A two-minute look back

Use after a 4K visit. Two reusable reflection slips on this page.

For adults: Use this as a spoken check-in or instead of the journal's After We Help page. Avoid completing both as extra paperwork. Notice what each partner contributed; a quiet visit or a declined invitation can still offer useful learning.

After We Help

Initials: _____ Date: _____

Point, draw, or tell. You can pass. A grown-up can write your words.

What did I try?

What did I learn from my partner?

What could I try next time?

Ask my 4K partner:

"What would you like to do together next time?" Point, tell, or pass.

After We Help

Initials: _____ Date: _____

Point, draw, or tell. You can pass. A grown-up can write your words.

What did I try?

What did I learn from my partner?

What could I try next time?

Ask my 4K partner:

"What would you like to do together next time?" Point, tell, or pass.

Notice one useful moment

Adult observation sheet · One per child · Keep completed notes private

Initials: _____ Group: _____ Personal goal: _____
Choose one or two actions. Record what happened and the support used. No opportunity or no example observed does not mean a child cannot do it.

Possible actions: ask before helping; wait; share a choice; try a small step; say a need; choose a tool/help; name an action and attempt a repair.

Visit 1 Date/setting: _____

Action or exact words: _____

Support that helped: _____

Child’s view / next step: _____

Visit 2 Date/setting: _____

Action or exact words: _____

Support that helped: _____

Child’s view / next step: _____

Visit 3 Date/setting: _____

Action or exact words: _____

Support that helped: _____

Child’s view / next step: _____

Visit 4 Date/setting: _____

Action or exact words: _____

Support that helped: _____

Child’s view / next step: _____

Use additional copies for classroom or follow-up examples. Compare the child with their own starting point; asking for help remains a valid skill.

Keep My Kindness Growing

Brief check-in 2–3 weeks after the group ends · About 5 minutes, with adult support.

Initials: _____ Group ended: _____ Check-in date: _____

For adults: Before the last group ends, choose a check-in date 2–3 weeks later. Revisit the child's goal and one ordinary school example. This conversation supplements the original pre/post assessments; it does not replace or change them.

My goal was...

A time I tried it at school...

Think about our classroom, playground, lunchroom, or another place.

What helped me?

Circle, point, or tell: a grown-up / a friend / a picture / a tool / a break / trying together / something else

My next small step...

Someone who can help me...

ADULT NOTE · ONE CONCRETE EXAMPLE

Notice a strength and the support used. If useful, ask the teacher for one recent example linked to the goal. Keep other children's stories private.

Next plan: keep practicing / brief check-in again / adjust support together