

# Mary Finds Some Money

Key goals:

1. Challenge the effectiveness of punishment.
2. Demonstrate the innate restorative nature of children.

## Slide 1: "Mary Finds Some Money"



## "Mary's Story"

- Explain that you are about to tell a story that we tell young students as well as teachers and parents.
- Point out that this is an over-simplified story that is meant as an allegory for young children.

## Slide 2: "Mary Finds Some Money"



## Slide #3



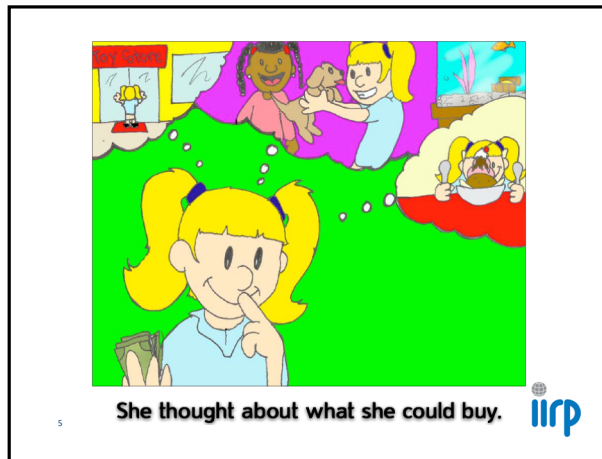
- Simply read the slide. Let it sit on the screen for a moment.
  - "Mary was coming home from school one day."

## Slide #4



- Simply read the slide. Let it sit on the screen for a moment.
  - “She found some money on the sidewalk near her home.”

## Slide #5



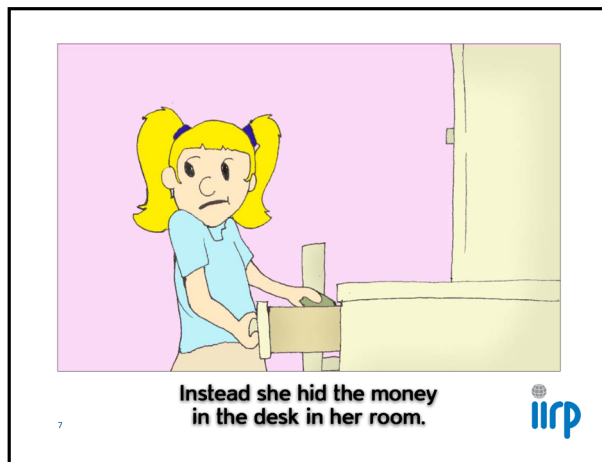
- Simply read the slide. Let it sit on the screen for a moment.
  - “She thought about what she could buy.”

## Slide #6



- Simply read the slide. Let it sit on the screen for a moment.
  - “Mary did not tell her mom about the money.”

## Slide #7



- Simply read the slide. Let it sit on the screen for a moment.
  - “Instead she hid the money in the desk in her room.”



## Slide #8



- Simply read the slide. Let it sit on the screen for a moment.
  - "The next day she spent some of the money."

## Slide #9



- Simply read the slide. Let it sit on the screen for a moment.
  - "She also looked at a toy catalogue to decide how to spend the rest of HER money."

## Slide #10



- Simply read the slide. Let it sit on the screen for a moment.
  - "Later she heard her neighbor tell her mom..."

## Slide #11



- Simply read the slide.
  - "...that he had lost the money for his family's vacation."

## Slide #12



- Simply read the slide. Let it sit on the screen for a moment.
  - “Mary did not feel good about what she had heard but still said nothing to her mom.”

## Slide #13

MARY FINDS SOME MONEY

- What do you think of what Mary did?

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- Put this slide up and let the participants look at it.  
Do not ask the participants to answer the question.  
Instead, read or paraphrase the following.

- “When we ask young students what they think about what Mary did, they typically say it was “wrong” or “bad.” Interestingly though, they typically say that the part that was wrong was hiding the money from her mother, not picking up the money.”


## Slide #14

MARY FINDS SOME MONEY

- What do you think of what Mary did?
- Who do you think will be affected (upset or hurt) when they find out what she did?

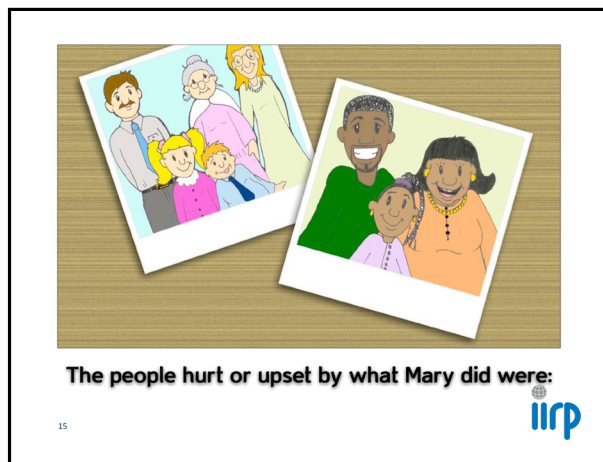
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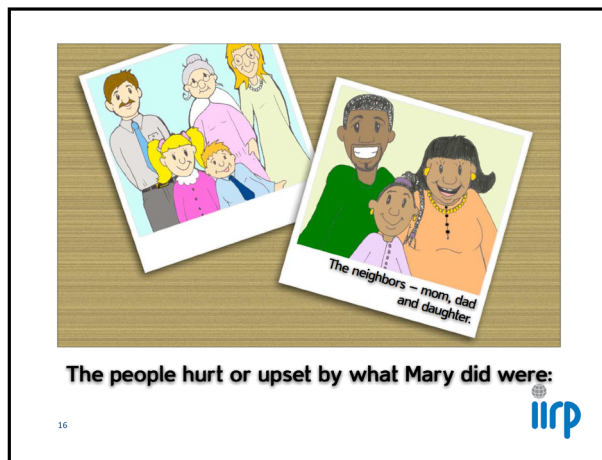
- Put this slide up and let the participants look at it.  
Do not ask the participants to answer the question.  
Instead, read or paraphrase the following.
  - “When we ask them who would be upset or hurt, they are typically pretty good at identifying members of Mary’s family and the family of the man who lost the money, even without any knowledge of who those people are.”

## Slide #15



- Put this slide up and let the participants look at it.

## Slide #16



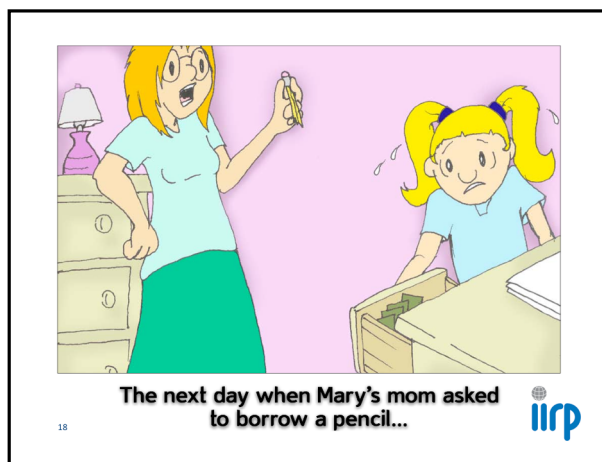
- Put this slide up and let the participants look at it. Read or paraphrase:
  - "So, they typically identify folks like the neighbors – mom, dad and daughter..."

## Slide #17



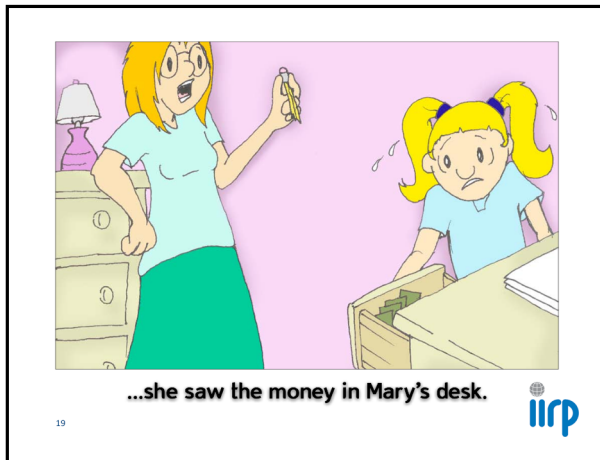
- Put this slide up and let the participants look at it. Read or paraphrase:
  - “And they identify Mary’s family – mom, dad, brother and grandma...” This is the make-up of the two families.”

## Slide #18



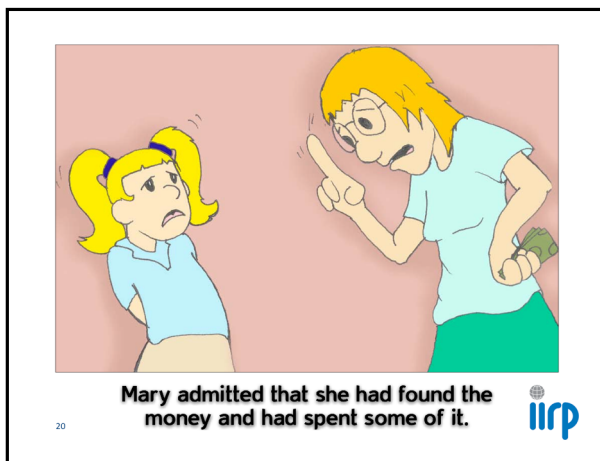
- Simply read the slide. Let it sit on the screen for a moment.
  - “The next day when Mary’s mom asked to borrow a pencil...”

## Slide #19



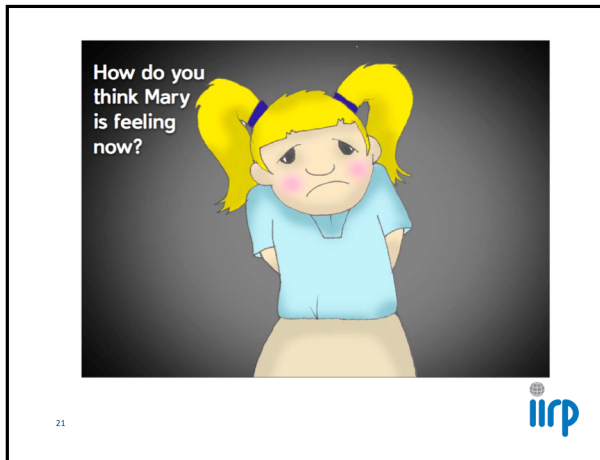
- "...she saw the money in Mary's desk."

## Slide #20



- Simply read the slide. Let it sit on the screen for a moment.
  - "Mary admitted that she had found the money and had spent some of it."

## Slide #21



- Do not ask the participants to answer the questions on the slide. Instead, read or paraphrase the following.
  - "When we ask kids how Mary is feeling now they say "scared, nervous or guilty."
  - "When we ask them if she feels that way because she did something wrong or because she got caught, they acknowledge it is because she got caught."



## Slide #22



- Do not ask the participants to answer the questions on the slide. Instead, read or paraphrase the following.
  - “When we ask them how Mary’s mom is feeling, they say ‘mad’ or ‘disappointed.’”

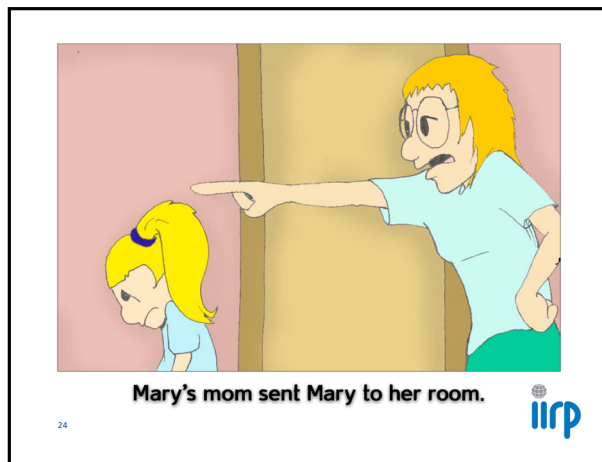
## Slide #23



- Ask the participants:
  - “What do you think kids would be likely to say should happen to Mary now that Mom knows?”

- Allow them to respond in whatever way they want until someone says, "Punished" or "Grounded."
- Point out that most kids say "grounded."

## Slide #24



- Say: "And that is exactly what Mary's mom thought. She sent Mary to her room."


## Slide #25

### MARY FINDS SOME MONEY

- What does Mary's mom want her to do in her room?

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- Say: "When we ask kids what Mary's mom wants her to do in her room, they all say, "They want her to think about what she did.'"


## Slide #26

### MARY FINDS SOME MONEY

- What does Mary's mom want her to do in her room?
- What will Mary really do while she is in her room?

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- Say: "When we ask kids what Mary will really do in her room, they acknowledge that what Mary will really do is play."

## Slide #27



- Say: "Kids admit this doesn't help Mary understand anything and that while she is playing she may be thinking about how mean her mom is."

## Slide #28



- Ask the group what they imagine kids would say to the question "What does Mary need to do to make things right?"
  - Allow them to discuss a bit, but kids generally say she has to apologize and return the money.
  - Note: Sometimes kids share ideas as to how Mary will replace the money she already spent.

## Slide #29



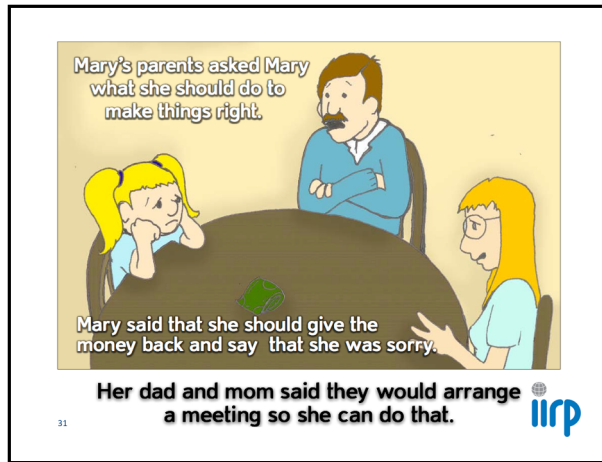
- Simply read the slide. Let it sit on the screen for a moment.
  - "Mary's Parents asked Mary what she should do to make things right."

## Slide #30



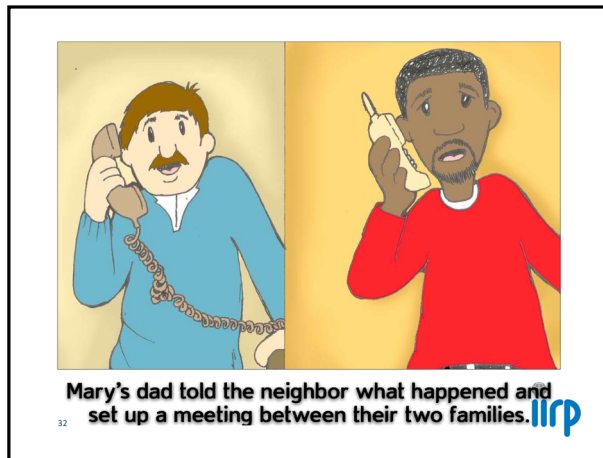
- Simply read the slide.
  - "Mary said that she should give the money back and say that she was sorry."

## Slide #31



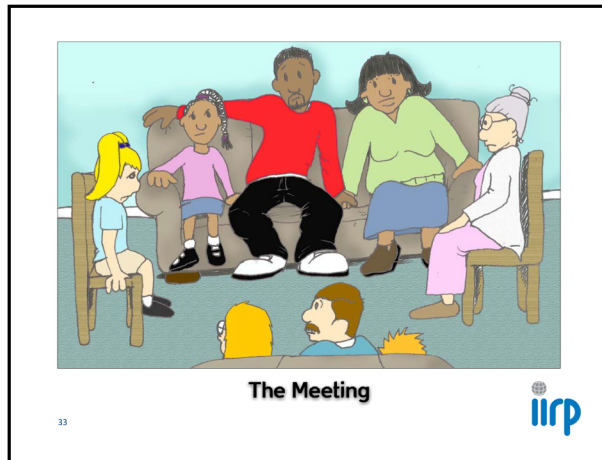
- Simply read the slide.
  - "Her dad and mom said they would arrange a meeting so she can do that."

## Slide #32



- Simply read the slide. Let it sit on the screen for a moment.
  - "Mary's dad told the neighbor what happened and set up a meeting between their two families."

## Slide #33: The Meeting



- Say, "So everyone who was affected comes together..."

## Slide #34: The Meeting, continued

MARY FINDS SOME MONEY: THE MEETING

- Who should speak first?
- What questions should be asked?
- What would you expect to happen in this meeting?

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- Read the questions to the group.  
Do not ask the participants to answer the questions.
  - "Who should speak first? What questions should be asked?  
What would you expect to happen in this meeting?"
- Tell participants that kids invariably say that Mary should speak first.

- Ask participants:
  - When we have a meeting to talk about a young person's behavior, how often do they speak first?
  - Point out that sometimes they don't speak at all!
- When we ask people what questions should be asked, the first question they say is always "Why?"
- In a meeting like this it is usually not productive to ask Mary, "Why did you take the money?"
  - Point out that there is usually not a very good answer to "Why?"  
In this story, Mary would most likely say, "Because I wanted the money" or, more frequently, "I don't know."
- Suggest some other questions for Mary. Instead of the "why" question, we suggest asking Mary questions like these:
  - What happened?
  - What were you thinking when you found the money?
  - Who was affected by what you did?
  - What do you need to do to make things right?
- We would ask the neighbors:
  - What did you think when you realized the money was missing?
  - How did you feel when you learned Mary had found it and spent some of it?
  - What has been the hardest part of this for you?
  - What do you want to have happen now?
- We would ask Mary's parents:
  - What was your reaction when you realized Mary had found the money and didn't tell you?
  - How do you feel about what she did?
  - What are the main issues for you?
  - What do you think needs to happen now?



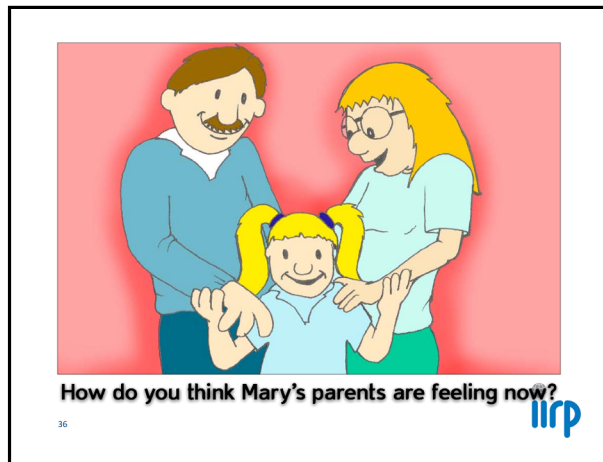
- Ask the entire group what they think would happen in the meeting with these sorts of questions being asked. They will probably talk about the money being returned, better feelings, etc.
- Suggest that the meeting would also give Mary and the others a chance to think about how she might replace the money that she already spent.

### Slide #35



- Simply read the slide. Let it sit on the screen for a moment.
  - "Mary returned the money to the neighbors and told them she was sorry."

## Slide #36



➤ Read the slide:

- "How do you think Mary's parents are feeling now?"
- Point out that most kids say "better" or "proud." Acknowledge there might be ongoing issues and that the parents are probably not 'completely proud.'


## Slide #37 Processing

MARY FINDS SOME MONEY: PROCESSING

- What did Mary learn from this experience?
- What helped this story have a happy ending?
- If Mary had just been punished and nothing else happened, what sort of ending would the story have?

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- Ask the group “What did Mary learn from this experience?”  
Typically, at least one person says that she learned not to hide money in the desk. Allow the joke.
  - Explain that kids identify that Mary learned that she should tell her parents when she finds something and that when money is found it means it was lost by someone else.
- Ask the group “What helped this story have a happy ending?”  
After a few responses, point out that nobody – kids or adults – ever says, “Because she was sent to her room.”
- Ask them to think about the last question and allow them to reflect on how the story might have been different if Mary had been punished and nothing else.
- End by challenging them that when we just punish kids in school, we don’t always try to do the other things that will help bring about a happy ending.
- Say: “Today will be a chance to look at how we might start to do that more in the limited time available to educators.”