# Kindness Helpers

Teacher overview · Use with adult guide pages 16–24

## Purpose and goals

Students discover strengths and practice thoughtful kindness, supported trying, tools for frustration, confident requests/boundaries, responsibility, dependable helping, and noticing their contribution. Belonging is unconditional.

## Time and visit arrangement

Two groups of three older students; each meets weekly for six weeks, 20–25 minutes. Plan four visits in weeks 3–6. Private pre/post checks and the 2–3 week follow-up are separate brief appointments. Agree on actual travel and visit timing; tell families about separate blocks.

## Who does what

Default: one counselor-led station with three helpers and up to three familiar 4K partners. The 4K teacher coordinates partners and classroom support. Before each visit, name the adults covering the station, other children, and any supervised pause. Change the arrangement when support needs require it.

## The familiar activity and roles

Use a shared welcome drawing with teacher-approved materials. Rotate Welcome, Materials, and Show One Step. Offer two choices, show one part, then wait. Both partners may decline, choose, teach, or ask for help. Adults handle conflict, correction, and safety.

## Before visit 1 and after absences

Rehearse a tool/help request, a break, accepting “no thanks,” and a simple repair with pretend characters. A missed meeting leads to a brief supported rehearsal, not loss of belonging or a behavior-based exclusion.

## What to notice

Choose one or two actions linked to the child’s goal. Share a real classroom example and the support that helped. Use the companion’s observation sheet; no peer ratings, child rankings, or combined assessment totals. Keep referral reasons and completed records private.