them?” he asks.

“Yes, son. You’ve worked hard to get them to grow, and all that work has paid off. Let’s go see how many you’ve grown,” his dad says.

Later that night, as the Polar Bear family is eating their dinner, they all share their love for Klondike’s wonderful tomatoes. “Klondike, these tomatoes are delicious. You did a great job growing your garden,” his mother says with pride.

“Thanks mom. It was harder than I thought it would be to stay committed. Some days, I just wanted to play with my friends or watch TV instead of working in my garden. It was worth it though. They taste so good, and it was really neat to watch the tomatoes grow and know that I had been the one to help them,” Klondike explains, “Next time I make a commitment, I’ll be ready. I’ll know that a commitment takes a lot of work, but it’s worth it in the end.”

**TASK 2:** Create a Dream Board. May be illustrated or written by child.

POINTS	PARENT/TEACHER SIGNATURE
100	

# DREAM BOARD

When I grow up I want to be ...

I would like to buy a ...

I need to improve in the subject of math, reading or English (pick one).



**TASK 3:** Read a book about your dream job once a month.

MONTH	TITLE & AUTHOR	POINTS	SIGNATURE
1		25	
2		25	
3		25	
4		25	
5		25	
6		25	

**TASK 4:** Mentor with someone twice in your dream job field for a day each time.

MENTOR'S NAME	MENTOR'S JOB TITLE	POINTS	SIGNATURE
		100	
		100	

**TASK 5:** Watch two films or TV shows about your dream job.

NAME OF FILM/TV SHOW	POINTS	PARENT/TEACHER SIGNATURE
	50	
	50	

**TASK 6:** Do two projects about your dream job.

NAME OF PROJECT	POINTS	PARENT/TEACHER SIGNATURE
	50	
	50	

**TASK 7:** Learn what it takes to be in your dream job. Decide what subject you are learning at school that will help you advance in your job.

POINTS	PARENT/TEACHER SIGNATURE
15	

**TASK 8:** Have a dress-up day where you dress for your dream job.

POINTS	PARENT/TEACHER SIGNATURE
25	

**TASK 9:** Write two stories about your dream job in the space provided on this page and the next page. Give writings to a teacher or parent when finished.

POINTS	PARENT/TEACHER SIGNATURE
25	
25	











**TASK 10:** Pick a task or skill that you would like to learn, or excel at, and practice it five days a week for 20 minutes a day.

<b>WEEK</b>	<b>POINTS</b>	<b>PARENT/TEACHER SIGNATURE</b>
1	50	
2	50	
3	50	
4	50	
5	50	
6	50	
7	50	
8	50	
9	50	
10	50	
11	50	
12	50	
13	50	
14	50	
15	50	
16	50	
17	50	
18	50	
19	50	
20	50	

**TASK 11:** Pick an item that you would like to have this year (toy, game, etc.). Then, find out how much it costs.

ITEM	COST	POINTS	SIGNATURE
		10	

**TASK 12:** Create two odds and ends jobs to earn money for chosen toy or game.

JOB CREATED	POINTS	PARENT/TEACHER SIGNATURE
	50	
	50	

**TASK 13:** Get a piggy bank and start saving money once a month. Use the chart provided called "Piggy Bank Deposits" on pages 45-47 to keep track of each time you put money in the piggy bank!

MONTH	AMOUNT SAVED	POINTS	SIGNATURE
1		25	
2		25	
3		25	
4		25	
5		25	
6		25	

## COMMITMENT LEVEL 3 TASKS - 3,240 POINTS

Commitment Level 3 is a nine month commitment. You must complete all of the tasks to earn any of the 2,400 available points.

**TASK 1, Leadership Stories:** The child must read each of the Klondike Leadership Academy stories focused on the seven skill sets. This is the Commitment story.

SKILL SET STORY	POINTS	PARENT/TEACHER SIGNATURE
Commitment	15	

### KLONDIKE'S TOMATO GARDEN

Klondike is sitting in the kitchen with his dad, watching him make lunch. His dad chops up the tomatoes into small triangles and drops them into the salad bowl with the lettuce. Suddenly, Klondike has a big idea.

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“I will dad. I will!” Klondike promises.

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“It’s good Klondike. What are you doing digging in the dirt?” Marty asks.

“I’m planting a tomato garden!” Klondike exclaims.

“That’s cool, but why don’t you come play with us instead?” Timmy suggests.

“Well, I’m supposed to finish my garden but ...” Klondike bites his lip and thinks for a moment before saying, “okay, let me go ask my dad.”

Klondike walks up the back steps to his house and enters the kitchen, where his dad is cleaning up from lunch. “Hey dad, can I go play with Sally, Timmy, and Marty?” Klondike asks.

“That depends. Have you finished planting your tomatoes?” his dad asks, looking at his son over the rim of his glasses.

“Well ... I’m not quite done yet ...” Klondike reluctantly replies.

“Klondike, we talked about this. You have to finish planting your tomatoes before you can go

play. You made a commitment, and now you have to stick to it,” his dad explains.

With a sigh, Klondike turns around and says “Okay dad,” as he makes his way back to garden, head hanging sadly.

When Klondike makes it back to his friends, he glumly explains “My dad told me I have to finish planting my garden before I can go play.”

“Okay, we can play tomorrow! Bye Klondike,” Sally says. Klondike watches with a heavy heart as his friends turn around and walk away.

A few days later, Klondike arrives home from school to find his mom sitting in the living room working on her computer. “Hey Klondike, how was school today?” she asks.

“It was really fun. Can I go watch TV for a little while?” Klondike asks.

“Sure Klondike, but first you need to water your tomato plants. They need a lot of care and attention,” his mom explains.

“Aw, mom. Can’t I do it after I watch my show?” Klondike asks with a groan.

“No, Klondike. I’m afraid not. When you chose to plant a garden, we told you it had to be watered right when you got home from school every day. You have to be committed to your tomato garden in order for it grow,” his mother says.

“Okay mom, I will go do it now,” Klondike says with a frown.

A few months go by. Klondike continues to carefully water and tend his tomato garden. He misses out on some fun things, but the tomato plants thrive under his care. They grow taller and begin to sprout flowers, then small green tomatoes. Until, finally, the small green tomatoes grow into big juicy red tomatoes, ripe for the picking.

Klondike’s dad walks into his room and smiles while watching his son coloring in the floor. “Hey Klondike, I was just outside looking at your garden, and I think it’s time to pick those tomatoes of yours,” he says.

Klondike’s eyes light up with excitement. “It’s time? It’s finally time to pick them?” he asks.

“Yes, son. You’ve worked hard to get them to grow, and all that work has paid off. Let’s go see how many you’ve grown,” his dad says.

Later that night, as the Polar Bear family is eating their dinner, they all share their love for Klondike’s wonderful tomatoes. “Klondike, these tomatoes are delicious. You did a great job growing your garden,” his mother says with pride.

“Thanks mom. It was harder than I thought it would be to stay committed. Some days, I just wanted to play with my friends or watch TV instead of working in my garden. It was worth it though. They taste so good, and it was really neat to watch the tomatoes grow and know that I had been the one to help them,” Klondike explains, “Next time I make a commitment, I’ll be ready. I’ll know that a commitment takes a lot of work, but it’s worth it in the end.”

**TASK 2:** Create a Dream Board. May be illustrated or written by child.

POINTS	PARENT/TEACHER SIGNATURE
100	

# DREAM BOARD

When I grow up I want to be ...

I would like to buy a ...

I need to improve in the subject of math, reading or English (pick one).





**TASK 3:** Read a book about your dream job once a month.

MONTH	TITLE & AUTHOR	POINTS	SIGNATURE
1		25	
2		25	
3		25	
4		25	
5		25	
6		25	
7		25	
8		25	
9		25	

**TASK 4:** Mentor with someone three times in your dream job field for a day each time.

MENTOR'S NAME	MENTOR'S JOB TITLE	POINTS	SIGNATURE
		100	
		100	
		100	

**TASK 5:** Watch three films or TV shows about your dream job.

NAME OF FILM/TV SHOW	POINTS	PARENT/TEACHER SIGNATURE
	50	
	50	
	50	

**TASK 6:** Do three projects about your dream job.

NAME OF PROJECT	POINTS	PARENT/TEACHER SIGNATURE
	50	
	50	
	50	

**TASK 7:** Learn what it takes to be in your dream job. Decide what subject you are learning at school that will help you advance in your job.

POINTS	PARENT/TEACHER SIGNATURE
15	

**TASK 8:** Have a dress-up day where you dress for your dream job.

POINTS	PARENT/TEACHER SIGNATURE
25	

**TASK 9:** Write three stories about your dream job in the space provided on this page and the next three pages.

POINTS	PARENT/TEACHER SIGNATURE
25	
25	
25	















**TASK 10:** Pick a task or skill that you would like to learn, or excel at, and practice it five days a week for 20 minutes a day.

<b>WEEK</b>	<b>POINTS</b>	<b>PARENT/TEACHER SIGNATURE</b>
1	50	
2	50	
3	50	
4	50	
5	50	
6	50	
7	50	
8	50	
9	50	
10	50	
11	50	
12	50	
13	50	
14	50	
15	50	
16	50	
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19	50	
20	50	
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22	50	
23	50	
24	50	
25	50	
26	50	
27	50	
28	50	
29	50	
30	50	
31	50	
32	50	
33	50	
34	50	
35	50	
36	50	

**TASK 11:** Pick an item that you would like to have this year (toy, game, etc.). Then, find out how much it costs.

ITEM	COST	POINTS	SIGNATURE
		10	

**TASK 12:** Create three odds and ends jobs to earn money for chosen toy or game.

JOB CREATED	POINTS	PARENT/TEACHER SIGNATURE
	50	
	50	
	50	

**TASK 13:** Get a piggy bank and start saving money once a month. Use the chart provided called "Piggy Bank Deposits" on pages 45-47 to keep track of each time you put money in the piggy bank!

<b>MONTH</b>	<b>AMOUNT SAVED</b>	<b>POINTS</b>	<b>SIGNATURE</b>
1		25	
2		25	
3		25	
4		25	
5		25	
6		25	
7		25	
8		25	
9		25	













# SKILL SET 2

## YES, I CAN

**M**any times in life we are faced with our own worst enemy: Self-doubt. A part of being a leader is knowing how to let go of self-doubt, and promoting a positive attitude. Klondike Leadership Academy wants to give your child a head start with the 'Yes I Can' skill set. Begin this skill set, and finish all of the activities for a grand total of 1,915 points toward the end-of-the-year prize.

“Do the best you  
can until you  
know better.

Then when you  
know better, do  
better.

-Maya Angelou”

**TASK 1, Leadership Stories:** The child must read each of the Klondike Leadership Academy stories focused on the seven skill sets. This is the Yes, I Can story.

SKILL SET STORY	POINTS	PARENT/TEACHER SIGNATURE
Yes, I Can	15	

## THE CONFIDENT TEXAS POLAR BEAR

Klondike, a pure white polar bear with big friendly eyes, walks down a sidewalk. His neighbors, a mother and her daughter, pass by. Looking back, the daughter whispers to the mother, “Mommy why is that polar bear in Texas? He is the only one I have ever seen here!”

Klondike thinks, ‘I like Texas, but why can’t other polar bears like me live here too? That way, I wouldn’t feel so alone.’

Klondike slowly makes his way home, the thought of having no polar bear friends bugging him the whole way.

“Hey Klondike! How was your day?” asks Klondike’s mom as he walks through the door. “It was fine. I am going to go play with my toys,” Klondike says.

“You should go play outside with your friends before it gets dark,” his mom replies.

“My friends don’t like to play like polar bears do,” Klondike says with a sad voice as he turns to walk to his bedroom.

The next day at school, Klondike is sitting with his friends Marty and Sally when Marty asks him, “Hey Klondike, are you okay?”

With a sigh, Klondike replies “I just don’t feel like I fit in here. There are no other polar bears like me.”

Marty and Sally exchange a glance, then Sally says, “I think you’re extra special because you are one of a kind here in Texas.”

“I agree with Sally. You are a great friend and I really like playing games with you,” Marty pipes in.

Klondike’s face lights up with a warm smile. “Thanks guys! Would you both like to go play with me?” Klondike asks.

“Yes!” Marty and Sally exclaim. “We love all the polar bear games you taught us.”

Klondike shakes his head and thinks to himself, ‘I can’t believe I was so sad about being a polar bear. Being a polar bear, even if I am different, is what makes me unique and special.’

**TASK 2, Attitude:** Draw a picture of a person with a pleasant and unpleasant attitude. Give drawing to a parent/teacher. This task can be completed a total of nine times.

DATE	POINTS	PARENT/TEACHER SIGNATURE
	10	
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	10	
	10	
	10	
	10	
	10	

**TASK 3, Awe Journal:** Have a parent or teacher record in a 30-day journal all of the amazing moments in a student/child's life. Take time to talk with the child about these moments This task can be completed a total of 9 times.

DATE	POINTS	PARENT/TEACHER SIGNATURE
	100	
	100	
	100	
	100	
	100	
	100	
	100	
	100	
	100	

**TASK 4, Take Initiative:** Complete a task or deed without being told or prompted. These must be observed and submitted by a teacher or parent. Here are some examples: Make bed and/or pickup toys, sort and put away laundry, set the table, or help a fellow classmate with school work.

TASK	DATE	POINTS	PARENT/TEACHER SIGNATURE
		25	
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		25	
		25	
		25	
		25	
		25	

**TASK 5, Encouragement:** Quotes are a good source for encouragement. Below are quotes the child can use for encouragement. There are three tasks the child can do for each quote. The child can earn 25 points for each task done. The tasks are the following: Memorize a quote (Student must verbally submit quotes to parent/teacher); submit a video of the child reciting quote (All submissions must be submitted on the video submission area of the home page of [klabyhce.com](http://klabyhce.com)); and draw a picture including the quote (Hang the picture in the child's bedroom or bathroom for daily reminders).

QUOTE	MEMORIZE POINTS	VIDEO POINTS	PICTURE POINTS	PARENT/TEACHER SIGNATURE	TOTAL POINTS
<b>Do what is right, not what is easy.</b>	25	25	25		
<b>Be inspired but don't copy others.</b>	25	25	25		
<b>Wrong is wrong even when it helps you.</b>	25	25	25		
<b>Never let fear decide your future.</b>	25	25	25		
<b>Be silly. Be honest. Be kind.</b>	25	25	25		
<b>Dream it. Believe it. Achieve it.</b>	25	25	25		

**TASK 6, Self-Confidence (Read and Draw):** Read *I Like Me* by Nancy Carlson. The student must draw a picture describing what that book meant to them. Draw picture here:

POINTS	PARENT/TEACHER SIGNATURE
50	

**TASK 7, Self-Confidence (Read and Draw):** Read *I'm Gonna Like Me* by Jamie Lee Curtis. The student must draw a picture describing what that book meant to them. Draw picture here:

POINTS	PARENT/TEACHER SIGNATURE
50	

**TASK 8, Self-Confidence (Read and Draw):** Read *Chrysanthemum* by Kevin Henkes. The student must draw a picture describing what that book meant to them. Draw picture here:

<b>POINTS</b>	<b>PARENT/TEACHER SIGNATURE</b>
50	

**TASK 9, Self-Confidence (Read and Draw):** Read *Stand Tall Molly Lou Melon* by Patty Lovell. The student must draw a picture describing what that book meant to them. Draw picture here:

POINTS	PARENT/TEACHER SIGNATURE
50	



**TASK 10, Self-Confidence (Read and Draw):** Read Spaghetti in A Hotdog Bun by Maria Dismondy. The student must draw a picture describing what that book meant to them. Draw picture here:

POINTS	PARENT/TEACHER SIGNATURE
50	



# SKILL SET 3

## WORK COMES BEFORE PLAY

One of the best things about having children is their propensity for play. Unfortunately, a lot of times their responsibilities are neglected in favor of fun games, toys, and television. We've created the Work Comes Before Play Skill Set to encourage children to complete their responsibilities before they participate in playful activities. You'll find activities in this skill set to encourage a child to think ahead, prioritize their lives, create task lists, and figure out their routine. This skill set, if all of the activities are completed, is worth a total of 1,770 points.

In every job  
that must be  
done there is an  
element of fun.

-Mary Poppins

**TASK 1, Leadership Stories:** The child must read each of the Klondike Leadership Academy stories focused on the seven skill sets. This is the Yes, I Can story.

SKILL SET STORY	POINTS	PARENT/TEACHER SIGNATURE
Work Comes Before Play	15	

## KLONDIKE LEARNS A LESSON

One afternoon, Klondike arrives home from school and comes bouncing through the front door. “Hey mom and dad!” he says excitedly.

“Hey, son. How was school today?” his dad asks.

“It was so great. I’m going to go play with my toys for a little while.” Klondike says as he continues to bounce right up the stairs and into his room.

Just as he’s settling down to play a nice game of pretend, Klondike gets an uncomfortable feeling. ‘I really need to do my math homework,’ He thinks, ‘I guess I can do it right after I’m done playing with my toys ...’ Klondike continues to play, leaving his math homework for later in the evening.

An hour later, Klondike heads downstairs with his backpack. He’s determined to get his homework done, and knows he will think better at the kitchen table than in his room with all those toys.

Suddenly, the doorbell rings. His mom answers the door. “Hey guys,” she says to Marty and Sally, two of Klondike’s best friends, “Let me get Klondike for you.”

She walks into the kitchen where Klondike stands with his backpack draped over his shoulders. “Klondike, Marty and Sally are here. They want to know if you want to play outside with them,” she says.

Klondike takes a minute to consider the situation, ‘I really want to play with my friends,’ he thinks, ‘but I need to get started on my homework soon ... I’ll do the math right after I finish playing with Marty and Sally!’ To his mom he says “Yes I do!”

Klondike has good intentions, but “right after” never seems to come. After he comes inside from playing with his friends, Klondike heads straight for the television. “Hey mom, I’m going to watch my favorite show before bed, okay?” he says.

“Sure Klondike, just make sure you get everything done for school tomorrow first, please,” she replies.

With a twinge of guilt, Klondike flips on the television set. ‘I can get it done right after I finish this show,’ he thinks. The hours pass by, and Klondike grows sleepier by the minute. His mother calls from downstairs, “Okay Klondike, time for bed!”

Klondike, worn out from all the fun, climbs into bed and falls asleep instantly.

The next day at school, Klondike arrives at his math class and takes a seat in his desk. “Okay

students, everyone get your math homework out and bring it to me,” Miss Jones says.

Klondike, realizing with a sick feeling that he forgot to do his homework last night, slowly raises his hand. “Miss Jones, I forgot to do my homework,” he says in a panic.

“Well Klondike, I will have to give you zero credit for this homework, and send a note home to your mom and dad,” Miss Jones said frowning.

Klondike takes his time walking home from school. He can’t stop thinking ‘if only I had done the homework when I had the chance!’

When he arrives home, Klondike finds his mom and dad sitting on the couch together. “Hey, mom. Hey, dad. I have a note for you to read from Miss Jones. I forgot to do my math homework last night, so she gave me a zero,” he explains.

“Klondike!” His mother exclaims, “That was very irresponsible of you! You know you always have to do your homework before you play. I’m afraid we’re going to have to take away your television time for one week.”

“But that’s not fair!” he complains.

“Klondike, you have to learn to be responsible with your time. How can we trust you to get your homework done in the future? What are you going to do differently from now on?” his father asks.

Shuffling his feet, Klondike grumbles “I’m going to work before I play, dad.”

From that day forward, Klondike made sure he finished all his work, before he did any playing.

**TASK 2, Identify Wants VS Needs:** Have the child tell you a list of things they did today. Have child identify which items are wants and which are needs. This task can be done 9 times.

DATE	POINTS	PARENT/TEACHER SIGNATURE
	10	
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**TASK 3, Go Box:** Create a box or designate an area to put things you need for school, daycare, or camp every day. This makes it easier to get ready in the morning and to point out the necessary things needed for the day.

POINTS	PARENT/TEACHER SIGNATURE
50	

**TASK 4, Evening Routine Clock:** You will need a wall clock, five permanent markers, and a printed list of these evening activities: homework, play, dinner, bath, and bed-time. Instructions: Remove the back of the clock to access the face. Create a timeline for the activities listed. Use the markers to color sections of time for each activity.

DATE	POINTS	PARENT/TEACHER SIGNATURE
	50	

**TASK 5, Daily Checklist:** Have the child come up with daily tasks to complete (Ex. homework, chores, reading time). Print the "To Do Before Play" check list and add the items in order of importance. If the child performs the tasks, have them check off the items done before they play. Each week they complete their daily list they receive 30 points.

MONTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4	TOTAL	SIGNATURE
1	30	30	30	30		
2	30	30	30	30		
3	30	30	30	30		
4	30	30	30	30		
5	30	30	30	30		
6	30	30	30	30		
7	30	30	30	30		
8	30	30	30	30		
9	30	30	30	30		

**TASK 6, Prioritizing Tasks:** Have the child organize the printable priority cards in the correct order. These can be found at [klabyhce.com](http://klabyhce.com) under the name "Task Cards." This task can be completed a total of 9 times.

DATE	POINTS	PARENT/TEACHER SIGNATURE
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**TASK 7, Picture of The Day:** Have the child draw pictures, in a comic book style script, of the day's activities in the order of their priority. This task can be completed 9 times.

DATE	POINTS	PARENT/TEACHER SIGNATURE
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DATE	POINTS	PARENT/TEACHER SIGNATURE
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# SKILL SET 4

## LISTEN BEFORE YOU SPEAK

**A**ctively listening to another person is a skill that can take a child far in life. It isn't only applicable in the case of a child following a parent or teacher's instructions, but also in their adult life when landing that dream job or building a relationship with a friend. The Listen Before You Speak Skill Set will encourage children to listen actively, and evaluate their words before making a statement. If all of the activities are completed, this skill set is worth a total of 430 points.

I remind myself  
every morning:  
Nothing I say this  
day will teach me  
anything. So if I'm  
going to learn,  
I must do it by  
listening.

-Larry King

**TASK 1, Leadership Stories:** The child must read each of the Klondike Leadership Academy stories focused on the seven skill sets. This is the Yes, I Can story.

SKILL SET STORY	POINTS	PARENT/TEACHER SIGNATURE
Listen Before You Speak	15	

## INTERRUPTING ISSUES

Klondike and his friends are sitting at a picnic table on the playground of their school, waiting for their parents to pick them up. Timmy looks at Klondike and asks, “Hey Klondike, do you want to come to my birthday party tomorrow?”

Klondike, with great excitement, exclaims, “Yes! That sounds super fun!”

Timmy smiles and begins to reply, “Okay, it starts at four-” but is interrupted by Klondike.

Klondike jumps out of his seat and runs to his mom’s car, shouting behind him, “Oh, I am so excited! I am going to tell my mom all about it on the way home!”

Klondike jumps into the back seat of his mom’s car and buckles the seat belt. He immediately begins talking about Timmy’s birthday. “Hey mom, can I go to Timmy’s birthday party tomorrow? It’s going to be so much fun!” Klondike says.

“Sure, Klondike. What time does it start?” she asks.

“Oh,” Klondike says with a frown, “I’m ... not sure. I left before he finished telling me,” Klondike says.

“Well, I need to know what time to drop you off, Klondike. Why don’t you ride your bike over to Timmy’s before dinner and ask him?” his mother says.

When Klondike gets to the house, he straps on his helmet, hops on his bike, and immediately begins pedaling as fast as he can to Timmy’s house.

Klondike gets to Timmy’s and knocks on the door. Timmy answers and says, “Hey Klondike! What are you doing here?”

“Hey Timmy! I think I left before you had a chance to tell me what time your party would be tomorrow.” Klondike says.

Timmy nods and replies, “Yeah. You were so excited that you ran away before I could finish! The party starts at four, but we won’t eat cake until-”

Suddenly, Klondike notices his friend Marty riding his bike on the next block. He takes off after him, shouting back at Timmy, “Thanks Timmy! I’ll let my mom know when to drop me off! See you tomorrow!”

The next day, Klondike arrives at the party to find all his friends laughing and playing in the backyard. “Hey guys! This party is super fun,” Klondike says to Timmy, Sally, and Marty.

“I know. I can’t wait for the cake! It’s going to be so good!” Sally exclaims.

“Yeah! When are we eating?” Klondike asks.

“At six” Marty replies.

“Oh no! My mom is picking me up at five-thirty,” Klondike says with a groan, “I didn’t know

were eating cake at six.”

Timmy shakes his head and says, “I tried to tell you when you came to my house yesterday, but you interrupted me again before I could finish,” Timmy explains.

“I’m sorry. I should have listened to you before I started speaking, Timmy,” Klondike says sadly.

The party continues and before long Klondike’s mom arrives to pick him up. “I’m sorry you missed eating cake, Klondike. You have to remember not to interrupt others when they are speaking to you. If you would have listened before you spoke, you would have known they were eating cake at six. Now, you’ll have to miss out,” his mom says.

“Next time, I am going to listen before I speak, so I know all the details,” Klondike said with a frown, “Missing out on cake is no fun.”

**TASK 2, T.H.I.N.K. Poster:** Make a T.H.I.N.K. Poster. Have the child create a poster of any size with the following acronym:

T.H.I.N.K.  
T- is it True?  
H- is it Helpful?  
I- is it Inspiring?  
N- is it Necessary?  
K- is it Kind?

Have student present poster to parent or teacher.

POINTS	PARENT/TEACHER SIGNATURE
25	

**TASK 3, T.H.I.N.K. Song:** Have the child create a song using the T.H.I.N.K. acronym, and video the child performing their song. Submit the video in the video submission section on home page of klabyhce.com. (Teacher tip: have parent do this as home project individually, or teacher can do as a group project and record the whole class as a group.)

POINTS	PARENT/TEACHER SIGNATURE
100	

**TASK 4, Recite T.H.I.N.K.:** Student must recite the T.H.I.N.K. acronym from memory to a parent or teacher.

POINTS	PARENT/TEACHER SIGNATURE
25	

**TASK 5, Play The Whisper Game:** Teacher or parent whispers three short sentences in the child's ear, and the child has to repeat the sentences word for word back to them.

POINTS	PARENT/TEACHER SIGNATURE
25	

**TASK 6, Introductions:** Have the child partner with someone. Have the partner give a 30 second introduction about themselves. The child cannot speak or ask questions during that 30 seconds. After the introduction, have the child give an introduction of their partner to a parent or teacher.

POINTS	PARENT/TEACHER SIGNATURE
20	

**TASK 7, Simon Says:** Play Simon Says with a group.

DATE	POINTS	PARENT/TEACHER SIGNATURE
	5	
	5	
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	5	
	5	
	5	
	5	
	5	
	5	

**TASK 8, Outdoor Sounds:** Go outside and listen to sounds. Draw a picture of the sounds you hear. Present the picture to parent or teacher.

POINTS	PARENT/TEACHER SIGNATURE
10	

**TASK 9, Listen & Draw:** Use the Listen and Draw pages named “face outline,” “House and Tree Outline,” “Boat Outline,” and “Listen and Draw Instructions” located on pages 72-77.

DATE	POINTS	PARENT/TEACHER SIGNATURE
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**TASK 10, TV With A Purpose:** Watch 30 minutes of your favorite cartoon show. Describe what happened in the 30 minutes and describe how one of the characters felt.

DATE	POINTS	PARENT/TEACHER SIGNATURE
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# LISTEN & DRAW INSTRUCTIONS

## FACE SCENE

### Set A:

1. Write your name to the right of the person's head.
2. Color the shirt purple.
3. Draw a nose on the person's face.
4. Draw blue eyes on the person's face.
5. Draw curly brown hair on their head.
6. Give them ears with pink earrings.
7. Draw a happy mouth.
8. Draw eyebrows.

### Set B:

1. Write your name to the right of the person's shirt.
2. Color the shirt blue with green spots.
3. Draw one eye open, and one eye winking.
4. Draw a small nose.
5. Draw a BIG open mouth.
6. Give the person red, spiky hair.
7. Give him BIG ears.
8. Give him freckles on his cheeks.

### Set C:

1. Write your name along the top right of the paper.
2. Give the person bangs and pig tails.
3. Draw glasses on the person.
4. Draw green eyes on the person.
5. Draw pink lips on the person.
6. Draw an orange necklace around their neck.
7. Give the person small ears.
8. Color their shirt brown.

## BOAT SCENE

### Set A:

1. Write your name above the boat.
2. Draw two blue and yellow fish in the water.
3. Draw a cloud in the sky.
4. Color the boat brown.
5. Color the sail blue.
6. Draw a pink fish in the water.
7. Draw one black bird above the cloud.
8. Draw a stick person in the boat.

### Set B:

1. Write your name on the sail.
2. Color the boat yellow.
3. Draw two stick people in the boat.

4. Draw a shark in the water.
5. Draw the sun in the sky
6. Color the water blue.
7. Color the sky light blue.
8. Draw a fish beneath the boat.

### Set C:

1. Write your name below the boat.
2. Color the sail pink with yellow spots.
3. Color the boat black.
4. Draw two brown birds in the sky.
5. Color the sky grey.
6. Draw green seaweed along the ocean floor.
7. Draw a person in the water.
8. Draw three small orange fish.

## TREE & HOUSE SCENE:

### Set A:

1. Write your name next to the tree.
2. Draw three blue birds in the sky.
3. Draw a red door on the house.
4. Draw five red apples on the tree.
5. Color the grass green.
6. Draw a sun in the top right corner of the page.
7. Color the tree trunk brown.
8. Color the tree leaves green.

### Set B:

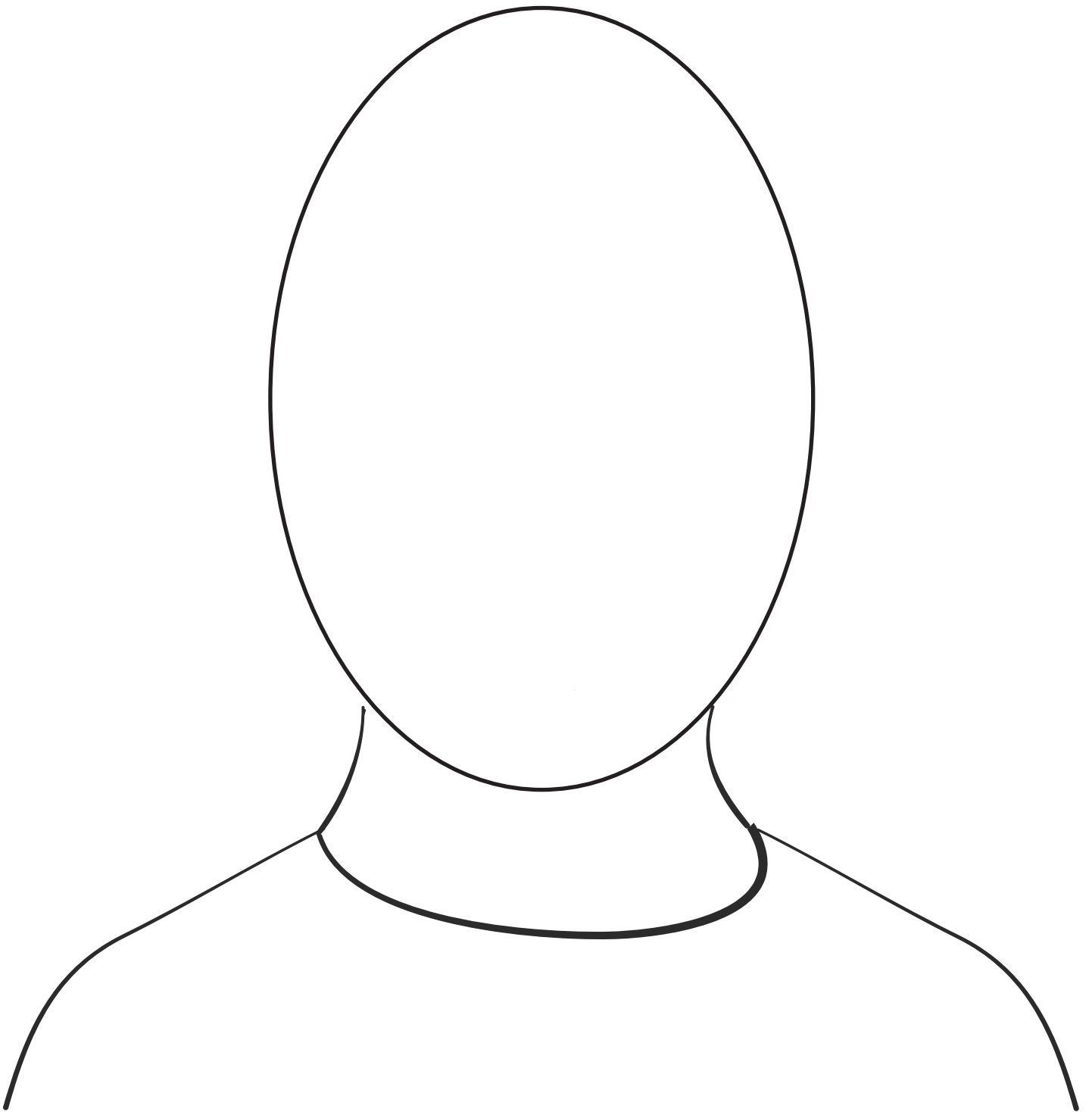
1. Write your name below the house.
2. Draw two windows on the house.
3. Draw a chimney on the house.
4. Draw a black dog between the tree and house.
5. Draw three clouds in the sky.
6. Color the house yellow
7. Color the tree in fall colors (red, yellow, brown)
8. Color smoke coming out of the chimney.

### Set C:

1. Write your name above the tree.
2. Color the tree top bright green.
3. Color the tree trunk light brown
4. Draw a circle window on the house.
5. Draw a yellow door on the house.
6. Draw an airplane in the sky.
7. Color the hole in the tree dark brown.
8. Color the roof on the house grey.

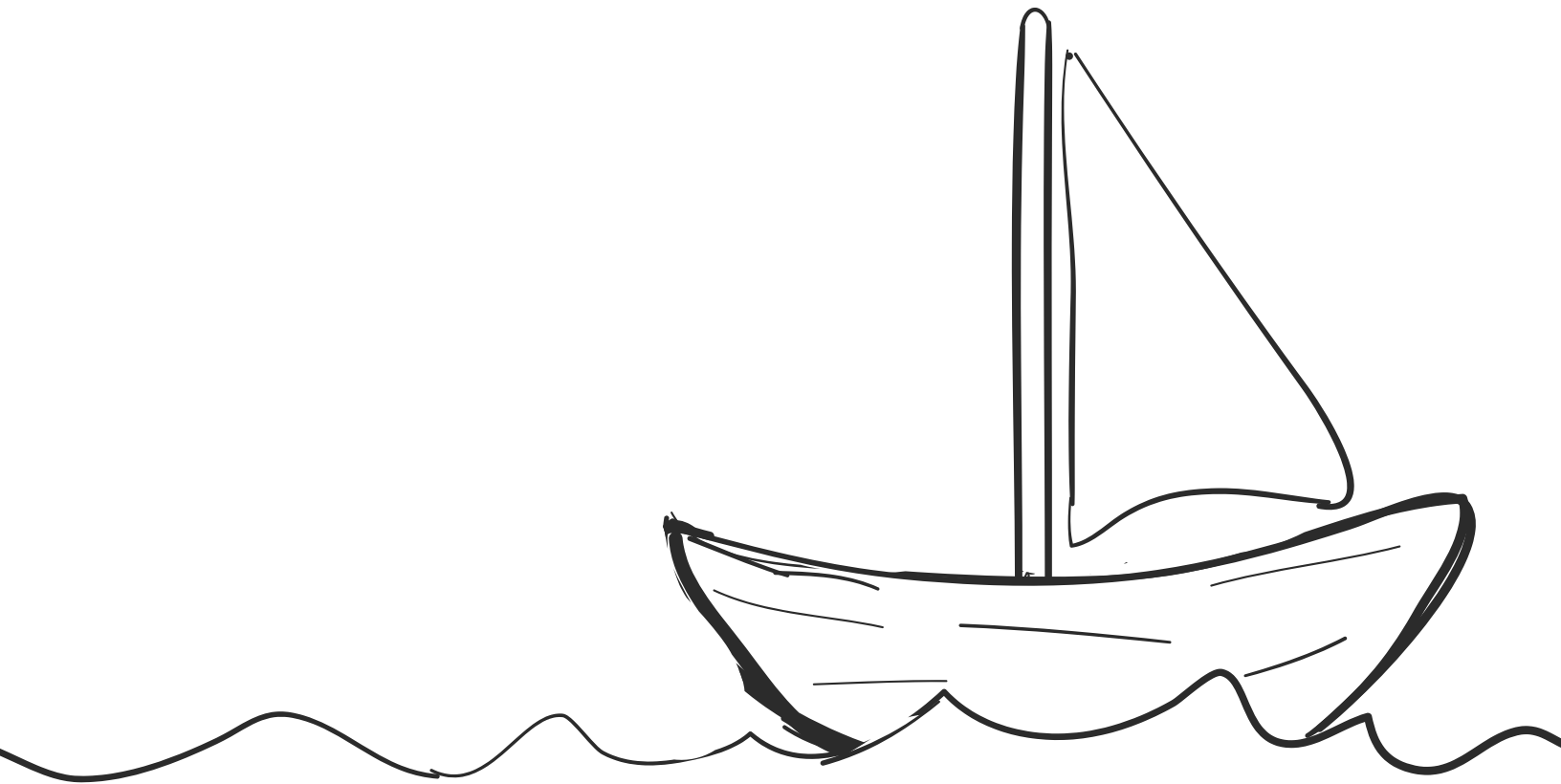


# FACE OUTLINE



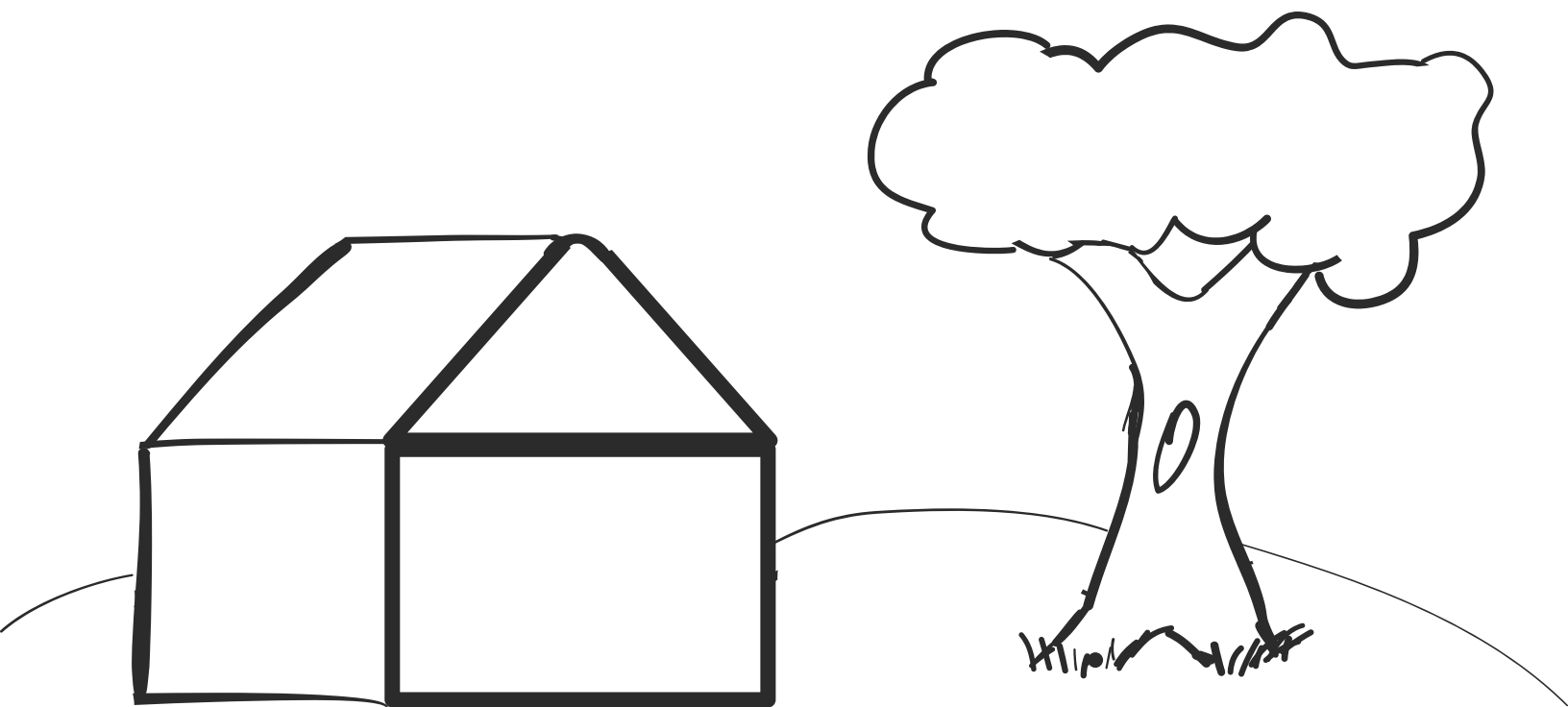


# BOAT OUTLINE





# HOUSE AND TREE OUTLINE





# SKILL SET 5

## TOGETHER IS BETTER

I'm sure as a parent you've told your child that sharing is very important. The Together is Better Skill Set aims to teach them how to be a part of a team, share responsibilities, and understand social cues. If all of the activities are complete, this skill set is worth a total of 400 points.

“Alone we can  
do so little;  
together we  
can do so much.  
-Helen Keller”

**TASK 1, Leadership Stories:** The child must read each of the Klondike Leadership Academy stories focused on the seven skill sets. This is the Yes, I Can story.

SKILL SET STORY	POINTS	PARENT/TEACHER SIGNATURE
Together Is Better	15	

## KLONDIKE'S TREEHOUSE

Klondike is playing in his backyard when he hears someone coming through the gate. He turns to find his friend Marty smiling at him. “Hey, Marty!” he shouts, “Come on over!”

“Hey Klondike! What are you making?” Marty asks.

“I’m building a treehouse, so I have to collect the supplies for it.” Klondike explains.

“Wow! That is so cool. Do you need some help?” Marty asks excitedly.

“No thanks, I can do it by myself,” said Klondike.

“Oh. Okay,” Marty says with a frown, “I guess I’ll be going then.” He walks back through the gate with his shoulders hanging.

Klondike feels a little guilty. ‘I guess I could have let him help. I just want to do this myself though. I don’t really need anyone else,’ he thinks, and continues gathering supplies.

Later on, Klondike struggles to hold all the sticks together and tie them with the rope at the same time. Everything keeps falling to ground in a jumbled mess, and Klondike is growing more frustrated with each failed attempt. The guilty feelings return. ‘Maybe I did need some help after all. I wish Marty were here,’ he thinks.

After several hours, Klondike finally sorts out how to tie the sticks. He moves on to the task of hammering the steps into the trunk of the tree. His friend Timmy bounds down his back steps after his mother let him in through the house. “Hey Klondike! What are you building?” he asks.

“I’m building a treehouse!” Klondike replies.

“Oh, I love treehouses! Do you need any help?” Timmy asks.

Klondike pauses for a minute, thinking about the last time he turned help down. ‘But I did fine that time, I can do it by myself again,’ he thinks. “I got it, thanks for offering though!” he tells Timmy.

“Well, okay,” Timmy says, “I guess I’ll just head home.”

No sooner than the screen door shuts on the back porch, Klondike lets out a mighty yelp. “Ouch!” he shouts after slamming the hammer down on his thumb instead of the nail he was holding. ‘I should have asked Timmy to stay to hold the board for me,’ he thinks.

The next day, Marty, Timmy, and Sally are walking down the sidewalk when they hear an “oomph” from Klondike’s backyard.

They make their way through his back gate, “Hey Klondike! Do you need help building your treehouse?” Sally asks.



“No thanks,” said Klondike. He turns back to the tree, attempting to carry more sticks to the slowly expanding treehouse above. Halfway up, he falls back to the ground with a dull thud. His friends run to his side.

“KLONDIKE!” Marty, Sally, and Timmy exclaim.

“Are you okay?” Timmy asks.

Klondike brushes off his knees and rubs his head. “Yes, but will you guys stay and help me build the treehouse? I really do need your help. I’m sorry I told you guys that I didn’t need it when you offered,” Klondike says.

“Of course, we will help you, Klondike! Anything done together is better. Teamwork makes everything better!” Marty exclaims.

The friends finished the tree house in no time, and spent the rest of the afternoon laughing and playing games.

**TASK 2, Picture Matching:** You will need a popular cartoon strip or an image that the children can reproduce on paper, as well as pencils, paper, and scissors. Cut the picture you have selected into equal pieces based on the amount of children on the team. Cut the image in such a way that when you join the pieces together, the entire picture is in place. Give each child one of the cut sections of the picture, and ask him/her to reproduce a copy of the image you gave them. After drawing, ask the children to join the drawings to recreate the picture. They can make changes to their work if needed, for a final reproduction as accurate as the original one.

POINTS	PARENT/TEACHER SIGNATURE
50	

**TASK 3, Sneak Peek:** You will need building blocks (as many sets as the number of teams participating) and space for the children to work. Create a structure using building blocks, without the children seeing it. Give each team one set of blocks. One person from each team may come and peek at the structure. They have ten seconds to look at it and memorize it. The team member must explain the structure to the others so that they can recreate it. If they don’t get it right, another team member can peek at the structure.

POINTS	PARENT/TEACHER SIGNATURE
50	

**TASK 4, Community Team:** Become part of a school or community group that requires teamwork (ex. Girl Scouts, Boy Scouts, Sports, Dance, etc.).

POINTS	PARENT/TEACHER SIGNATURE
50	

**TASK 5, Go! Game:** You will need space to play. Ask the children to stand in a circle. Pick a volunteer to be Player 1. Player 1 begins the game by making direct eye-contact with another player of their choice, who becomes Player 2. Player 1 will then indicate to Player 2 to say "go." Once Player 1 has given the "go" to Player 2, Player 1 slowly moves toward Player 2 to take the place of where they stood in the circle. Meanwhile, Player 2 must make eye-contact with another player, who becomes Player 3, who must say 'go' in time to let Player 2 vacate their spot for Player 1. Continue this way until everyone changes spots.

POINTS	PARENT/TEACHER SIGNATURE
50	

**TASK 6, Group Juggle Game:** You will need lightweight balls (ex. colored balls used for ball pits, available at Wal-Mart). Divide the children into groups of five. Have each group stand in a circle. Give them the balls and ask them to juggle them in a specific order. Start with two juggling balls and slowly introduce more. The group that can juggle the balls for the longest time without dropping them wins.

POINTS	PARENT/TEACHER SIGNATURE
50	

**TASK 7, Don't Wake The Dragon:** You will need space to play. The children must pretend they are all residents of a village captured by a dragon, who is currently sleeping. The children can only cross the village in order of their height. However, the children must arrange themselves in order of height without speaking. Once they think they are in the right order, they must shout "Boo!" at the dragon and see if it works.

POINTS	PARENT/TEACHER SIGNATURE
50	

**TASK 8, Coin Logo:** You will need coins, paper, and pencils. In a bag, put different types of coins and ask each kid to pick one coin. When they've chosen, create groups of three, and tell the children to use their coins as inspiration for their own coin logo. Have them design a logo in 20 minutes. Then, explain what the logo stands for.

POINTS	PARENT/TEACHER SIGNATURE
50	

**TASK 9, Hula Hoop:** You will need a hula hoop and space to play. Ask the children to form a big circle. Place the hula hoop on one child's arm and ask him/her to join hands with his or her neighbor to close the circle. Now, the child with the hula hoop must find a way to pass on the hula hoop to the next person, without letting go of the next person's hand. The goal is to pass the hula hoop around the circle and back to where it started.

POINTS	PARENT/TEACHER SIGNATURE
50	



# SKILL SET 6

## HELP TO INSPIRE OTHERS

**A** leader's role in society doesn't solely consist of making plans and setting them into motion. More often, leaders consist of people who lead by inspiring their peers. In this skill set, your child(ren) will learn how to create inspiration among their friends and family, and volunteer within their community. If all of the activities are completed, this skill set is worth a total of 590 points.

Unless someone  
like you cares a  
whole awful lot,  
nothing is going  
to get better.  
It's not..

-Dr. Suess

**TASK 1, Leadership Stories:** The child must read each of the Klondike Leadership Academy stories focused on the seven skill sets. This is the Yes, I Can story.

SKILL SET STORY	POINTS	PARENT/TEACHER SIGNATURE
Help To Inspire Others	15	

## TIMMY'S BROKEN LEG

Klondike, Texas' favorite polar bear, is just arriving to school, when he sees Timmy sitting on the steps crying. He's wearing a cast on his leg.

"Hey Timmy, what happened to your leg?" Klondike asks.

Timmy, between snuffles, replies "I broke it on the playground yesterday, and now I'm embarrassed because I can't get to class by myself."

"Do you want me to carry you?" Klondike asks.

Timmy smiles and asks "You would do that for me?"

"Of course Timmy! We're friends. Friends help each other out," Klondike explains as he scoops Timmy up and heads to class.

"Thanks Klondike. You're such a good friend," Timmy says.

Later that day, Klondike is carrying Timmy home after school when Sally and Marty meet up with them on the sidewalk.

"Hey guys, what's going on? Why are you carrying Timmy, Klondike?" Marty asks.

"I broke my leg so Klondike carried me to class today," Timmy explains.

"That is really nice of you, Klondike. Can I help carry you to the playground, Timmy?" Sally asks.

"Sure, Sally!" Timmy says.

"And I'll carry you home on my back!" Marty exclaims.

"That's really nice, Marty. Thank you!" Timmy says with a big smile. "You guys are great friends."

Sally looks at Klondike and says "That was nice of you to carry Timmy today, Klondike. It inspired Marty and me to help him, too."

**TASK 2, Help To Inspire Others:** Students can complete each of the following tasks. The student will earn points for each tasks they complete. The points for each task are list below in the chart.

1. Make a paper flower to give to someone not expecting it.
2. Pick up litter on the playground or neighborhood.
3. Leave positive notes around town.
4. Make kindness rocks and leave in the park, playground or church.  
Instructions: Paint a smooth rock with black paint and use other paint pens or paint to decorate and/or write encouraging words on them.
5. Tell someone how much you love them.
6. Make a homemade gift for someone.
7. Donate food to a local food pantry.
8. Visit a nursing home and take them homemade kindness cards.
9. Create an encouragement chain out of construction paper. Each link needs to have encouraging words written on them. This can to be done with family and friends.
10. Trace your hand on a piece of paper and then cut out the trace. When you see someone doing something that deserves a "high five," write down what it was and give it to that person.

TASK #	POINTS	PARENT/TEACHER SIGNATURE
1	10	
2	50	
3	25	
4	50	
5	5	
6	25	
7	50	
8	50	
9	50	
10	50	

**TASK 3, Volunteer Work:** The student can complete up to nine volunteer tasks of their choice. Each volunteer task is worth 25 points.

VOLUNTEER TASK	POINTS	PARENT/TEACHER SIGNATURE
	25	
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	25	



# SKILL SET 7

## LEADERS ARE READERS

**P**eople are born with a very narrow view of the world. This can be remedied with travel and exposure to varied and exotic places of course, but a more readily available way to expand one's knowledge is through reading. For the Leaders Are Readers Skill Set, a child will be able to obtain a library card, explore the world of fiction and non-fiction, expand their vocabulary, and create and illustrate their own book. This skill set does not have a pre-determined points limit, as the child can read as many books as he or she would like.

The more that  
you read, the  
more things you  
will know. The  
more that you  
learn, the more  
places you'll go.

-Dr. Seuss

**TASK 1, Leadership Stories:** The child must read each of the Klondike Leadership Academy stories focused on the seven skill sets. This is the Yes, I Can story.

SKILL SET STORY	POINTS	PARENT/TEACHER SIGNATURE
Leaders Are Readers	15	

## KLONDIKE'S WORLD ADVENTURES

Klondike lays in his floor. Books fan out from him in every direction, with covers featuring astronauts, pirates, mad scientists, and more.

Looking up at the ceiling from the book he holds in his hands, Klondike thinks to himself, 'Reading is super cool. I really like using my imagination to travel to exciting new places when I read.'

Klondike picks up a new book, ice and snow on the cover, and wonders where he will travel now.

He closes his eyes, and lets his imagination guide him.

Klondike finds himself in the middle of a frozen tundra. 'The cold air feels great on my thick polar bear skin!' he thinks. Klondike has always wanted to visit Antarctica. It's on the other side of the world from the Arctic, where his family is from.

Klondike turns in a circle, taking in his surroundings, and notices a group of penguins in the distance. "Hi, my name is Klondike. I'm a polar bear from Texas," he says as he walks in their direction.

"Hi Klondike!" The penguin closest to him peeps, "My name is Royal! I'm an Emperor Penguin. I've never met a polar bear before!" she exclaims.

"Yeah. That's because polar bears live in the North Pole, but my parents and I moved to Texas when I was a little cub," he explains, "I've always wanted to visit Antarctica, and the book I'm reading gave my imagination the boost it needed to bring me here!"

"I love reading books," Royal said with enthusiasm, "I'm going to read a book about the North Pole, so I can meet more polar bears just like you!"

"That's great!" Klondike says, "Well, it was nice to meet you, Royal. I need to get back to Texas now, or I'll be late for dinner. Bye!" With a little pop, Klondike's imaginary world falls away, and he's back in his room surrounding by books again.

Later that evening, Klondike asks his parents over dinner about getting a new book. "Hey, mom, can you get me a book about Africa? I want to use my imagination to go meet new friends," Klondike explains.

"Of course," His mom replies, "I'll pick one up tomorrow on my way to the grocery store."

The next day, Klondike snuggles into his bed with a safari hat and sunscreen, ready for his next adventure in the plains of Africa.

**TASK 2, Fiction:** Read a fiction novel. Student may read as many books as they would like.

TITLE & AUTHOR	POINTS	PARENT/TEACHER SIGNATURE
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**TASK 3, Nonfiction:** Read a nonfiction book. Student may read as many books as they would like.

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TITLE & AUTHOR	POINTS	PARENT/TEACHER SIGNATURE
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**TASK 4, Reading Aloud:** Read a book out loud to a parent or teacher.

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POINTS	PARENT/TEACHER SIGNATURE
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**TASK 5, Word of The Week:** Have a word of the week. Pick a word out of the dictionary, learn the meaning, and use it during the week.

WORD LEARNED	POINTS	PARENT/TEACHER SIGNATURE
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WORD LEARNED	POINTS	PARENT/TEACHER SIGNATURE
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**TASK 6, Library Card:** Obtain a library card from a local public library and present it to a parent or teacher.

POINTS	PARENT/TEACHER SIGNATURE
50	

**TASK 7, Write & Illustrate:** The student needs to write and illustrate a story. Present the finished story to a parent or teacher. This task can be done up to 9 times.

POINTS	PARENT/TEACHER SIGNATURE
100	
100	
100	
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