



HERE
For Healthy Schools



HERE
For Healthy Schools

HEALTHY HABITS CURRICULUM

Grades
K TO 2

For more information and additional resources, please visit
www.Lysol.ca/HERE

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We encourage you to make the lesson plans your own to fit the needs and ages of the children in your classroom.

GERMS

SHAKE THOSE GERMS!

THE BIG IDEA:

Germs are so tiny, we can't see them. By substituting finger paint for germs, students can see for themselves how germs are spread and why handwashing is so important.

HEALTHY HABITS

Goals and Skills

Students Will:

- Understand that germs are too small to see, and live on hands and surfaces
- Demonstrate how to prevent and reduce the spread of germs with handwashing
- Express their ideas about germs through art

Supplies and Preparation:

- Finger paints
- Heavyweight craft paper
- Access to a sink with soap and water
- Towels for drying

Instruction Steps

1. The Facts about Germs. Begin by inviting students to share what they think germs are. Explain what germs are to students with the following facts:

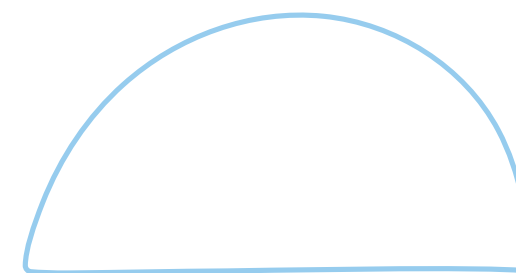
- Germs are tiny living things called bacteria or micro-organisms that are all around us all the time
- They are so tiny, you can't see them unless you use a microscope
- Some germs help our bodies work properly, but others can make us sick
- Germs can live on all kinds of things... hands, noses, desks, and bathrooms
- People spread germs by touching things, and by sneezing and coughing
- Keeping hands and surfaces clean helps prevent bad germs from spreading

2. Shake Those Germs! This fun and colourful activity will help children see how germs can spread. Line up everyone in the class. First, cover your own hands with finger paint. Then, shake hands with the first student in line. Have that student shake the next person's hand, and so on. Ask students to notice how much paint spread from one person to the next. (Remind students not to touch their clothes, faces, and other items while the finger paint is on their hands!)

3. How Germs Spread. Explain that now you will pretend that the paint represents germs. Have everyone look at his or her hands again. Have students explain where the paint came from (you) and how it travelled. Touching other people or surfaces is one way germs can spread.

4. Extend the Lesson. Have students make a Germ Portrait using the finger paints. Ask them: "What do you think tiny germs look like?" When their portraits are finished, have them share and explain their ideas to the rest of the class.

Share the pictures of actual germs and viruses on the following page (or download pictures from the Internet).

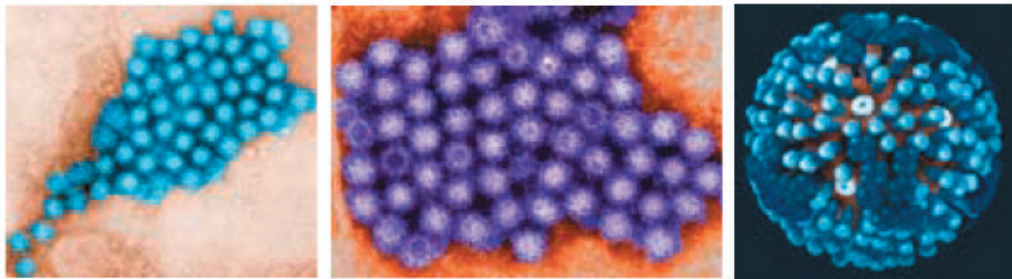
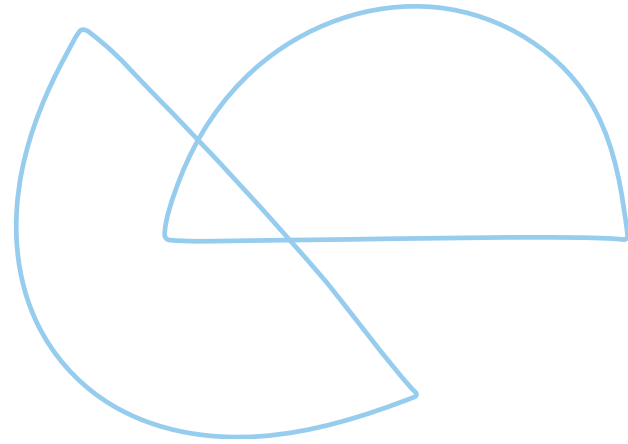


5. Wash Those Hands! End the activity with a good handwashing for all. Using the paint as a guide, determine whether the children have washed off all the germs. Use warm water and soap, and remind everyone to wash their hands (backs, palms, between fingers) for at least 20 seconds. To help kids know how long they should wash their hands, refer to the next lesson or remind them to sing the “Happy Birthday” song from start to finish, two times.

When they dry their hands, is there any colour on the towel? If so, that means they didn’t wash their hands enough.

Remind them that handwashing is one of the best ways to keep bad germs from spreading.

6. Extend the Lesson. Allow students to add details to their Germ Portraits using pencils, pens and other art supplies. Encourage students to name and then “autograph” their paintings. If they are able, have students add a written title to their pictures.



Close-ups of microscopic germs

KINDERGARTEN

HANDWASHING

GERMS, GERMS, GO AWAY

THE BIG IDEA:

Children sometimes rush through their hand wash routine, falling short of the 20 second recommendation. These wash and play activities give them something to occupy their minds while encouraging them to think about germs and hygiene.

*NOTE: Please place germ handouts above sinks or use as teaching guides.

HEALTHY HABITS

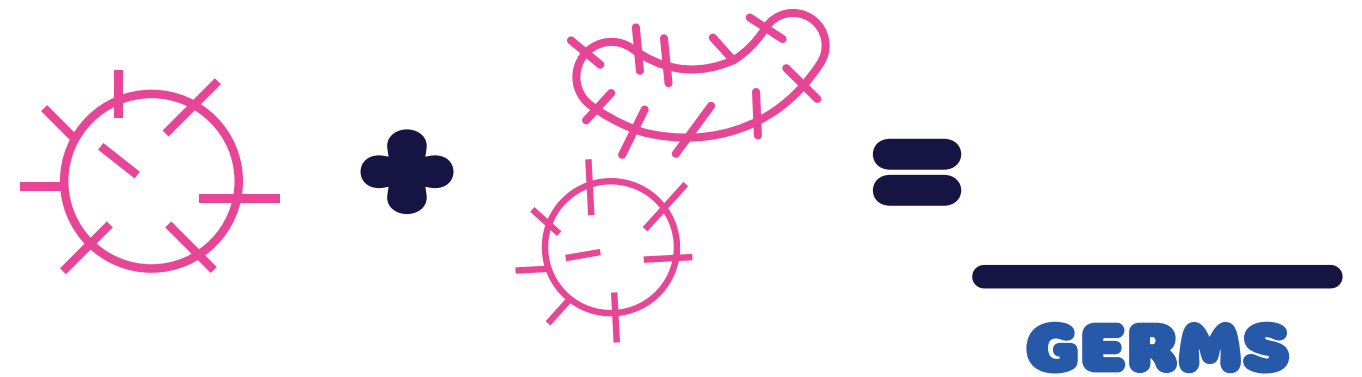
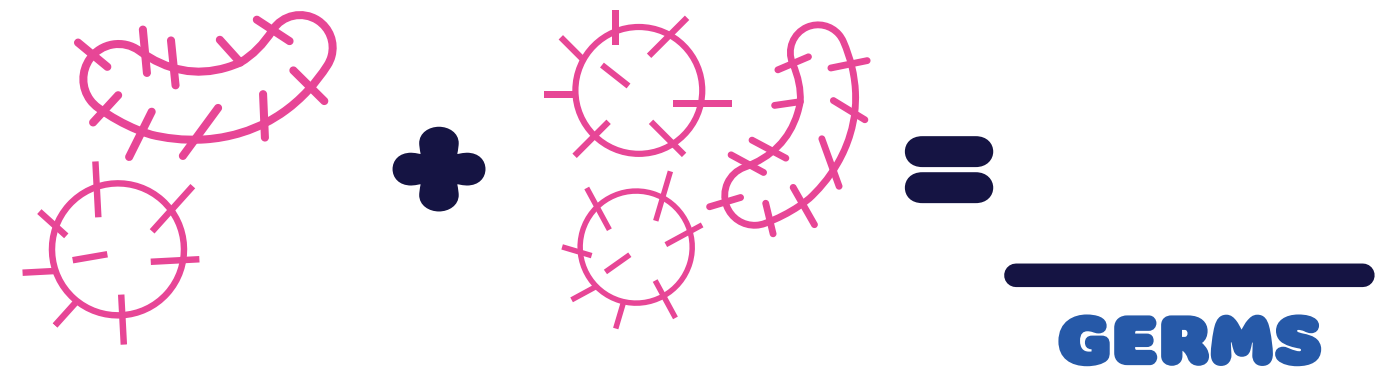
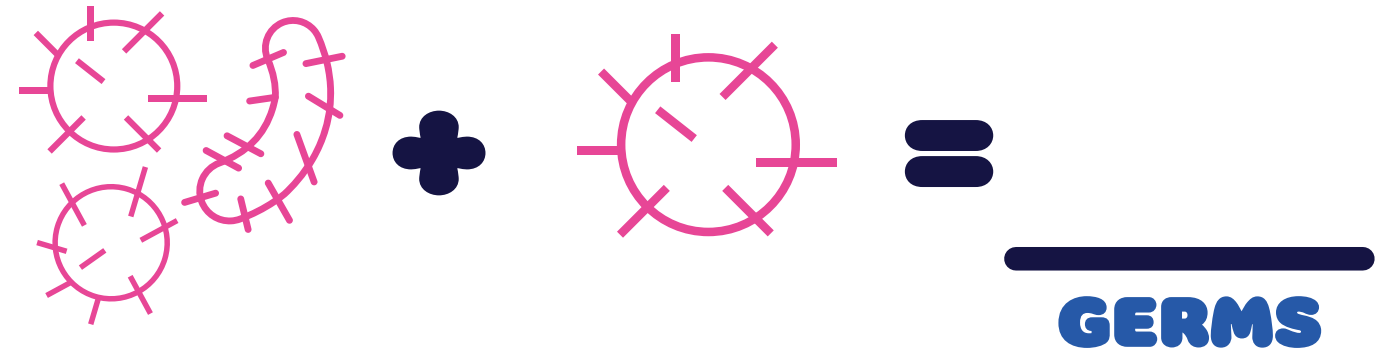
HANDOUT

Guess the image names



HANDOUT

Add the germs in each row



HANDOUT

Sing this song. Music video available at www.Lysol.ca/HERE

**THE ICKY ICKY TISSUE
IS COVERED IN MY SNOT,
INTO THE TRASH CAN
WITH A LITTLE SHOT.
TIME TO WASH MY HANDS
TO REMOVE ALL THE GERMS,
AND BACK TO THE CLASSROOM,
NOW IT'S TIME TO LEARN.**

GERMS
GERM
DETECTIVES

THE BIG IDEA:

Children will learn that germs are tiny living things. In fact, they are so small, we can't even see them. These tiny germs can live anywhere, including on hands and surfaces. Some germs can make children sick, so they have to learn to keep their hands and surfaces clean to help prevent bad germs from spreading.

Goals and Skills

Students Will:

- Understand that germs live on hands and surfaces, but are too small to see
- Understand that to prevent and reduce the spread of germs, we must wash our hands and keep our hands out of our mouths, eyes, and noses
- Identify places and objects where germs live and hide
- Through discussion, demonstrate their knowledge about germs and how they are spread

Supplies and Preparation:

- Cornstarch or flour
- Clipboards
- Blocks
- Markers
- Tray

Instruction Steps

1. What are Germs? Begin the discussion by inviting children to share what they think germs are. Go on to explain what germs are with the following facts:

- Germs are tiny living things that are all around us all the time
- Not all germs are harmful, but some can make us sick
- Germs can live anywhere, like inside our bodies and on our hands and surfaces like tables, floors, and toilets
- Germs can get inside our body through our mouths, eyes, and noses
- Keeping hands and surfaces clean helps prevent bad germs from spreading

- Chart paper with printed images or magazine pictures of a bathroom, outdoor play, eating, and sneezing or coughing.
- Make copies of handout **When to Wash Your Hands***
***NOTE:** This handout is an optional extension.

Teacher Tip:

For tips on how to keep surfaces clean in your classroom, cross-reference the **Germ Prevention Protocols** booklet.

There is also a handwashing poster available at <https://www.Lysol.ca/en/healthy-schools/>

2. Germ Blocks. This fun activity will help children see how germs can live on surfaces and spread. Invite children to stand around a table. Explain that you will pretend that the powder in the bag, cornstarch or flour, represents germs. While children watch, cover blocks in the “germ powder.” Have them put one hand behind their back and then invite each child to pick up one block with one hand and hold it for just a few seconds. Ask the children to put the block back down on the tray and open their hand to show their palm. Ask, “What happened to your hand? Where did the powder come from? Where did the ‘germs’ come from?” The germs came from the blocks. Explain that like powder, germs can live on surfaces and stick to tables and floors as well as blocks, toys, and faucets.

Next, ask the children, “What do you think will happen if you drop the block on the table?” Demonstrate that germs will spread onto the table. Explain that like powder, germs can live on surfaces and can remain on surfaces for a long time.

3. How Germs Spread. Explain that you will now show how germs spread. Ask, “What do you think will happen when we clap our hands together?” Tell them to clap their hands once and notice what happens to the other hand. “Did the germs spread?” Have children look at their hands again and ask them to explain where the powder originally came from (blocks) and how it travelled. Explain that we can spread germs by touching other body parts, objects, or people with our hands. Another way that germs spread is when we sneeze or cough. Pretend you need to sneeze and clap your hands, making sure to show how germs travel through the air and spread when we don’t cover our mouths.

4. Germ Detectives. Explain that germs have places where they gather and hide. Some places have more germs than others. These germs can make us sick if we don’t remember to wash our hands after touching an area where germs live. Today, we will look around the classroom for germs in hiding. Explain that the clues will lead us to times and places where we will find germs that can make us sick. We will then post signs to remind everyone to wash their hands, so we can wash germs away and stay healthy.

Make a chart like the one below to tally and record the children’s responses. You can use printed images or pictures from magazines as visuals for the chart. After each clue is discussed, check off the last box to indicate germs were found at that location or time.

Clue #1: Germs are found in places that are frequently touched.*

*NOTE: Explain *frequently* means it is touched many times by a lot of people.

Pictures	Tally	Number	Germs
Bathroom			
Doorknob			
Blocks			
Table			

- Ask:**
- How many of you used the bathroom today?
 - How many of you played with blocks today?
 - How many of you opened the door today?
 - How many of you worked at a table today?

Clue #2: Your hands can have germs even when they look clean, especially after you eat, cough, or sneeze.*

Pictures	Tally	Number	Germs
Eating			
Coughing			
Sneezing			

- Ask:**
- How many of you ate breakfast this morning?
 - How many of you sneezed today?
 - How many of you coughed today?

Now that children know where germs live, ask them to recall when and/or where they found germs. Post signs around these areas (bathroom, door, snack table, etc.) to remind children to wash their hands.

5. Review. On chart paper, post images of the following activities (using the bathroom, eating, sneezing, and playing outside) as represented in the columns below. Read the following scenarios out loud. Ask the children to tell you if handwashing should take place before or after an activity.

When to Wash Your Hands Scenarios

1. Tim will use the bathroom.
2. Tonya will eat a delicious apple.
3. Maria sneezes.
4. Mel is playing outside.

Before	When to Wash Your Hands	After

Answer Key

1. After
2. Before and After
3. After
4. After

6. Home Connection. Have children make a list of places at home where germs live and share the list with their parents. Children can work with their families to create visual signs and reminders to post around the house. For example: in the kitchen, on the countertops, in the bathroom, above light switches, etc.

As you are teaching healthy habits in the classroom, this is also a good time to pay attention to developmental milestones like “following two-step commands” or “showing more independence”.

HANDOUT: When to Wash Your Hands

Draw a line to show when handwashing takes place and colour the relevant images in each scenario.

Before	When to Wash Your Hands	After
 Handwashing	 Using the Bathroom	 Handwashing
 Handwashing	 Eating	 Handwashing
 Handwashing	 Sneezing	 Handwashing
 Handwashing	 Playing Outside	 Handwashing

GOOD HYGIENE HABITS

SCHOOL BE HEALTHY, BE HERE

THE BIG IDEA:

Human activities and choices can impact our health and the health of those around us. In this lesson, students make the connection that knowing about our bodies and making healthy choices helps us take care of ourselves and stay in school.

HEALTHY HABITS**Goals and Skills****Students Will:**

- Understand that we can spread germs that are all around us by coughing, sneezing, and touching. Spreading germs can make us and others sick.
- Recognize that choosing to practice healthy hygiene habits like keeping our work and play areas clean, plus proper handwashing, can protect us from germs
- Connect the idea of keeping ourselves healthy with the importance of being able to stay in school

- Identify reasons why it is important to stay in school: we learn, grow, and play
- Creatively connect these ideas through a group graffiti and individual art project

Supplies and Preparation:

- Large chart or bulletin board paper
- Coloring materials – crayons and markers

Instruction Steps

1. Review and Discuss. At home and in prior grades, students have been introduced to the idea of germs and their link to causing illness. Review background knowledge by asking: “What do you know about germs?” Have students share with their shoulder partners. Then, share ideas with the whole group. Record student responses.

2. Explain and Discuss. Provide additional information if needed. Include the following ideas: Germs are very tiny and live all around us. Some germs are called bacteria and others are viruses. Germs are so small that we can only see them with a microscope. Sometimes germs can make us sick with illnesses like colds and the flu. Germs can be transferred from unwashed hands to objects all around us. Places where lots of germs grow are called “germ hotspots”. Germs can enter the body through the eyes, nose, and mouth and can make us sick. People often touch their eyes, nose, and mouth without even realizing it. Doing simple things, such as washing our hands and keeping our work area clean, can help us maintain healthy habits.

3. Explore and Discuss. Ask the questions: “Why do we come to school? How is school important? What happens if we are sick? Why is it important to have healthy habits?” Students share ideas. Ask for examples and details.

4. Create. Students work in small groups to create a Graffiti Wall on large bulletin board paper. Direct students to write, draw, and express the connections they have made between healthy habits such as handwashing, keeping work areas clean, being able to attend school because we are well and healthy, and the benefits of school such as learning, playing, and being with friends.

5. Home Connection. Students write letters to their families connecting information presented and discussed in this lesson. The purpose of the letter is to ask families to support making healthy choices to stay well and healthy. Students may ask their families to support them in maintaining healthy habits and school attendance. Elaborate on reasons why school attendance is important.

GERMS

NOW YOU SEE IT!

THE BIG IDEA:

Germs are so tiny we can't see them. But by substituting a spray of colored water for a sneeze, students can see that germs can live and spread anywhere.

HEALTHY HABITS

Goals and Skills

Students Will:

- Discover more about germs and how they spread
- Understand why washing hands and surfaces may prevent or reduce the risk of disease
- Understand that surfaces that look clean may still contain germs

Supplies and Preparation:

- Spray bottle
- Washable red paint
- Disinfecting wipes
- Access to sink, soap, and towels for the entire class
- Find and download images of bad germs/viruses (tuberculosis, E. coli, or typhus)

Instruction Steps

1. What Are Germs? Start a class discussion by asking students to share what they know about germs and how they can spread.

2. Germs 101. Inform your students about germs by sharing the following. Write the definition of a germ on the board:

- Germs are tiny living things called bacteria or microorganisms that are all around us all the time
- They are “microscopic”—which means that they are so small you can't see them without a microscope

Show pictures of various bad germs/viruses, such as tuberculosis, E. coli, or typhus.

Explain that some germs are good, and that our body needs them to work right—to help kill off bad germs or help us digest food (acidophilus, for instance).

Make a list of places, or “hotspots,” germs live (mouth, nose, hands, tables, handles, and keyboards).

3. How Germs Spread. Discuss how germs can spread (hands to surfaces, surfaces to hands, hands to hands). Start a list of the ways we can prevent germs from spreading:

- Covering coughs and sneezes
- Proper handwashing
- Keeping surfaces clean

4. Demonstrate. Bring the discussion to life for students with this visual demonstration that is guaranteed to be memorable! Fill a spray bottle with washable red paint and dilute it with water. As you pretend to sneeze, spray the solution on a table top.

5. Wash Hands. First, model the proper steps of handwashing to the class. Then, have everyone wash their hands with soap and water for 20 seconds. Make sure the red is all gone!

To ensure students wash long enough, and to insert a little bit of a challenge, have students count by odd or even numbers (they should count to 40).

6. Clean Surfaces. Reiterate that the reason they need to keep the classroom and their hands clean is to reduce the chance of spreading bad germs. Have students help you clean the surfaces in the classroom, including table tops, counters, doorknobs, keyboard keys, and other “hotspots” you identified in step 2.

7. Extend the Lesson. Repeat the demonstration using clear water. Explain that even though students can't see the “germs,” they are still on the table surface.

HANDWASHING CALLING ALL KIDS: BE A HANDWASHING EXPERT!

THE BIG IDEA:

Students will take what they have already learned* about proper handwashing steps to the next level by sharing their knowledge and communicating healthy messages to their peers, school, family and community, with a creative poster campaign.

*NOTE: It is recommended that prior to using this lesson, you introduce the topics of germs on hands and surfaces via the Healthy Habits lessons: Now You See It!

HEALTHY HABITS

Goals and Skills

Students Will:

- Review and sequence proper handwashing steps
- Identify parts of speech and practice constructing sentences about handwashing
- Create handwashing messages to share what they have learned with their school community and family to promote healthy habits

Supplies and Preparation:

- “Germ hotspot” stickers (included in back to class kit)
- Chart paper
- Index cards
- Art supplies (poster paper, crayons, markers, coloured pencils, glue sticks, tape, scissors)
- Make copies of the student handout **Test Your Handwashing IQ: Become an Expert!**

Answer Key for Test Your Handwashing IQ: Become an Expert!

1. The sentence explains WHY handwashing is important.
2. The correct order of steps: 1) Wet your hands... 2) Lather (make soapy bubbles) by rubbing your hands... 3) Keep scrubbing your hands... 4) Rinse your hands... 5) Dry your hands...
3. The sentences in Exercise 2 explain HOW to wash your hands.
4. Wash hands: 1) BEFORE 2) AFTER 3) BEFORE 4) AFTER 5) AFTER 6) BEFORE, AFTER 7) AFTER 8) AFTER
5. Verbs: eating, using, treating, blowing/coughing/sneezing, touching, preparing, handling
Nouns: food, toilet, cut/wound, nose, animal/animal food/animal waste, food, pet food/pet treats, garbage

Instruction Steps

1. Germs 101. Begin by reviewing what students know about handwashing while allowing them to practice their literacy skills, including reading, writing and language comprehension.

Provide each student with a copy of the handout **Test Your Handwashing IQ: Become an Expert!** Go over the instructions to each question with students. Students may work individually or with partners to complete the questions. Once everyone has completed the handout, review answers together as a class by asking students to read sentences aloud.

2. Germ Hotspots. Germs have places they often gather at school! Many of these are places that are frequently touched. Work with your students to place the included “germ hotspot” stickers around the classroom. Then, have your class brainstorm others and create a list of potential “germ hotspots” throughout the school where germs might be found. Encourage them to start with the classroom you are in, and then think about where else they spend their time during the school day.

Prompt them with the following questions:

- What objects do you touch in this classroom every day?
- Where do you go and where do you spend time throughout the school, in addition to our own classroom?
- What objects in the school do lots of people touch?

Keep track of student answers on chart paper. Some of the most common “germ hotspots” are the frequently touched surfaces in the bathrooms, library, cafeteria, gymnasium, main office, such as doorknobs, drinking fountain handles, light switches, table and desk tops, writing tools (shared pens, pencils and pencil sharpeners), computer lab keyboards/mice, etc.

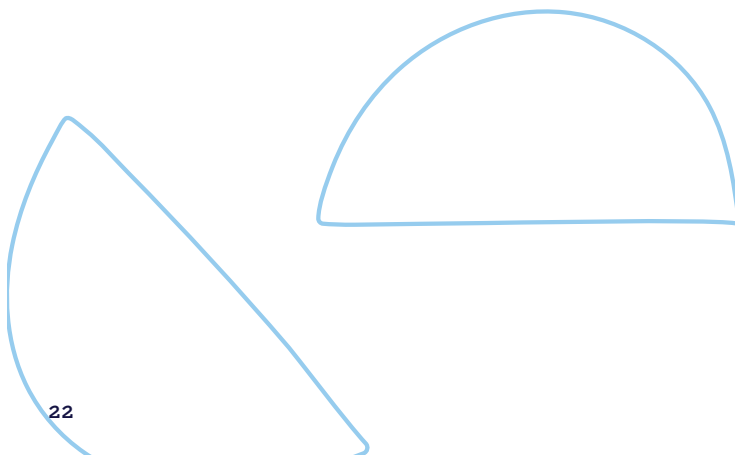
3. Healthy Poster Campaign! Using the initial germ review activity and handout as a springboard, challenge students to create handwashing sentences/messages that can be promoted throughout the school community. Allow students to work in pairs or groups of three. Ask them to think about facts they might use to persuade others to adopt healthy handwashing practices, and encourage them to first think about where their posters will be displayed.

Ask:

- What visuals can you show to help make your message clear?
- What verbs do you want to use?

Now, using these facts/sentences/messages, students will continue to work in small groups to create a series of posters. Completed posters will be displayed throughout the school; ideal placement is near “germ hotspots” to remind others in the school community to wash their hands.

Provide groups with poster board and art supplies. Designate a couple of “germ hotspots” for each group to target as they create their posters. Encourage them to use catchy visuals and descriptive yet clear language and lettering. Remind them that their posters need to capture people’s attention and communicate a clear message.



Provide students with the following guidelines:

- What is your message?
- What is the action?
- Do you explain “why” your message is important?
- Be clear!
- Make it visual!

4. Share and Compare. Once the posters are completed, have groups share their posters with the rest of the class. For each poster, prompt the class to evaluate it by asking: “Is the message clear? Do you know what action to take? Do you know why?”

Using index cards, have each student write a “glow” (i.e., What do they like about it?) and “grow” (i.e., What can be improved?) comment for each poster. Allow groups to use the glow-and-grow feedback to revise their posters and messages before hanging them up around the school.

5. Reflect. Have students reflect and write a few sentences about what they learned about sharing healthy messages with other people.

- Why was it important to share these messages?
- What did you enjoy about the activity?
- What outcome do you hope to see as a result of your poster campaign?

Ask them to create a list of potential “germ hotspots” at home or in public places where they spend a lot of time.

6. Extend the Lesson. Students can create short jingles, raps, or skits using the facts collected and messages created in the beginning of the lesson. They can be performed during a school assembly or parent night.

7. Home Connection. Have students bring their lists of at-home “germ hotspots” and work with their families to create visual signs and reminders to post around the house. For example: in the kitchen on the countertops, in the bathroom, above light switches, etc.

HANDOUT: Test Your Handwashing IQ: Become an Expert!

Name: _____

1. Read the sentence below.

Regular handwashing before and after certain activities is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others.

What does the sentence above explain? (Circle one answer)

- It explains **WHY** handwashing is important.
- It explains **WHERE** to wash your hands.

2. Read the sentences about handwashing below. They are not in the correct order.

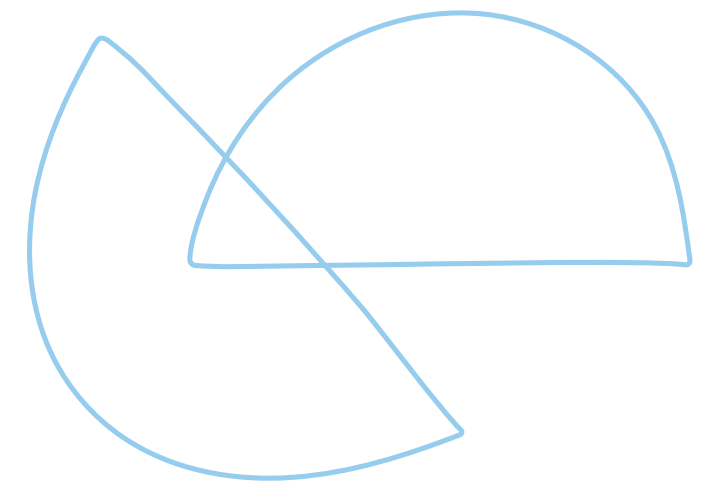
Put them in the right order by writing the numbers 1 - 5 in the spaces below.

What is the first step? What is the last step?

- _____ **Dry** your hands using a clean towel or air dry them.
- _____ **Keep scrubbing** your hands for at least 20 seconds. Hum the “Happy Birthday” song from beginning to end twice.
- _____ **Rinse** your hands well under clean, running water.
- _____ **Lather (make soapy bubbles)** by rubbing your hands together with the soap. Be sure to scrub the backs of our hands, between your fingers, and under your nails with the soapy bubbles.
- _____ **Wet** your hands with clean, running water (warm or cold). Turn off the tap, and apply soap.

3. The sentences above explain: (Circle one answer)

- **WHY** to wash your hands.
- **WHEN** to wash your hands.
- **HOW** to wash your hands.



4. The sentences below explain **WHEN** to wash your hands. Each sentence is missing either the word **BEFORE** or **AFTER**. Complete each sentence by writing in one of those words below.

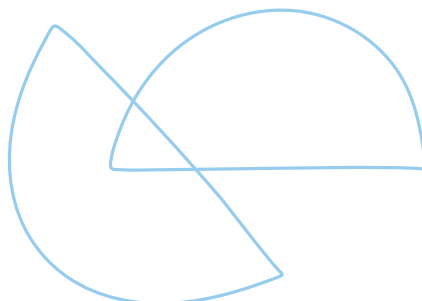
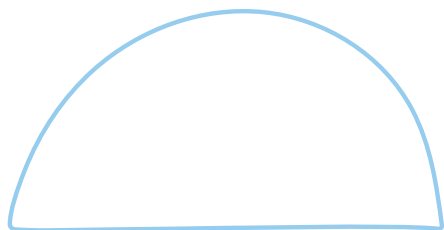
Wash hands:

1. _____ eating food
2. _____ using the toilet
3. _____ and after treating a cut or wound
4. _____ blowing your nose, coughing, or sneezing
5. _____ touching an animal, animal food, or animal waste
6. _____, during, and _____ preparing food
7. _____ handling pet food or pet treats
8. _____ touching garbage

5. Identify the **VERBS** and **NOUNS** in the sentences above. Write them in the list below.

	Verbs	Nouns
1		
2		
3		
4		
5		
6		
7		
8		

A special note for BIG BROTHERS AND SISTERS: If you play with or help care for a younger sibling, it's also important to wash your hands after touching a diaper or helping a younger sister/brother in the bathroom.



GOOD HYGIENE HABITS

EVERY DAY, I...

THE BIG IDEA:

We make choices every day that can help or hurt us. In this lesson, students discuss what daily choices are healthy for them, and identify ways to add more healthy habits to their day.

HEALTHY HABITS

Goals and Skills

Students Will:

- Understand and explain the difference between healthy and unhealthy habits
- Demonstrate how to make decisions in their best interests
- Practice and refine language and communication skills

Instruction Steps

1. Review. Start by reviewing the use of present tense to discuss habitual action, as in “I run every day.” Have students practice by asking each to share one thing they do every day, using this format.

2. Explain. Introduce the activity by telling students that the class will be looking at personal habits and sorting out those we believe are healthy from others that are not.

3. Sort Habits. Divide the board in half. Label half “Healthy Habits” and the other half “Unhealthy Habits.” Have each student choose several sentence strips (listed on page 27) from a bag and tape them to the appropriate side of the board. Compare and contrast the choices as a class, moving strips when necessary.

4. Explore and Discuss. As a class, define and rephrase the terms “Healthy Habits” and “Unhealthy Habits.” Next, ask students to provide additional examples of each.

Discuss ways to add more healthy habits to their day. Explore motivations for doing more healthy things, and why we do unhealthy things, even when we know they’re bad for us.

Supplies and Preparation:

- Chart paper
- Tape
- Healthy and unhealthy habits sentence strips (see page 27)
- Make copies of the student handout **My Healthy Habits Chart** (see page 28)

5. Extend the Lesson. Give students a copy of the chart (page 28). Explain that they will use this chart to track three healthy habits they can do each day for one week.

Remind students about their chart each day. Provide incentives for students to complete the full chart, such as a special sticker or badge. After a week, discuss how doing those healthy things makes them feel each day, and over time.

6. Home Connection. Encourage parents to get involved by signing off on their child’s chart and stating that they also completed the activity as a family.

TEACHER TOOL: Healthy and Unhealthy Habits Sentence Strips

You can add more items to this list that are tailored to your classroom. Throw in some silly options to add energy and fun to the activity.

You can also mix in some blank strips and invite the class to offer their own ideas. Here are some idea starters:

I exercise for 30 minutes every day.	I add a lot of salt to my food.
I never eat breakfast.	I read something I like every day.
I brush my teeth every day.	I play sports.
I floss my teeth every day.	I take my dog for a walk.
I watch five hours of television every day.	I laugh.
I wash my hands after I use the bathroom.	I eat chocolate-covered potato chips every day.
I wash my hands after blowing my nose.	I eat vegetables.
I wash my hands before I eat.	I do my homework.
I eat ice cream every night before I go to bed.	I practice art, dance, or music every day.
I eat fried foods every day.	I play video games for three hours each day.
I take a bath or shower regularly.	I play outside for an hour or more every day.
I eat food quickly.	I eat three candy bars each day.
I wear safety gear when I bike, skateboard, or play sports.	
I wear a seatbelt when I am in the car.	
I eat green, orange, and yellow vegetables.	
I drink soda with every meal.	

HANDOUT: My Healthy Habits Chart

Name: _____

Fill in one healthy thing you do each day. It can be the same thing every day (such as brushing your teeth).
Make sure you actually do the healthy habit before you write it in.

Sunday	1.	2.	3.
Monday	1.	2.	3.
Tuesday	1.	2.	3.
Wednesday	1.	2.	3.
Thursday	1.	2.	3.
Friday	1.	2.	3.
Saturday	1.	2.	3.

Now that you have filled this chart out, ask yourself:

- How many healthy habits did you think you had, but discovered you often skip?
- What healthy things were you already doing that you didn't even really notice?
- How can you add more healthy habits to every day?

NOTES:

