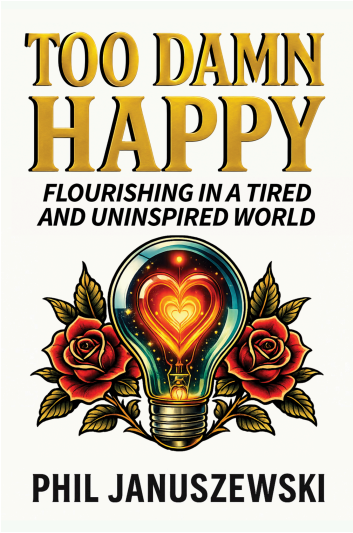
Educator Book Study Companion For:

TOO DAMN HAPPY

Flourishing in a Tired and Uninspired World.

Phil Januszewski



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TOO DAMN HAPPY

Educator Book Study Companion

Prologue + Introduction

Big Ideas for Educators

• Adult givers often connect through shared stress and negativity, but flourishing grows when we intentionally create more positive and meaningful connections.
• Educators cannot pour endlessly from an empty cup. Energy, joy, and purpose require intentional habits.
• Happiness is not about pretending life is perfect. It is about making small choices that increase connection, meaning, and resilience over time.
• The emotional tone adults bring into schools impacts students, coworkers, and entire school cultures.

CASEL Connections

Self-Awareness Recognizing emotional patterns, burnout signals, energy drains, and personal needs.

Self-Management Making intentional choices that support resilience, positivity, and emotional regulation.

Relationship Skills Building authentic connections with students, coworkers, and families through empathy and human connection.

Social Awareness Understanding how negativity, stress, and emotional energy spread through groups and school environments.

Reflection Questions

1. What parts of being an educator still light me up the most?
2. Where have I unintentionally normalized negativity or emotional exhaustion?
3. What habits currently fuel my energy, and which habits drain it?
4. What kind of emotional tone do I bring into rooms at work?
5. What is one small change I could make this week to increase flourishing in my daily life?

Staff Discussion Prompts

• Why do educators so naturally bond through stress and complaining?

• How can schools create cultures where adults feel energized instead of emotionally depleted?

• What role does positivity play in resilience without crossing into toxic positivity?

• How do adult emotions and attitudes impact students?

• What helps educators stay connected to purpose over time?

Try This This Week

Choose one interaction each day to intentionally shift toward positivity or meaningful connection.

Examples:

- Start a conversation with gratitude instead of stress.
- Compliment a coworker.
- Check in personally with a student.
- Replace one complaint with curiosity or encouragement.

Small emotional shifts create ripple effects.

Educator Connection

Students rarely remember every lesson we teach, but they absolutely remember how adults made them feel.

When educators intentionally protect their own energy, relationships, and sense of purpose, school environments become healthier for everyone inside them.

TOO DAMN HAPPY

Educator Book Study Companion

Chapter 1: Happiness Is Not the Absence of Negativity

Big Ideas for Educators

• Removing stress and negativity does not automatically create happiness or fulfillment. At best, it creates neutrality.
• Flourishing requires intentional action, even during difficult seasons.
• Challenges, discomfort, and growth experiences often deepen empathy, resilience, and meaning.
• Educators cannot wait for the profession to become "easy" before choosing joy, connection, and purpose.
• Positive school cultures are not created by avoiding struggle, but by learning how to move through struggle together.

CASEL Connections

Self-Awareness Recognizing emotional exhaustion, frustration, and personal growth during challenging seasons.

Self-Management Using intentional habits, routines, and mindset shifts to navigate stress and adversity.

Social Awareness Developing empathy and understanding through exposure to different cultures, perspectives, and life experiences.

Relationship Skills Building stronger connections through vulnerability, patience, and shared human experiences.

Reflection Questions

1. What challenge in education has unexpectedly helped me grow the most?
2. Where in my life have I been waiting for things to "get easier" before allowing myself to feel joy?
3. What habits help me create small pockets of happiness during stressful seasons?
4. How has discomfort or challenge strengthened my empathy toward students or coworkers?

5. What parts of my work currently feel “neutral” or uninspiring, and what might help reignite growth?

Staff Discussion Prompts

• Why do educators sometimes equate happiness with the absence of stress?

• How can schools acknowledge struggle without becoming emotionally negative environments?

• In what ways can challenge and discomfort actually strengthen school culture and relationships?

• How do adults model resilience for students during difficult times?

• What are healthy ways educators can intentionally create joy during hard seasons?

Try This This Week

Choose one stressful or frustrating part of your week and intentionally create one small positive moment inside of it.

Examples:

- Bring music into your classroom while students work.
- Take a short walk during planning time.
- Eat lunch with someone who energizes you.
- Add humor or playfulness to a lesson.
- Write down one meaningful moment from each school day.

Joy does not have to wait until life becomes easier.

Educator Connection

Students do not need perfect adults in front of them. They need adults who know how to navigate challenges with honesty, resilience, and humanity.

When educators intentionally create moments of joy and connection during difficult seasons, they model emotional health and resilience in ways students deeply remember.

TOO DAMN HAPPY

Educator Book Study Companion

Chapter 2: More Love Is The Answer

Big Ideas for Educators

• Love is not weakness in education; it is one of the strongest forces for connection, trust, belonging, and resilience.
• Educators do not need to agree with everyone in order to lead with empathy and humanity.
• School culture improves when adults feel seen, valued, respected, and emotionally safe.
• Strong relationships help students and staff thrive, especially during stressful or divisive times.
• Small acts of encouragement, care, and appreciation create ripple effects throughout classrooms and buildings.

CASEL Connections

Relationship Skills Building trust, empathy, communication, and meaningful human connection.

Social Awareness Understanding how experiences, environments, and emotions shape perspectives and behaviors.

Self-Awareness Recognizing personal emotional reactions, biases, and defensive tendencies during difficult conversations.

Responsible Decision-Making Choosing empathy, professionalism, and connection over judgment or escalation.

Reflection Questions

1. What adults in my life modeled genuine care and connection for me growing up?
2. How do I typically respond when someone strongly disagrees with me?
3. What helps students feel emotionally safe and valued in my classroom or workplace?
4. Who in my school community may need more encouragement, patience, or understanding right now?
5. How can I intentionally communicate appreciation more often?

Staff Discussion Prompts

• Why can it feel uncomfortable to openly express appreciation or care in professional environments?

• How can educators disagree respectfully without damaging relationships?

• What role does connection play in classroom management and school culture?

• How do students benefit when adults model empathy and emotional maturity?

• What are small ways schools can create more belonging and human connection?

Try This This Week

Choose one intentional act of connection each day this week.

Examples:

- Thank a coworker specifically for something they do well.
- Personally greet students at the door.
- Write a quick appreciation email or note.
- Tell someone, “I appreciate you.”
- Replace one judgment with curiosity.

Small moments of care often carry more weight than we realize.

Educator Connection

Students rarely thrive in environments where they feel unseen, disconnected, or emotionally unsafe.

When educators lead with empathy, patience, encouragement, and authentic connection, classrooms become places where students are more willing to learn, grow, participate, and take healthy risks.

Relationships are not separate from learning; they are the foundation that makes learning possible.

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Chapter 3: Know What Lights Us Up

Big Ideas for Educators

• Flourishing increases when we intentionally spend time doing things that energize, challenge, and inspire us.
• Many adults lose connection with what lights them up because survival, routines, and responsibilities take over.
• Educators who regularly engage in meaningful and energizing activities are more likely to show up with creativity, patience, and joy.
• "Flow states" happen when challenge and enjoyment overlap, helping humans feel more engaged and alive.
• Knowing your strengths and passions is not selfish; it is essential for sustainable energy and long-term well-being.

CASEL Connections

Self-Awareness Identifying personal strengths, passions, energy sources, and emotional needs.

Self-Management Protecting time and energy for activities that increase motivation and fulfillment.

Relationship Skills Using personal strengths and passions to positively connect with students and coworkers.

Responsible Decision-Making Making intentional choices that support long-term well-being instead of constant depletion.

Reflection Questions

1. What activities or roles naturally energize me?
2. When was the last time I truly felt excited, challenged, or fully engaged in something?
3. Which parts of my current routine help me flourish, and which parts drain me?
4. Who were the adults that helped me discover my strengths growing up?

5. What is one “-er” I have neglected that I want to reconnect with?

Staff Discussion Prompts

• Why do so many adults lose touch with what lights them up?

• How does educator burnout disconnect people from creativity, passion, and identity?

• What happens to school culture when adults stop doing things that energize them?

• How can schools better encourage adults to use their strengths and passions?

• Why can pursuing joy or hobbies sometimes create guilt in helping professions?

Try This This Week

Make your own “-er’s” list.

Choose at least five words that describe roles or activities that energize you.

Examples:

- Creator Leader Reader Runner Learner
- Baker Mentor Laugher Connector Music Listener

Then intentionally schedule one of those “-er’s” into your week and protect the time like it matters…because it does.

Educator Connection

Students are deeply impacted by adults who are energized, curious, creative, and fully alive.

When educators reconnect with what lights them up, they often become more patient, engaged, innovative, and emotionally present in their classrooms and relationships.

Thriving adults help create thriving schools.

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Chapter 4: Schedule in the Good Stuff

Big Ideas for Educators

• Joy rarely happens by accident during busy seasons; it must be intentionally scheduled and protected.
• Structure and routines can increase emotional stability, energy, and resilience.
• Small moments of movement, creativity, humor, learning, and connection help buffer stress and burnout.
• Decluttering unnecessary habits and commitments creates more room for meaningful experiences.
• "Job crafting" allows educators to bring more personality, creativity, strengths, and joy into their workdays.

CASEL Connections

Self-Management Creating routines, habits, and systems that support emotional well-being and resilience.

Self-Awareness Recognizing which activities fuel energy and which activities create depletion.

Responsible Decision-Making Making intentional choices about time, priorities, and personal energy.

Relationship Skills Building stronger connections through intentional moments of humor, encouragement, and creativity.

Reflection Questions

1. What parts of my current schedule genuinely fill me up?
2. What habits or routines may need "decluttering" from my life?
3. Where in my workday could I intentionally add more joy, humor, creativity, or connection?
4. What is one example of "job crafting" I already do naturally?
5. What routines help me show up as my best self for students, coworkers, and family?

Staff Discussion Prompts

• Why do so many adults feel guilty prioritizing activities that energize them?

• How can structure and routines actually increase freedom and emotional wellness?

• What are examples of healthy “job crafting” in education?

• How can educators create positive moments during stressful seasons?

• What school systems or habits may unintentionally contribute to burnout?

Try This This Week

Audit your schedule for one full day.

Circle:

- activities that energize you
- moments that create connection
- habits that support your well-being

Then place an “X” next to activities, habits, or routines that consistently drain you without adding meaningful value.

Choose ONE small adjustment this week:

-take a short walk -add music to your classroom -eat lunch with someone energizing

-protect reading or workout time -reduce one unnecessary commitment -build in a creative outlet

Small changes compound over time.

Educator Connection

Students benefit when educators are emotionally regulated, energized, creative, and fully present.

When adults intentionally build sustainable routines and moments of joy into their lives, they model healthy emotional habits and create more positive school environments for everyone around them.

Thriving educators help schools feel more human.

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Educator Book Study Companion

Chapter 5: Micro-Connections Matter

Big Ideas for Educators

• Small positive interactions create powerful feelings of belonging, connection, and emotional safety.
• Micro-connections help students and staff feel seen, valued, and welcomed.
• Positive school culture is often built through consistent small moments, not giant programs or initiatives.
• Humans frequently underestimate how meaningful quick social interactions can be.
• Even brief moments of kindness, eye contact, humor, encouragement, or acknowledgment can change someone's day.

CASEL Connections

Relationship Skills Building trust, belonging, empathy, and connection through everyday interactions.

Social Awareness Recognizing the emotional impact small actions and words can have on others.

Self-Awareness Understanding personal social needs, emotional energy, and connection habits.

Self-Management Choosing intentional positivity and presence during daily interactions.

Reflection Questions

1. What small interactions throughout my day consistently energize me?
2. How intentional am I about greeting, encouraging, or connecting with students and coworkers?
3. What adults made me feel genuinely seen or welcomed growing up?
4. When I am stressed or overwhelmed, how does it impact the way I interact with others?
5. What is one small social habit I could improve this week?

Staff Discussion Prompts

• Why do small interactions often leave such lasting emotional impacts?

• How do micro-connections influence school culture and classroom climate?

• Why do humans often underestimate the value of brief social interactions?

• What barriers prevent adults from connecting more openly or positively?

• How can educators create more belonging without adding more work to their day?

Try This This Week

Choose one intentional micro-connection habit to practice daily.

Examples:

- Greet students at the door.
- Make eye contact and smile more often.
- Learn one new student name.
- Compliment a coworker.
- Put your phone away while waiting in line.
- Ask one extra follow-up question during a conversation.

Tiny moments of connection create ripple effects.

Educator Connection

Students often remember how adults made them feel far longer than they remember specific lessons or assignments.

When educators consistently create small moments of warmth, humor, encouragement, and presence, students begin to feel emotionally safe, connected, and valued within the school community.

Belonging changes everything.

TOO DAMN HAPPY

Educator Book Study Companion

Chapter 6: Learning Lifts Us

Big Ideas for Educators

• Lifelong learning helps humans stay energized, adaptable, curious, and fulfilled.
• Growth often feels uncomfortable during the process but meaningful afterward ("Type 2 fun").
• Educators do not need to know everything; modeling curiosity and learning alongside students is powerful.
• Novelty, challenge, and learning help prevent life and work from becoming stagnant.
• Consistent learning builds confidence, resilience, creativity, and a stronger sense of purpose over time.

CASEL Connections

Self-Awareness Recognizing personal growth areas, learning needs, and emotional responses to change.

Self-Management Developing persistence, adaptability, and a growth-oriented mindset.

Relationship Skills Modeling vulnerability, collaboration, and curiosity while learning with others.

Responsible Decision-Making Choosing growth and learning opportunities even when they feel uncomfortable at first.

Reflection Questions

1. What is something I learned recently that energized or excited me?
2. How do I typically respond to change or new challenges?
3. When have I experienced "Type 2 fun" in my own life?
4. What mindset do I model for students when I struggle, make mistakes, or feel uncertain?
5. What is one area of learning I want to explore more intentionally?

Staff Discussion Prompts

• Why can learning feel both exciting and exhausting at the same time?

• How can educators model healthy learning behaviors for students?

• What happens when adults stop learning, growing, or challenging themselves?

• How can schools create cultures where curiosity and growth are celebrated?

• Why do humans often resist change even when growth comes from it?

Try This This Week

Spend 10 intentional minutes each day learning something new.

Ideas:

- listen to a podcast
- watch a tutorial
- read a chapter of a book
- explore a new teaching strategy
- learn a creative skill
- ask a coworker to teach you something

Pay attention to how learning impacts your energy and mindset throughout the week.

Educator Connection

Students benefit when they see adults learning with curiosity, humility, flexibility, and resilience.

Educators who embrace growth instead of perfection help create classrooms where mistakes become opportunities instead of sources of shame.

Learning is not just for students; it is part of a thriving life.

TOO DAMN HAPPY

Educator Book Study Companion

Chapter 7: Creating Counts

Big Ideas for Educators

• Creating is not frivolous; it is deeply connected to energy, engagement, motivation, and flourishing.
• Humans thrive when they have opportunities for autonomy, imagination, and personal expression.
• Creativity does not have to be massive or artistic to matter. Small acts of building and creating still fuel well-being.
• Educators who create and innovate often feel more energized and connected to purpose.
• Building something meaningful alongside others strengthens relationships, confidence, and fulfillment.

CASEL Connections

Self-Awareness Recognizing personal interests, passions, and creative strengths.

Self-Management Using creativity and self-expression as healthy outlets for energy, stress, and growth.

Relationship Skills Collaborating, brainstorming, and building meaningful experiences with others.

Responsible Decision-Making Choosing activities and habits that increase engagement, meaning, and motivation.

Reflection Questions

1. What kinds of creating or building naturally energize me?
2. When was the last time I made something simply because it brought me joy?
3. How has stress or burnout impacted my creativity?
4. What small creative risks have positively shaped my life?
5. Where could I bring more creativity into my work or personal life?

Staff Discussion Prompts

• Why do adults often stop creating as they get older?

• How does creativity impact emotional well-being and engagement?

• What happens to school culture when creativity is encouraged?

• How can educators creatively “job craft” their classrooms or roles?

• Why is process sometimes more important than perfection?

Try This This Week

Create something small this week purely for the joy of it.

Ideas:

- redesign a lesson
- make a playlist
- cook a new recipe
- write something
- build a classroom tradition
- create a funny staff sign
- decorate a space
- brainstorm a new idea with coworkers

Focus less on outcome and more on the energy the process creates.

Educator Connection

Students benefit when they see adults taking creative risks, trying new ideas, and expressing joy through learning and building.

Creativity makes schools feel more alive, connected, and human. It also reminds students that learning is not just about consuming information; it is about making something meaningful from it.

Creation fuels connection, energy, and purpose.

TOO DAMN HAPPY

Educator Book Study Companion

Chapter 8: Give Away Our Gifts

Big Ideas for Educators

• Every person has unique strengths, gifts, and energy that positively impact others.
• Giving does not need to be grand or expensive to matter. Small acts of care and connection create lasting ripple effects.
• Educators often make the biggest impact through their presence, encouragement, enthusiasm, and consistency.
• Giving from a place of authenticity and joy can energize both the giver and the receiver.
• Sharing our gifts helps create stronger relationships, deeper purpose, and healthier school communities.

CASEL Connections

Relationship Skills Building trust, encouragement, belonging, and connection through acts of care and service.

Social Awareness Recognizing the emotional needs of others and understanding the impact of kindness and support.

Self-Awareness Identifying personal strengths, gifts, and ways of positively impacting others.

Responsible Decision-Making Choosing actions that contribute positively to classrooms, relationships, and communities.

Reflection Questions

1. What natural gifts or strengths do I consistently bring into rooms?
2. How do I typically show care, encouragement, or support to others?
3. What small acts of kindness from educators impacted me growing up?
4. When do I feel most energized while helping or serving others?
5. How can I give in ways that feel sustainable instead of draining?

Staff Discussion Prompts

• Why do small acts of kindness often leave lasting impressions?

• How can educators give without feeling emotionally depleted?

• What gifts do different staff members naturally bring to school culture?

• How does enthusiasm, humor, creativity, or encouragement impact students?

• Why do humans often underestimate their own positive impact on others?

Try This This Week

Choose one natural gift you already possess and intentionally share it this week.

Examples:

- encouragement
- humor
- listening
- creativity
- cooking or baking
- organization
- enthusiasm
- storytelling
- music
- positivity

Focus on using your gift in a way that feels authentic and energizing.

Small gifts often create big emotional impact.

Educator Connection

Students often remember how adults made them feel far more than the specific content they taught.

A teacher's encouragement, patience, enthusiasm, humor, consistency, or belief in a student can become a lasting source of confidence and hope.

Schools thrive when adults feel empowered to share their genuine strengths and humanity with others.

TOO DAMN HAPPY

Educator Book Study Companion

Chapter 9: Wiggle Our Toes In The Sand

Big Ideas for Educators

• Gratitude helps humans notice and appreciate the good that already exists in everyday life.
• Being present in small moments increases connection, joy, and emotional well-being.
• Educators often spend so much time planning, solving, and helping that they accidentally miss the present moment.
• Gratitude can act as a healthy mental reset during stressful or overwhelming seasons.
• A meaningful life is often built through ordinary moments experienced fully and intentionally.

CASEL Connections

Self-Awareness Recognizing emotions, thought patterns, and the tendency to rush past meaningful moments.

Self-Management Using gratitude and mindfulness habits to regulate stress and refocus attention.

Social Awareness Being emotionally present and appreciative of others and shared experiences.

Relationship Skills Strengthening connection through intentional attention, listening, and presence.

Reflection Questions

1. What ordinary parts of my life am I most grateful for right now?
2. When do I find myself mentally living in the future instead of the present?
3. What small daily moments bring me peace, joy, or connection?
4. How does gratitude impact my mindset during stressful seasons?
5. What helps me slow down enough to fully experience the moment I'm in?

Staff Discussion Prompts

• Why do adults often struggle to stay present in everyday life?

• How can gratitude positively impact school culture and educator wellness?

• What are examples of “toe-wiggling” moments in schools?

• How do gratitude and presence influence relationships with students and coworkers?

• Why do humans tend to overlook ordinary moments that are actually meaningful?

Try This This Week

Start each morning by naming three things you are genuinely grateful for before checking your phone or jumping into work mode.

Throughout the week:

- pause during one ordinary moment
- take a deep breath
- look around
- fully notice where you are

Examples:

- students laughing
- a quiet classroom
- music in the car
- coffee before school
- a conversation with a coworker
- dinner with family
- sunshine during lunch duty

Practice “wiggling your toes in the sand.”

Educator Connection

Students benefit when adults are emotionally present, calm, appreciative, and connected to the moment instead of constantly overwhelmed by what comes next.

Educators who intentionally practice gratitude often create classrooms and relationships that feel more grounded, joyful, and emotionally safe.

Presence is powerful.

TOO DAMN HAPPY

Educator Book Study Companion

Chapter 10: Know Happy and Driven People

Big Ideas for Educators

• The people we surround ourselves with strongly influence our mindset, energy, confidence, and growth.
• "Engines" challenge, encourage, support, and inspire us to become better versions of ourselves.
• "Anchors" may care deeply about us, but sometimes unintentionally reinforce fear, comfort, or staying small.
• Positive, growth-oriented relationships help educators remain resilient and motivated during difficult seasons.
• Healthy school cultures are built when adults encourage one another's growth, well-being, and purpose.

CASEL Connections

Relationship Skills Building supportive, growth-oriented, and emotionally healthy relationships.

Social Awareness Recognizing how other people's attitudes, energy, and behaviors influence us.

Self-Awareness Reflecting on the impact our relationships have on our mindset and growth.

Responsible Decision-Making Choosing relationships and environments that support flourishing and positive growth.

Reflection Questions

1. Who are the biggest "engines" in my life right now?
2. What qualities make someone an engine for me?
3. Where might fear, negativity, or comfort be limiting my growth?
4. How do the people around me influence my mindset and energy?
5. Would the people closest to me describe me as an engine for others?

Staff Discussion Prompts

• Why do relationships have such a strong impact on motivation and resilience?

• How can schools create cultures where adults feel encouraged instead of depleted?

• What are examples of “engine” behaviors within school communities?

• How can educators challenge and support one another in healthy ways?

• Why do humans sometimes unintentionally hold others back?

Try This This Week

Identify one “engine” in your life and intentionally reconnect with them this week.

Examples:

- send an appreciation text
- grab coffee
- ask for advice
- share a goal
- celebrate a win together

Then reflect:
How can YOU become more of an engine for someone else this week?

Small encouragement can create major ripple effects.

Educator Connection

Students benefit when educators work inside cultures filled with encouragement, collaboration, growth, and emotional support.

Adults who challenge and uplift one another create healthier school environments where both staff and students are more likely to flourish.

Good people need good people.

TOO DAMN HAPPY

Educator Book Study Companion

Closing Reflection: The Choice Is Ours

Big Ideas for Educators

• Flourishing is not accidental; it is built through small intentional choices repeated over time.
• Educators cannot control every challenge around them, but they can influence how they show up inside those challenges.
• Positive energy, gratitude, connection, growth, and purpose create ripple effects throughout schools and communities.
• Thriving adults help students, coworkers, families, and communities thrive as well.
• Personal well-being is not selfish; it directly impacts the people we serve every day.

CASEL Connections

Self-Awareness Reflecting honestly on personal strengths, challenges, habits, and emotional patterns.

Self-Management Creating intentional habits and routines that support flourishing and resilience.

Relationship Skills Using positive energy, encouragement, and empathy to influence others in meaningful ways.

Responsible Decision-Making Making choices aligned with growth, purpose, health, and long-term well-being.

Reflection Questions

1. Which chapter or idea impacted me the most personally?
2. What habits or mindset shifts do I want to continue building?
3. What currently helps me flourish the most in my personal or professional life?
4. How do I want students, coworkers, and family members to experience me?
5. What is one area of my life where I want to intentionally grow next?

Staff Discussion Prompts

• What does “flourishing” realistically look like in education?

• Which ideas from the book feel most immediately actionable?

• How can educators protect their energy without disconnecting from purpose?

• What kind of school culture do we want to help create together?

• How do small daily choices shape long-term well-being?

Personal Impact Plan

Choose 2–3 intentional actions you want to focus on over the next month.

My Flourishing Goals

Examples:

- Build more movement into my day
- Schedule more meaningful connection
- Practice gratitude daily
- Protect my sleep
- Learn something new weekly
- Spend less time doom-scrolling
- Reconnect with hobbies or creativity
- Become more intentional with encouragement

Goal 1:

Goal 2:

Goal 3:

My Support System

Who are the “engines” that will help support my growth?

One Thing I Want to Model More Often

For students, coworkers, friends, or family:

Educator Connection

Students are deeply impacted by adults who show up with authenticity, resilience, kindness, curiosity, and hope.

Educators may never fully realize the ripple effects they create through everyday interactions, encouragement, and presence. Small choices matter. Small moments matter. The way adults show up matters.

Thriving is contagious.

Final Reflection

The goal is not perfection.

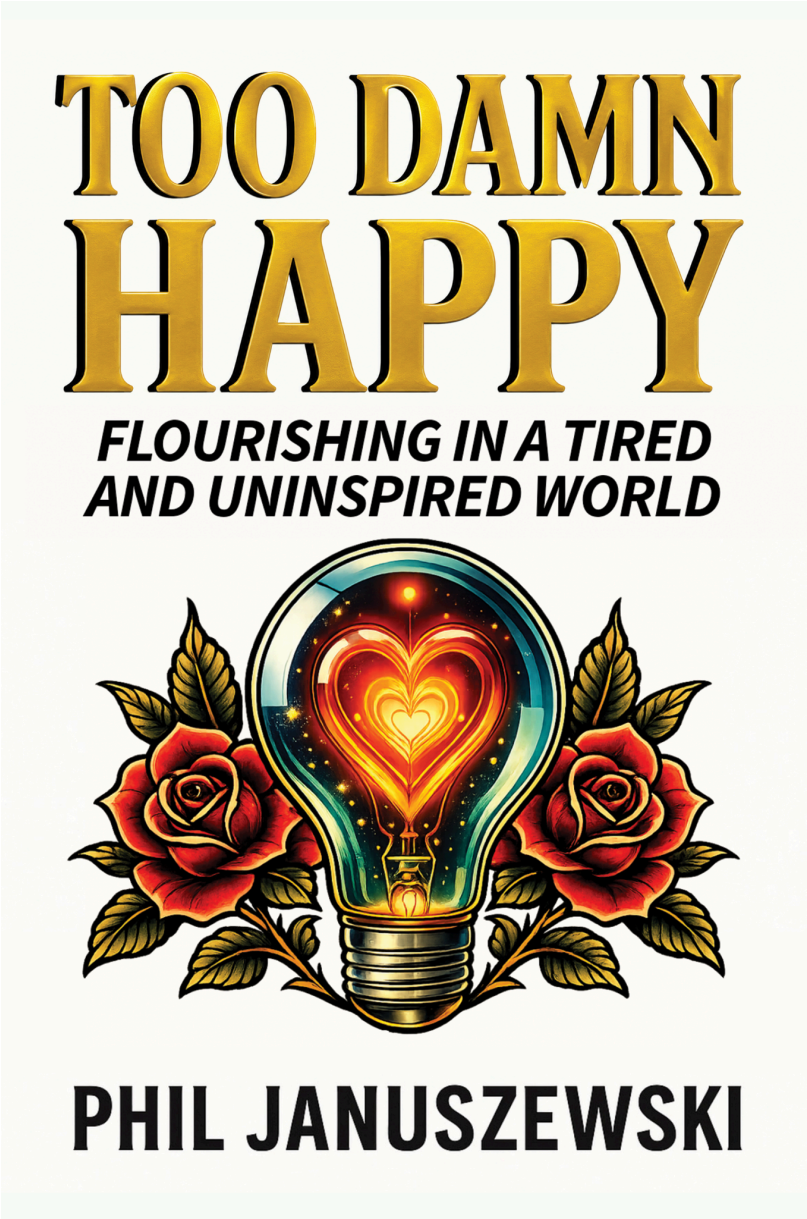
The goal is movement:

- forward
- upward
- toward a life that feels more connected, meaningful, energized, and alive

One intentional choice at a time.

Wiggle your toes in the sand.
Share your gifts.
Find your engines.
Schedule the good stuff.
Keep growing.

The choice is ours.



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