

For Ages
4-7

Hands Are Not for Hitting

Martine Agassi, Ph.D.

Illustrated by Marieka Heinlen



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&
UPDATED

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Library of Congress Cataloging-in-Publication Data

Agassi, Martine, 1966–

Hands are not for hitting / by Martine Agassi ; illustrated by Marieka Heinlen. — Rev. and updated.

p. cm. — (Best behavior series)

“For ages 4/7.”

ISBN 978-1-57542-308-1

1. School violence—Prevention—Juvenile literature. 2. Anger—Juvenile literature. 3. Hand—Juvenile literature. 4. Early childhood education—Activity programs—Juvenile literature. I. Heinlen, Marieka, ill. II. Title.

LB3013.3.A332 2009

371.7'82—dc22

2008031412

eBook ISBN: 978-1-57542-834-5

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Reading Level Grade 1; Interest Level Ages 4–7; Fountas & Pinnell Guided Reading Level H

Cover and interior design by Marieka Heinlen

Edited by Marjorie Lisovskis

10 9 8 7 6

Printed in China

R18860214

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Minneapolis, MN

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Free Spirit offers competitive pricing.

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*To J.C., whose faithfulness in
my life gives me
purpose, strength, and peace.*

—M.A.

*For my mother and father,
whose words of encouragement
helped me believe in myself.*

—M.H.

A portion of proceeds from the sales of this book will be donated to the Andre Agassi Foundation, which lends a helping hand to children in need or at risk.

Acknowledgments

Thank you to Andre; you'll never know the extent to which your generosity has enriched the lives of our family.

Forever thanks to my parents, Mona and Jack. Amongst so much, you've always been my safety net. My gratitude overflows.

To my daughter, Carter, God's love is ever present in you. Thank you for making my heart smile.

Finally, to my husband, Phillip, thank you for always encouraging my every dream. Because of you, I've become a better person.

Dear Grown-Ups,

It's a great privilege to be involved in the life of a child, whether as a parent, stepparent, teacher, childcare provider, group leader, or friend. It's also an awesome responsibility. Part of our job as caring adults is to instill and nurture values that will guide the child now and in the future. One of the most important values is a commitment to peaceful actions and nonviolence.

We must help children know and understand that violence is never okay, and that they are capable of constructive, loving actions—of making good choices. These are the central themes of *Hands Are Not for Hitting*. These themes go hand-in-hand with messages of love, kindness, acceptance, responsibility, patience, encouragement, perseverance, honor, and loyalty. All children can learn to use their hands to care for themselves and others.

Hands Are Not for Hitting is meant to be read aloud—to one child, a group, or a class. It gives simple, straightforward reasons why hitting is harmful and unhealthy. It encourages children to think about and practice behaviors that build a sense of self-esteem, self-awareness, respect, caring, responsibility, and fun.

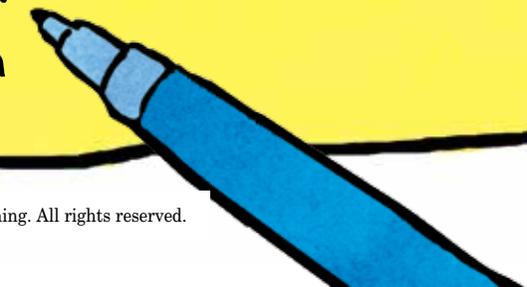
At the end of the book, you'll find background information, ideas for more activities to do together, and resources that support and expand the book's message.

I hope you'll share this book again and again to reinforce children's understanding and appreciation of their own abilities. Emphasize that all children have the power to use their hands—and the rest of their body—in positive ways.

A big hand to you!

Love,

Marti

A handwritten signature in black ink, appearing to read 'Marti', is written on the yellow background.

Hands come in all shapes, sizes, and colors.

There are lots of things your hands are meant to do.



Hands are for saying hello.



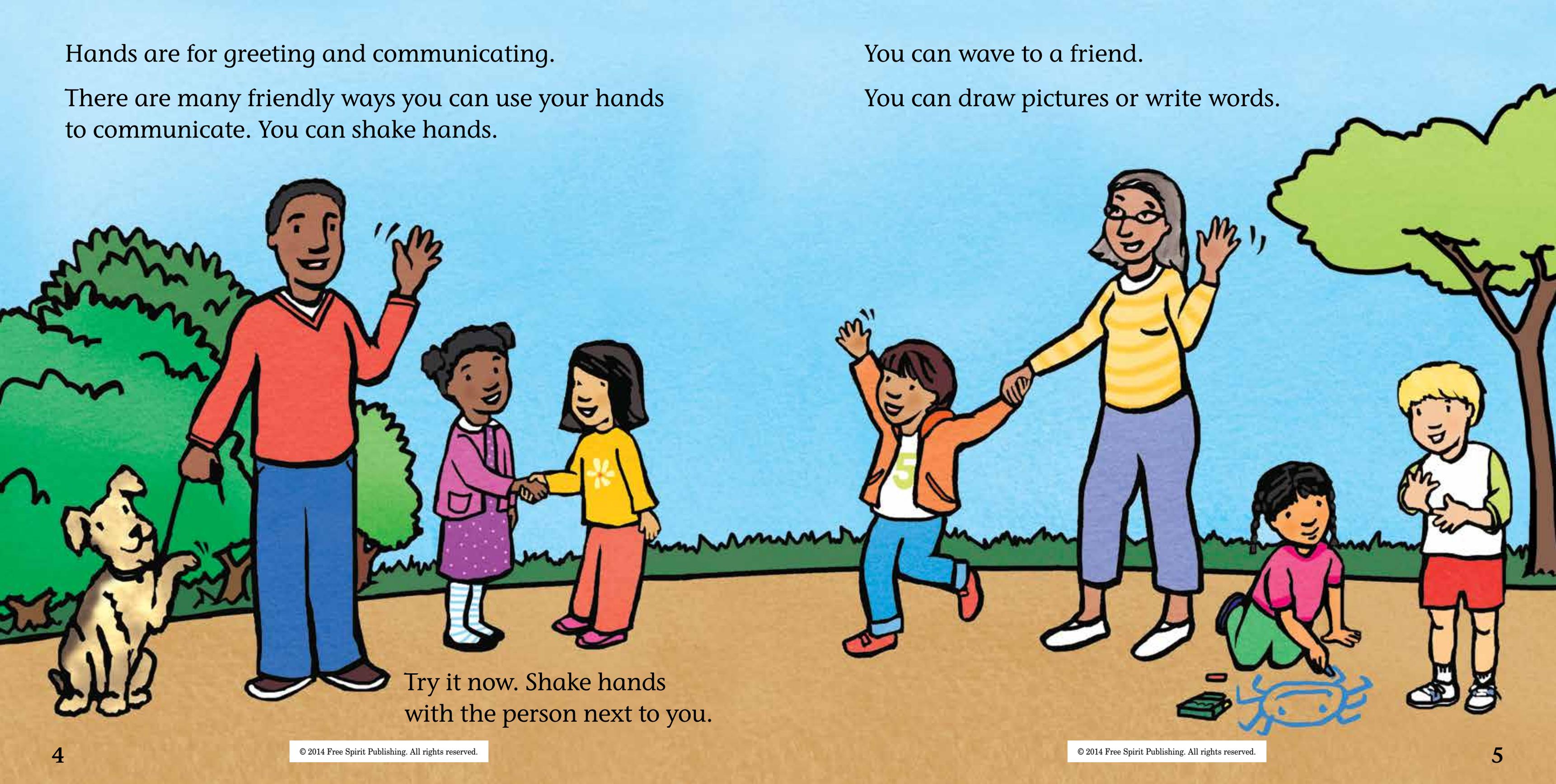
Hands are for greeting and communicating.

There are many friendly ways you can use your hands to communicate. You can shake hands.

Try it now. Shake hands with the person next to you.

You can wave to a friend.

You can draw pictures or write words.



A Word to Grown-Ups

Children and Violence

Violence is deeply imbedded in our culture. All of us, children and adults, see violence on television, in movies, and in video games. We hear it in music, observe it happening, and may experience it firsthand. Sadly, many children experience physical or sexual abuse at the hands of adults.

Experts tell us that adults who abuse often believe they're entitled to have power over others. Feeling powerless in some aspects of their lives, they learn to use violence as a way to gain control. These beliefs and feelings begin during childhood. Thus, in teaching children about why people hit, the issue of power is an important one. As adults, we can help children feel empowered to make positive choices about how they'll treat others.

Hands Are Not for Hitting is a tool you can use to help children start to understand that they do have the power to choose not to hurt people. The book offers a way to help children feel empathy toward others, to solve problems, to control negative impulses, and to cope in constructive ways with intense feelings like anger and jealousy.

You can support this message as you read and talk about the book. You can guide children in other ways, too: form warm, caring relationships with them; set limits that are clear and consistent; provide consequences that are helpful and constructive; and model and express your belief that there are alternatives to violence, that violence rarely solves problems and usually creates new ones, and that violence is not entertaining or fun. Simply put, that hitting people is *never* okay.

Discussion Starters and Activities

Hello Hands. Talk about all the ways people use their hands to say hello: with a wave, a salute, or a peace sign; in sign language; or by shaking hands or cupping both



hands around a person's hands. Try the different types of greetings. Come up with your own special greeting, such as latching pinkie fingers or grasping arms.

Friendly Hands. Talk about ways people can be friendly with their hands—playing pat-a-cake, playing circle games, holding hands to dance.

Communication Explanation. Explain the word *communicate*: to use words and actions (such as writing or drawing) to tell someone something. Explain that we also communicate feelings through our faces, bodies, and tones of voices.

Talking Hands. Talk about different ways we use hands to talk. Then do activities that let you communicate in a variety of ways: Use crayons, markers, watercolors, or finger paints to write your names. Use charades, picture drawings, or sign language to communicate actions such as eating, sleeping, or building. (For reference books on sign language, see "Learn More About It," page 35.) Use your hands, along with faces and bodies, to show different feelings.

NOTE: Be sensitive to cultural differences regarding hand signals. For example, to many Americans, a thumbs-up means things are going well; to some, the same signal may be seen as an obscene gesture.

Talking About Hitting. Discuss the ways hitting hurts: It hurts people's bodies and feelings. It hurts both the person being hit and the person who does the hitting. Talk about why people sometimes want to hit—because they may feel angry or upset about someone or something.

Feeling Faces. Together, think of as many words for feelings as you can. Have children draw or make a face to correspond to each feeling.

Feelings Chart. Make a chart children or family members can use to show how they're feeling. On self-stick notes, draw simple faces showing different feelings. Write children's or family members' names across the top. Tell children they can use their hands to stick a note showing how they feel under their name on the chart.

Handling Feelings. Tell children that it's okay to have strong feelings like anger, jealousy, or fear. There are acceptable ways to show these feelings and to help them go away—ways that are safe and that don't hurt people's feelings. Discuss the ideas shown in the book and also encourage children to suggest other ways to deal with intense feelings.

Hand Hunt. Put objects in a box or bag, then close your eyes and use your hands to identify them.

Fingerprint Fun. Make fingerprint pictures using a washable inkpad and paper. Notice how each fingerprint is different from the rest. Turn your fingerprints into faces, raindrops, falling leaves, or stars.

No Hands. Put your hands behind your back for five minutes. See what it's like not to be able to use your hands as you talk, play, or work.

Paired Hands. Put one hand in your pocket and keep it there. Then try to create a clay creature or a block structure using only one hand. Or work in pairs, each person using one hand so that together you have two hands. Try a similar activity to play an instrument or paint a picture. Talk about how two people working together can create something fun and unique. What if the two people decided to fight instead of work together? There would be two angry people and no building, music, or painting. Take time to discuss the many ways people use their hands to play, learn, and work together.

Solving Problems. Ask: "Have you and a friend had a problem to solve? What happened?" Discuss or role-play situations where children might need to solve a problem. Come up with different ideas for solving it.

Avoiding Fights. Encourage children to think of different things to do in order to get away from fighting or other violence. Help children identify different adults who can help them.

Staying Safe. Talk about and then pantomime different ways to be safe.

"No" Talk. An important part of children's safety is knowing what to do when another child or an older person tries to get them to do something that doesn't feel right. Tell children that they can say "no" in a big voice, run away to a safe place, and tell an adult they trust about what happened.

