

HANDS ARE NOT FOR HITTING

HANDS ARE NOT FOR HITTING: TEACHING COMPASSION THROUGH GENTLE TOUCH

HANDS ARE NOT FOR HITTING—A SIMPLE PHRASE THAT CARRIES PROFOUND MEANING, ESPECIALLY WHEN GUIDING CHILDREN OR ANYONE LEARNING ABOUT RESPECTFUL BEHAVIOR. OUR HANDS ARE INCREDIBLE TOOLS THAT ALLOW US TO CREATE, COMFORT, AND CONNECT. YET, WHEN USED TO STRIKE OR HARM, THEY BETRAY THEIR TRUE PURPOSE AND CAUSE PAIN INSTEAD OF BUILDING BONDS. UNDERSTANDING WHY HANDS SHOULD BE INSTRUMENTS OF KINDNESS RATHER THAN AGGRESSION IS ESSENTIAL FOR FOSTERING HEALTHY RELATIONSHIPS AND EMOTIONAL WELL-BEING.

THE POWER OF OUR HANDS: MORE THAN JUST TOOLS

OUR HANDS DO SO MUCH MORE THAN GRASP OBJECTS OR PERFORM TASKS—THEY COMMUNICATE EMOTIONS AND INTENTIONS. A GENTLE TOUCH CAN SOOTHE A CRYING CHILD, A REASSURING PAT CAN UPLIFT A FRIEND, AND A WARM HANDSHAKE CAN ESTABLISH TRUST. WHEN HANDS ARE USED FOR HITTING, IT DISRUPTS THIS POSITIVE POTENTIAL AND INTRODUCES FEAR, ANGER, AND PAIN.

HANDS ARE SYMBOLIC OF OUR ABILITY TO INTERACT CONSCIOUSLY WITH THE WORLD. USING THEM WITH CARE REFLECTS EMPATHY AND SELF-CONTROL. CONVERSELY, USING HANDS TO HIT CAN SIGNAL UNDERLYING FRUSTRATIONS OR POOR IMPULSE MANAGEMENT. RECOGNIZING THIS DISTINCTION IS A CRITICAL STEP TOWARD HEALTHIER WAYS OF EXPRESSING EMOTIONS.

WHY SAYING “HANDS ARE NOT FOR HITTING” MATTERS EARLY ON

TEACHING CHILDREN THAT HANDS ARE NOT FOR HITTING IS FOUNDATIONAL IN THEIR SOCIAL AND EMOTIONAL DEVELOPMENT. YOUNG KIDS OFTEN EXPERIMENT WITH PHYSICAL EXPRESSION BEFORE THEY FULLY GRASP LANGUAGE OR EMOTIONAL REGULATION. IF THEY LEARN EARLY THAT HITTING IS UNACCEPTABLE, THEY ARE MORE LIKELY TO DEVELOP RESPECTFUL INTERACTIONS LATER IN LIFE.

PARENTS, CAREGIVERS, AND EDUCATORS PLAY A CRUCIAL ROLE HERE. INSTEAD OF PUNITIVE RESPONSES, ENCOURAGING GENTLE TOUCH AND TEACHING ALTERNATIVE WAYS TO EXPRESS ANGER OR FRUSTRATION CAN HELP CHILDREN INTERNALIZE POSITIVE BEHAVIORS. FOR EXAMPLE, REDIRECTING A CHILD’S IMPULSE WITH PHRASES LIKE, “USE YOUR WORDS TO TELL ME HOW YOU FEEL,” OR “LET’S USE OUR HANDS TO BUILD, NOT HURT,” CAN BE INCREDIBLY EFFECTIVE.

ALTERNATIVES TO USING HANDS FOR HITTING

WHEN FRUSTRATION OR ANGER RISES, IT’S NATURAL FOR SOME TO WANT TO HIT AS A WAY OF RELEASING TENSION. HOWEVER, THERE ARE MANY HEALTHY ALTERNATIVES THAT CHANNEL EMOTIONS CONSTRUCTIVELY WITHOUT CAUSING HARM.

EXPRESSING EMOTIONS THROUGH WORDS AND ACTIONS

ENCOURAGING VERBAL COMMUNICATION IS ONE OF THE MOST POWERFUL TOOLS. TEACHING PHRASES LIKE “I’M UPSET BECAUSE...” OR “PLEASE GIVE ME SPACE” HELPS INDIVIDUALS ARTICULATE FEELINGS WITHOUT RESORTING TO PHYSICAL AGGRESSION. FOR YOUNGER CHILDREN OR THOSE STILL DEVELOPING LANGUAGE SKILLS, SIMPLE GESTURES OR USING EMOTION CARDS CAN BRIDGE THE GAP.

PHYSICAL ALTERNATIVES THAT ARE SAFE AND POSITIVE

SOMETIMES, THE NEED TO RELEASE ENERGY OR TENSION MANIFESTS PHYSICALLY. OFFERING OUTLETS SUCH AS:

- CLENCHING AND UNCLENCHING FISTS SLOWLY TO GAIN CONTROL
- USING STRESS BALLS OR SOFT TOYS TO SQUEEZE
- ENGAGING IN PHYSICAL ACTIVITIES LIKE RUNNING, JUMPING, OR DANCING
- PRACTICING DEEP BREATHING OR MINDFULNESS EXERCISES

THESE ALTERNATIVES PRESERVE THE PHYSICAL OUTLET WITHOUT DIRECTING HARM TOWARD OTHERS.

UNDERSTANDING THE IMPACT OF HITTING

IT CAN BE EASY TO UNDERESTIMATE THE EMOTIONAL AND PSYCHOLOGICAL EFFECTS OF HITTING, ESPECIALLY WHEN IT HAPPENS AMONG CHILDREN OR WITHIN FAMILIES. BUT HITTING OFTEN CAUSES MORE THAN JUST PHYSICAL PAIN—IT CAN DAMAGE TRUST AND CREATE LASTING FEAR.

EMOTIONAL CONSEQUENCES FOR BOTH PARTIES

FOR THE PERSON BEING HIT, FEELINGS OF VULNERABILITY, ANGER, EMBARRASSMENT, AND SADNESS MAY ARISE. IT CAN AFFECT THEIR SENSE OF SAFETY AND SELF-WORTH, SOMETIMES LEADING TO WITHDRAWAL OR AGGRESSION IN RESPONSE. FOR THE PERSON WHO HITS, REPEATED USE OF FORCE CAN REINFORCE UNHEALTHY COPING MECHANISMS AND HINDER EMOTIONAL GROWTH.

BREAKING THE CYCLE OF VIOLENCE

HITTING OFTEN PERPETUATES A CYCLE OF AGGRESSION. CHILDREN WHO WITNESS OR EXPERIENCE HITTING MAY INTERNALIZE THAT VIOLENCE IS AN ACCEPTABLE WAY TO SOLVE PROBLEMS OR EXPRESS FEELINGS. THIS MAKES TEACHING THAT HANDS ARE NOT FOR HITTING EVEN MORE VITAL—IT'S A STEP TOWARD BREAKING PATTERNS THAT CAN SPAN GENERATIONS.

PROMOTING POSITIVE TOUCH AND CONNECTION

HANDS EXCEL AT CREATING CONNECTION WHEN USED THOUGHTFULLY. POSITIVE TOUCH, SUCH AS HUGS, HIGH-FIVES, OR HOLDING HANDS, CAN ENHANCE EMOTIONAL BONDS AND IMPROVE WELL-BEING.

BUILDING EMPATHY THROUGH GENTLE TOUCH

WHEN CHILDREN AND ADULTS ALIKE EXPERIENCE GENTLE, CARING TOUCH, IT FOSTERS EMPATHY AND UNDERSTANDING. IT TEACHES THAT HANDS CAN BE USED TO COMFORT RATHER THAN HARM, BUILDING EMOTIONAL INTELLIGENCE AND COMPASSION.

PRACTICAL TIPS FOR ENCOURAGING NON-VIOLENT USE OF HANDS

- **MODEL RESPECTFUL BEHAVIOR:** DEMONSTRATE KINDNESS THROUGH YOUR OWN ACTIONS.
- **SET CLEAR BOUNDARIES:** EXPLAIN WHY HITTING IS HARMFUL AND UNACCEPTABLE.
- **REINFORCE POSITIVE BEHAVIOR:** PRAISE GENTLE TOUCH AND COOPERATIVE PLAY.
- **TEACH SELF-REGULATION:** HELP MANAGE EMOTIONS BEFORE THEY ESCALATE.
- **USE STORYTELLING:** SHARE BOOKS OR STORIES EMPHASIZING KINDNESS AND RESPECT.

HANDS IN A BROADER SOCIAL CONTEXT

BEYOND PERSONAL RELATIONSHIPS, THE PRINCIPLE THAT HANDS ARE NOT FOR HITTING EXTENDS TO COMMUNITIES AND SOCIETIES. PROMOTING PEACE AND NON-VIOLENCE REQUIRES RECOGNIZING THAT AGGRESSION ONLY BREEDS FURTHER CONFLICT. WHETHER IN SCHOOLS, WORKPLACES, OR PUBLIC SPACES, ENCOURAGING RESPECTFUL PHYSICAL BOUNDARIES CONTRIBUTES TO SAFER ENVIRONMENTS FOR EVERYONE.

EMPOWERING CONFLICT RESOLUTION SKILLS

TEACHING CONFLICT RESOLUTION SKILLS EQUIPS INDIVIDUALS TO HANDLE DISAGREEMENTS CALMLY AND CONSTRUCTIVELY. THIS REDUCES THE TEMPTATION TO USE HANDS DESTRUCTIVELY AND INSTEAD CHANNELS ENERGY TOWARD DIALOGUE AND UNDERSTANDING.

THE ROLE OF CULTURAL NORMS AND EDUCATION

CULTURAL ATTITUDES TOWARD PHYSICAL DISCIPLINE OR AGGRESSION VARY, BUT THE GLOBAL TREND IS SHIFTING TOWARD NON-VIOLENT COMMUNICATION AND RESPECT FOR PERSONAL SPACE. EDUCATION SYSTEMS THAT PRIORITIZE EMOTIONAL LITERACY AND SOCIAL SKILLS NURTURE GENERATIONS WHO UNDERSTAND THAT HANDS ARE ALLIES IN PEACE, NOT WEAPONS OF HARM.

HANDS TRULY ARE REMARKABLE INSTRUMENTS MEANT FOR CREATION, SUPPORT, AND CARE. THE SIMPLE REMINDER THAT HANDS ARE NOT FOR HITTING INVITES US TO RECONSIDER HOW WE EXPRESS OURSELVES PHYSICALLY AND EMOTIONALLY. BY EMBRACING KINDNESS AND TEACHING COMPASSIONATE USE OF OUR HANDS, WE CULTIVATE STRONGER RELATIONSHIPS, HEALTHIER COMMUNITIES, AND A MORE UNDERSTANDING WORLD.

FREQUENTLY ASKED QUESTIONS

WHAT DOES THE PHRASE 'HANDS ARE NOT FOR HITTING' MEAN?

THE PHRASE MEANS THAT HANDS SHOULD BE USED FOR POSITIVE AND CONSTRUCTIVE ACTIONS RATHER THAN FOR VIOLENCE OR HITTING OTHERS.

WHY IS IT IMPORTANT TO TEACH CHILDREN THAT HANDS ARE NOT FOR HITTING?

TEACHING CHILDREN THAT HANDS ARE NOT FOR HITTING HELPS PROMOTE NON-VIOLENT BEHAVIOR, ENCOURAGES EMPATHY, AND FOSTERS SAFE AND RESPECTFUL RELATIONSHIPS.

HOW CAN PARENTS EFFECTIVELY TEACH THEIR KIDS THAT HANDS ARE NOT FOR HITTING?

PARENTS CAN MODEL GENTLE BEHAVIOR, USE POSITIVE REINFORCEMENT, EXPLAIN THE CONSEQUENCES OF HITTING, AND PROVIDE ALTERNATIVE WAYS TO EXPRESS EMOTIONS.

WHAT ARE SOME ALTERNATIVE WAYS TO USE HANDS BESIDES HITTING?

HANDS CAN BE USED FOR HELPING OTHERS, CREATING ART, PLAYING MUSICAL INSTRUMENTS, GIVING HUGS, HIGH-FIVES, AND OTHER FORMS OF POSITIVE COMMUNICATION.

WHAT SHOULD A CHILD DO IF THEY FEEL LIKE HITTING SOMEONE?

CHILDREN SHOULD BE ENCOURAGED TO TAKE DEEP BREATHS, USE WORDS TO EXPRESS THEIR FEELINGS, WALK AWAY, OR TALK TO A TRUSTED ADULT INSTEAD OF HITTING.

HOW DOES REINFORCING 'HANDS ARE NOT FOR HITTING' AFFECT CLASSROOM BEHAVIOR?

IT HELPS CREATE A SAFE AND RESPECTFUL LEARNING ENVIRONMENT, REDUCES CONFLICTS, AND PROMOTES KINDNESS AMONG STUDENTS.

CAN THE MESSAGE 'HANDS ARE NOT FOR HITTING' BE APPLIED TO ADULTS AS WELL?

YES, IT ENCOURAGES ADULTS TO RESOLVE CONFLICTS PEACEFULLY, MAINTAIN SELF-CONTROL, AND SET A POSITIVE EXAMPLE FOR OTHERS.

WHAT ROLE DO SCHOOLS PLAY IN PROMOTING THE IDEA THAT HANDS ARE NOT FOR HITTING?

SCHOOLS IMPLEMENT ANTI-BULLYING PROGRAMS, TEACH SOCIAL-EMOTIONAL SKILLS, AND ESTABLISH CLEAR RULES TO PREVENT PHYSICAL AGGRESSION AMONG STUDENTS.

ADDITIONAL RESOURCES

HANDS ARE NOT FOR HITTING: UNDERSTANDING THE ROLE OF PHYSICAL BOUNDARIES IN BEHAVIOR

HANDS ARE NOT FOR HITTING—A SIMPLE YET POWERFUL STATEMENT THAT CARRIES SIGNIFICANT WEIGHT IN DISCUSSIONS AROUND BEHAVIOR, DISCIPLINE, AND INTERPERSONAL INTERACTIONS. THIS PHRASE SERVES AS A FOUNDATIONAL PRINCIPLE IN TEACHING RESPECT, EMPATHY, AND APPROPRIATE WAYS TO EXPRESS EMOTIONS, ESPECIALLY AMONG CHILDREN. IN AN ERA INCREASINGLY AWARE OF THE PSYCHOLOGICAL IMPACT OF PHYSICAL AGGRESSION, EXPLORING WHY HANDS SHOULD NOT BE USED TO HIT SHEDS LIGHT ON THE BROADER IMPLICATIONS FOR SOCIAL DEVELOPMENT, MENTAL HEALTH, AND CONFLICT RESOLUTION.

THE IMPORTANCE OF TEACHING NON-VIOLENT PHYSICAL BOUNDARIES

THE PHRASE “HANDS ARE NOT FOR HITTING” UNDERSCORES A CRUCIAL BEHAVIORAL GUIDELINE. HANDS, AS VERSATILE TOOLS, FACILITATE COMMUNICATION, CREATIVITY, AND CONNECTION. HOWEVER, WHEN USED AS INSTRUMENTS OF VIOLENCE, THEY CAN CAUSE PHYSICAL HARM AND EMOTIONAL TRAUMA. TEACHING THIS PRINCIPLE EARLY PROMOTES A CULTURE OF RESPECT AND

EMPATHY.

RESEARCH INDICATES THAT CHILDREN WHO GROW UP IN ENVIRONMENTS WHERE HITTING IS DISCOURAGED TEND TO DEVELOP BETTER EMOTIONAL REGULATION SKILLS. ACCORDING TO A STUDY PUBLISHED IN THE JOURNAL OF CHILD PSYCHOLOGY AND PSYCHIATRY, CHILDREN EXPOSED TO NON-VIOLENT DISCIPLINARY METHODS EXHIBIT LOWER LEVELS OF AGGRESSION AND INCREASED SOCIAL COMPETENCE. THIS EVIDENCES THE POSITIVE IMPACT OF REINFORCING THE IDEA THAT HANDS SERVE CONSTRUCTIVE RATHER THAN DESTRUCTIVE PURPOSES.

THE PSYCHOLOGICAL IMPACT OF PHYSICAL AGGRESSION

UNDERSTANDING THE PSYCHOLOGICAL CONSEQUENCES OF HITTING IS ESSENTIAL IN APPRECIATING WHY “HANDS ARE NOT FOR HITTING” IS MORE THAN A CATCHY SLOGAN. PHYSICAL AGGRESSION, EVEN WHEN PERCEIVED AS MINOR, CAN INSTILL FEAR AND DIMINISH SELF-ESTEEM. VICTIMS OF PHYSICAL PUNISHMENT MAY EXPERIENCE ANXIETY, DEPRESSION, AND DIFFICULTIES FORMING TRUSTING RELATIONSHIPS LATER IN LIFE.

MOREOVER, CHILDREN WHO WITNESS OR EXPERIENCE HITTING MAY IMITATE THIS BEHAVIOR, PERPETUATING A CYCLE OF VIOLENCE. BEHAVIORAL STUDIES SUGGEST THAT MODELING NON-VIOLENT BEHAVIOR ENCOURAGES EMPATHY AND CONFLICT RESOLUTION SKILLS. THIS FURTHER SUPPORTS THE NECESSITY OF TEACHING THAT HANDS SHOULD BE USED FOR POSITIVE INTERACTIONS RATHER THAN AGGRESSION.

HANDS AS TOOLS FOR POSITIVE INTERACTION AND COMMUNICATION

HANDS PLAY AN INDISPENSABLE ROLE IN HUMAN COMMUNICATION AND INTERACTION. BEYOND MERE PHYSICAL TOUCH, THEY ENABLE GESTURES, EXPRESSIONS, AND CONNECTIONS THAT TRANSCEND VERBAL LANGUAGE. RECOGNIZING HANDS AS INSTRUMENTS OF KINDNESS AND COOPERATION CHALLENGES THE IMPULSE TO ASSOCIATE THEM WITH HITTING.

ALTERNATIVE USES OF HANDS TO EXPRESS EMOTION

WHEN EMOTIONS RUN HIGH, THE URGE TO HIT CAN SOMETIMES ARISE AS A MISGUIDED OUTLET FOR FRUSTRATION OR ANGER. EDUCATING INDIVIDUALS—ESPECIALLY CHILDREN—ON ALTERNATIVE WAYS TO EXPRESS THESE EMOTIONS THROUGH HANDS CAN BE TRANSFORMATIVE.

- **CLAPPING:** CELEBRATING SUCCESS OR SHARING EXCITEMENT.
- **WAVING:** GREETING OR BIDDING FAREWELL.
- **GIVING A HIGH-FIVE:** ENCOURAGING CAMARADERIE AND SUPPORT.
- **HOLDING HANDS:** PROVIDING COMFORT AND REASSURANCE.
- **USING GESTURES:** COMMUNICATING EMOTIONS LIKE “STOP” OR “SLOW DOWN” WITHOUT AGGRESSION.

SUCH POSITIVE USES REINFORCE THE PRINCIPLE THAT HANDS ARE FOR CONNECTION, NOT HARM.

DISCIPLINE WITHOUT PHYSICAL PUNISHMENT

THE DEBATE OVER PHYSICAL PUNISHMENT IN CHILD-REARING HAS EVOLVED SIGNIFICANTLY. ADVOCATES FOR NON-VIOLENT

DISCIPLINE EMPHASIZE THAT "HANDS ARE NOT FOR HITTING" NOT ONLY PROTECTS CHILDREN FROM HARM BUT ALSO FOSTERS HEALTHIER DEVELOPMENTAL OUTCOMES.

PROS AND CONS OF PHYSICAL PUNISHMENT

1. PROS (AS ARGUED BY SOME PROPONENTS):

- IMMEDIATE COMPLIANCE.
- CLEAR DEMONSTRATION OF CONSEQUENCES.

2. CONS:

- POTENTIAL FOR PHYSICAL INJURY.
- EMOTIONAL DISTRESS AND EROSION OF TRUST.
- ENCOURAGEMENT OF AGGRESSIVE BEHAVIOR IN CHILDREN.
- REDUCED PROBLEM-SOLVING SKILLS.

STUDIES OVERWHELMINGLY FAVOR NON-VIOLENT DISCIPLINARY TECHNIQUES, SUCH AS TIME-OUTS, POSITIVE REINFORCEMENT, AND VERBAL REASONING, WHICH ALIGN WITH THE MESSAGE THAT HANDS SHOULD NOT BE USED TO HIT.

IMPLEMENTING NON-VIOLENT DISCIPLINE STRATEGIES

PARENTS AND EDUCATORS CAN ADOPT PRACTICAL STRATEGIES ROOTED IN RESPECT AND UNDERSTANDING:

- **SETTING CLEAR BOUNDARIES:** COMMUNICATE EXPECTATIONS CALMLY AND CONSISTENTLY.
- **MODELING BEHAVIOR:** DEMONSTRATE RESPECTFUL WAYS TO HANDLE CONFLICT.
- **ENCOURAGING EMOTIONAL LITERACY:** HELP CHILDREN IDENTIFY AND VERBALIZE FEELINGS.
- **PROVIDING ALTERNATIVES:** TEACH PHYSICAL OUTLETS LIKE SQUEEZING A STRESS BALL OR DEEP BREATHING.

THESE APPROACHES PROMOTE THE CONCEPT THAT HANDS ARE FOR NURTURING ACTIONS RATHER THAN FOR HITTING.

BROADER SOCIAL IMPLICATIONS OF EMBRACING NON-VIOLENCE

WHEN THE PRINCIPLE THAT "HANDS ARE NOT FOR HITTING" EXTENDS BEYOND THE HOME INTO SCHOOLS, COMMUNITIES, AND WORKPLACES, IT CONTRIBUTES TO A CULTURE OF SAFETY AND RESPECT. ANTI-BULLYING PROGRAMS, CONFLICT RESOLUTION WORKSHOPS, AND POLICIES AGAINST CORPORAL PUNISHMENT ALL REFLECT THIS ETHOS.

COMPARATIVE PERSPECTIVES ON PHYSICAL AGGRESSION

GLOBALLY, ATTITUDES TOWARD PHYSICAL AGGRESSION VARY. SOME CULTURES HAVE HISTORICALLY ACCEPTED CORPORAL PUNISHMENT AS A DISCIPLINARY TOOL, WHILE OTHERS STRICTLY PROHIBIT IT. INTERNATIONAL ORGANIZATIONS, INCLUDING THE UNITED NATIONS, ADVOCATE FOR BANNING PHYSICAL PUNISHMENT OF CHILDREN, EMPHASIZING THE RIGHT TO PROTECTION FROM VIOLENCE.

COMPARATIVE STUDIES REVEAL THAT COUNTRIES WITH STRINGENT LAWS AGAINST PHYSICAL PUNISHMENT OF MINORS REPORT LOWER RATES OF YOUTH VIOLENCE AND IMPROVED MENTAL HEALTH OUTCOMES. THIS CORRELATION UNDERSCORES THE SOCIETAL BENEFITS OF INTERNALIZING THE MESSAGE THAT HANDS ARE NOT FOR HITTING.

HANDS AS SYMBOLS OF EMPOWERMENT AND HEALING

BEYOND AVOIDING HARM, HANDS SYMBOLIZE EMPOWERMENT AND HEALING. IN THERAPEUTIC SETTINGS, TOUCH CAN CONVEY EMPATHY AND SUPPORT—CONTRASTING SHARPLY WITH THE USE OF HANDS FOR HITTING.

THE ROLE OF TOUCH IN HUMAN CONNECTION

THERAPY MODELS LIKE SOMATIC THERAPY USE TOUCH CAREFULLY AND CONSENSUALLY TO HELP INDIVIDUALS RECONNECT WITH THEIR BODIES AND EMOTIONS. THIS HIGHLIGHTS THE DUAL POTENTIAL OF HANDS: TO HARM OR TO HEAL.

PROMOTING AWARENESS OF THIS DUALITY ENCOURAGES MINDFULNESS IN HOW PHYSICAL CONTACT IS USED AND RESPECTS PERSONAL BOUNDARIES. THE MESSAGE THAT HANDS ARE NOT FOR HITTING ALIGNS WITH THIS BROADER UNDERSTANDING OF PHYSICAL INTERACTION AS A CHOICE THAT CAN FOSTER TRUST OR CAUSE DAMAGE.

HANDS ARE UNDENIABLY POWERFUL INSTRUMENTS IN HUMAN INTERACTION. EMBRACING THE PRINCIPLE THAT HANDS ARE NOT FOR HITTING NURTURES SAFER ENVIRONMENTS, HEALTHIER RELATIONSHIPS, AND MORE EMPATHETIC SOCIETIES. AS AWARENESS GROWS AROUND THE CONSEQUENCES OF PHYSICAL AGGRESSION, THE FOCUS SHIFTS TOWARD FOSTERING COMMUNICATION, RESPECT, AND POSITIVE EXPRESSION—REMINDING US ALL THAT HANDS, IN THEIR VERSATILITY, ARE BEST USED TO BUILD RATHER THAN BREAK.

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