



# *Language Learning for Health*

***Prepared by the OPH-OCDSB Collaborative Team  
Ottawa, 2015***

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**OPH-OCDSB Collaborative Team: Mental Health Lesson Plans**

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## ABOUT THE MENTAL HEALTH LESSON PLANS

### ***How did the lesson plans come about, who developed them, and why?***

Language learning is essential for newcomers' integration and well-being. Proficiency in an official language has been associated with immigrants' employment rates, self-reported health and health outcomes. To address language as a key determinant of health while tackling priority health issues for immigrants, a collaborative project that includes staff from Ottawa Public Health (OPH) and the Ottawa-Carleton District School Board (OCDSB) was established to develop and implement lesson plans on various health topics.

This collaborative work has enabled the integration of health content into language instruction through two programs: English as a Second Language (ESL) and Language Instruction for Newcomers to Canada (LINC). ESL/LINC instructors, in collaboration with OPH staff, have designed several lesson plans on public health topics, including a series of 24 lesson plans focusing on eight healthy eating topics for adult learners. The Dental Health lesson plans are the newest addition to this collaboration.

Field tested in a variety of ESL/LINC settings and reviewed by a multidisciplinary team, the lesson plans are not only relevant, accurate and easy to follow but appropriate for learners from diverse cultural backgrounds and at different levels of language proficiency. The lessons are based on the Canadian Language Benchmark (CLB) standards, which is a descriptive scale of language ability. Each topic includes a lesson plan at each of the following levels: ESL Literacy and CLB 1, CLB 2–3, and CLB 4–5.

### ***What is included in each lesson plan?***

Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy-to-use activities, assessment tasks and a self-reflection task.

- The ***Instructor Notes*** at the beginning of the lesson plans provide guidelines and suggestions on how to use the lesson plans.
- Each ***activity*** has been designed to focus on a particular skill area of listening, speaking, reading or writing and on certain competency areas. The activities are ready to use, which helps minimize the time instructors need to prepare engaging sessions. Some of the worksheets (e.g., cards, game boards) can be laminated and reused. The activities are interactive and encourage learning through participation and dialogue.
- The ***assessments*** have been designed as a way to gauge learning from the lesson plan and may be used as Portfolio-Based Language Assessment (PLBA) tasks.
- The ***learner self-reflection*** task captures a learner's intention to adopt a desirable practice as a result of the knowledge acquired.

**When they first arrive in Canada, immigrants are often healthier than the Canadian-born population, but their health deteriorates over time.**

Known as the "healthy immigrant effect," this phenomenon has been observed particularly among non-European immigrants. The reasons for this deterioration are complex. The process of immigration itself is stressful and may impact immigrants' health. Financial constraints, employment problems or the lack of social support networks can affect immigrants' health and overall well-being. Immigrants may also adopt unhealthy behaviours that are common in their new country. In addition, medical problems arise as they age, just like for everyone else.

**Source:** Ng E., Wilkins R., Gendron F. and Berthelot J-M. "The Changing Health of Immigrants." Statistics Canada, autumn 2005.

***Who are these lesson plans for, and how can they be used?***

These lesson plans have been designed for anyone who teaches ESL/LINC and who would like to incorporate important public health content into their language teaching. As mentioned in the Instructor Notes of each lesson plan, the plans have been designed to be adapted to the individual needs of the learners in the classroom.

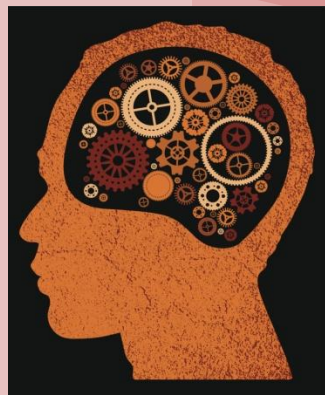
***How can I provide my feedback on the lesson plans?***

Geared toward continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to [OPH-ESL\\_LessonPlans@ottawa.ca](mailto:OPH-ESL_LessonPlans@ottawa.ca).



# Mental Health

CLB 2 and 3



# Instructor Notes

## Mental Health - Instructor Notes – CLB 2 and 3

### **Core Contents:**

Learn how to decrease stress and promote positive mental health.

### **Learning Objectives:**

- learn about caring for mental health
- understand mental illness
- discuss some positive coping strategies for dealing with stress
- talk about and recognize culture shock
- learn about where to get help for mental illness

### **Materials Needed:**

- chalk or whiteboard markers
- scissors
- flipchart paper
- tape

### **Word Bank**

**Activity 1:** achieve, understand, behaviour, culture shock, homesick, journal, manage, mental health, mental illness, realistic, relax, resources, stressed, condition, feelings, negative

**Activity 2:** ashamed, behaviour, challenge, community, complain, embarrass, enjoy, join, loneliness, make an effort, manage, mental health, newcomer, participate, relax, services, socialize, symptoms, temporary, volunteers

**Activity 3:** adapt, adjust, alone, community, concept, courting, culture, culture shock, feel, frustration, gender, gestures, honeymoon, iceberg, mastery, participate, stage, value

**Activity 4:** age, appetite, chart, counseling, crisis, energy, fee, range, reason, referral, senior

### **Prior Knowledge**

***\* It is essential that the warm-up allows the instructor to elicit learners' prior knowledge on the topic so the activities can build on what learners already know***

### **Instructor-led discussion to elicit prior knowledge:**

- Ask learners the following questions. Record important words on flipchart paper or on the board.
  - Do you know what mental health\* is? Do you know what mental illness\*\* is?
  - If yes, do you know anyone who has experienced mental illness?
  - Are mental health and illness something people should talk about or is it a source of embarrassment?
  - If someone is having symptoms of mental illness, what should they do?

\*Mental health is a state of wellbeing in which the individual realizes his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

\*\* Mental illnesses, like physical illnesses, are diagnosed conditions characterized by negative changes in thinking, mood or behaviour that lead to significant distress and impaired functioning.

*\* Instructor may choose or adapt any of the following activities depending on the needs of the learners. However, please note that assessments/self-reflections are often based on using all the activities in a lesson plan over a given period of time. They might have to be changed accordingly if not all activities are used.*

### Activity 1 – Reading/Writing: Vocabulary

**Competency: Comprehending Information/Reproducing Information**

- Hand out Activity 1, Worksheet 1. Have learners work with a partner to match as many words with the correct definition as they can.
- Once learners are finished, review the answers and provide examples to the class to further clarify any questions.
- Have learners complete Activity 1, Worksheet 2 using the vocabulary learned from Activity 1, Worksheet 1.

#### Activity 1

##### **Answer Key:**

##### Worksheet 1

1. stressed, h
2. resources, f
3. mental health d
4. culture shock, a
5. mental illness, g
6. relax, i
7. journal, e
8. homesick, b
9. realistic, c

##### Worksheet 2

1. journal
2. homesick
3. stressed
4. realistic
5. mental illness
6. culture shock
7. resources
8. mental health
9. relax

### Activity 2 – Listening/Reading: Mental Health

**Competency: Comprehending Information/Comprehending Information**

- With a partner, have learners read various activities on Activity 2, Worksheet 1 and decided if they are good for mental health. They will put a check ✓ next to what you think is important and an X for what is not important
- Slowly read the script from Activity 2, Worksheet 2. It provides general information about good mental health. Learners listen, then read the questions and circle the correct answers.
- Ask learners if they have heard any health messages from Ottawa Public Health. Hand out Activity 2, Worksheet 3. Review the vocabulary on the sheet. It is very important



that learners understand that mental illness can affect anyone and no one should be embarrassed or ashamed to ask for help.

\*Please encourage all learners to reach out at walk in or community health centres should they want to talk to someone about this topic. Provide learners with the resources mentioned at the end of the Instructor Notes, and provide encouragement/support.

- Activity 2, Worksheet 4 requires learners to read 7 situations and determine whether the person has good mental health. They should use Activity 2, Worksheets 2 & 3 and a reference. After as a class, discuss the answers.

Transcript:

*It is important to have good mental health. Mental health is when you feel well and you are able to enjoy your life. You have good mental health when you can work well, socialize with your friends, be active in your community and you can manage your daily problems. Your mental health may change when there are changes in your life. Examples include problems with money, work, your health and moving to new country. Remember there are many services that can help you keep good mental health. Please do not be embarrassed to ask for help.*

**Answer Key:**

Activity 2, Worksheet 1

All should be checked

Activity 2, Worksheet 2

1. you are able to enjoy life
2. may change
3. moving to a new country
4. many services
5. do not be embarrassed

Activity 2, Worksheet 3

1. change in behaviour
2. males or females
3. answers may vary
4. no, you shouldn't
5. health professional

Activity 2, Worksheet 4

1. yes
2. yes
3. no
4. no
5. yes
6. no
7. yes

### **Activity 3 – Listening/Speaking: Cultural Adaptation**

**Competency: Comprehending Information/Comprehending Information**

- Ask learners about their culture, and then ask what Canadian culture is. Write important words on the board.
- Introduce the vocabulary from Activity 3, Worksheets 1A and 1B. For example, demonstrate the hungry gesture (rubbing the stomach) and explain that this is a universal gesture. Give examples of different gestures and ask what they mean. Good examples include a 'thumbs up' and an 'ok' sign with the index finger touching the thumb and the other fingers are fanned out. These two gestures may have very different meanings, potentially very negative, in other cultures.
- Review other vocabulary needed for Activity 3, Worksheet 1A & B. Divide the class into partners. Give one partner Activity 3, Worksheet 1A and the other partner Activity 3, Worksheet 1B. Partners must ask each other the questions to be able to complete their worksheet. For example: What is number 1? The responding partner will give the answer and, if necessary, spell it out

- Activity 3, Worksheet 2 relates to culture shock, which learners may have experienced or may be currently experiencing. It can be introduced by asking the learners about their experiences when they came to Canada. How did they feel? Ask questions relating to feelings of excitement, fear, anger, loneliness, nervousness, happiness.
- It is important that they understand that culture shock is normal and it will dissipate with time. This activity is vital. Many learners are unaware of culture shock and do not understand that their feelings of frustration, loneliness and anger are a normal part of their adjustment to Canada.
- Slowly read the transcript below. Ask learners to read the questions and circle the correct answer.
- To demonstrate learner's comprehension of culture and culture shock, Activity 3, Worksheet 3 requires them to send an email to a friend who will soon move to Canada. The learners will advise their friend on what to expect when they move to Canada. They should mention culture shock. Alternatively, if the learners have email addresses, they may send the email to the instructor.

Transcript:

*It takes time to adapt to a new country. There are four stages to cultural adaptation. First is the Honeymoon stage. Everything was exciting when I arrived to Canada. I was very happy and wanted to try new things. But the second stage was Frustration. I felt alone, angry and everything was difficult. The Adjustment stage followed. I started to adjust to the new culture and to feel more comfortable with English. Now I am in the fourth stage, Mastery. I don't feel alone anymore. I am comfortable in both Canadian culture and my home culture. I hope this helps your adaptation to Canada.*

**Answer Key:**

Activity 3, Worksheet 1A & B

1. language
2. clothes
3. food
4. music
5. religion
6. celebrations
7. dance
8. relationships with animals
9. concept of beauty
10. concept of time
11. courting/dating
12. gender roles
13. meaning of gestures

Activity 3, Worksheet 2

1. 1
2. 4
3. 3
4. 4
5. 2
6. 3
7. 1
8. 2

## Activity 4 – Reading/Speaking: Resources

### Competency: Getting Things Done/Getting Things Done

- Introduce Activity 4 by asking learners: “If you had a fever, what would you do?” Elicit the answer, “Contact a health professional.” Then ask learners, “If you were sad all the time, what would you do?” Handout Activity 4, Worksheet 1 and review the vocabulary. Ask learners to read the 7 situations and identify where they can get help by reading a chart.
- Hand out Activity 4, Worksheet 2, which is a speaking activity. Review the vocabulary and model pronunciation. Learners may take turns practising the demonstration dialogue as a class or with a partner.

\*Please note these resource centres are fictitious, but may reflect similar resources available.

### Answer Key

#### Activity 4, Worksheet 1

1. Senior Wellness
2. Immigrant Family Support Centre
3. Children Support Services
4. Downtown Crisis Centre
5. Senior Wellness

## Assessment 1 – Reading

### Competency: Getting Things Done

- Hand out Assessment 1 to CLB 2 learners.
- This assessment demonstrates a learner’s ability to identify specific information and key details.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Reading section.

### Answer Key:

#### Assessment 1

1. Downtown Crisis Centre
2. Children Support Services
3. Senior Wellness
4. Immigrant Family Support Centre

## Assessment 2 - Writing

### Competency: Getting Things Done

- Hand out Assessment 2 to CLB 3 learners.
- This assessment is accompanied by a rubric.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Writing section.

**Learner Self-Reflection:**

- Self-Reflection task can be put in the Language Companion of the My Notes section and revisited at a later date as a way to check on healthy lifestyle changes.

**Resource:**

- <http://ottawa.ca/en/residents/public-health/healthy-living/mental-health-and-addiction-services>

# Worksheets

**Mental Health - Activity 1, Worksheet 1 - CLB 2-3**

**Vocabulary**

Match the word with its definition by writing the letter of the definition next to the word.

<u>Word</u>	<u>Definition</u>
<u>h</u> stressed	a difficulty understanding a different culture
_____ resources	b missing home, thinks about home
_____ mental health	c know what can actually be achieved
_____ culture shock	d you feel well, are able to enjoy life, and deal with stress in a positive way
_____ mental illness	e a book where you can write your thoughts
_____ relax	f sources of information or help
_____ journal	g health condition that causes negative changes in feelings, thinking and behaviour
_____ homesick	h feel worried or uncomfortable about something
_____ realistic	i become less stressed

## Mental Health - Activity 1, Worksheet 2 - CLB 2-3

### Vocabulary

With a partner, fill in the blanks with a vocabulary word in the box. You can use Activity 1, Worksheet 1 to help you

#### Word Bank

culture shock	mental health	resources
homesick	mental illness	relax
journal	realistic	stressed










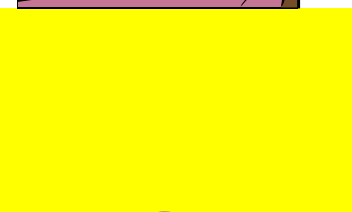




1. I write my thoughts in a \_\_\_\_\_.
2. \_\_\_\_\_ is when I miss my home.
3. When I feel I have too much to do, I feel \_\_\_\_\_.
4. When I know what I can actually do, I am \_\_\_\_\_.
5. Before I was happy, now I am sad all the time. My feelings and behaviour have changed, I may have a \_\_\_\_\_.
6. I find it difficult to live in my new country because everything is different. I have \_\_\_\_\_.
7. \_\_\_\_\_ are where to find information.
8. I am happy, able to manage stress and be active because I have good \_\_\_\_\_.
9. When I \_\_\_\_\_, I forget about my problems.

**Mental Health - Activity 2, Worksheet 1 - CLB 2-3**

**Mental Health**

What do you think is important for meant health?

With a partner, put a check ✓ next to what you think is important and an X for what is not important.

<input type="checkbox"/>		read	<input type="checkbox"/>		relax
<input type="checkbox"/>		write in a journal	<input type="checkbox"/>		socialize with friends
<input type="checkbox"/>		listen to music	<input type="checkbox"/>		sleep well
<input type="checkbox"/>		eat well	<input type="checkbox"/>		understand that no one is perfect
<input type="checkbox"/>		be realistic	<input type="checkbox"/>		talk with friends
<input type="checkbox"/>		be physically active	<input type="checkbox"/>		laugh



**Mental Health - Activity 2, Worksheet 2 - CLB 2-3**

**Mental Health**

Read the questions and circle the correct answers.

1 An example of good mental health is...?

crying a lot

angry all the time

you are able to enjoy life

2 Your mental health...?

is always the same

may change

is not important

3 What can change your mental health negatively?

moving to a new country

physical activity

eating well

4 What can help you?

many services

smoking

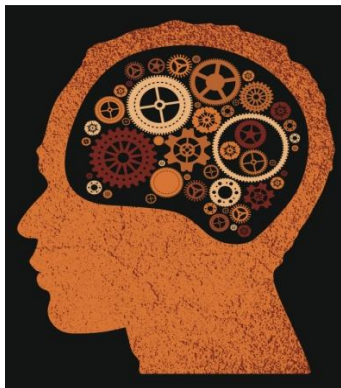
eating a lot of candy

5 If you need help, please ...?

feel scared

do not be embarrassed

don't tell anyone



## Mental Health - Activity 2, Worksheet 3 - CLB 2-3

Read the health message from Ottawa Public Health and answer the questions below.



### Mental Illness

Mental Illness is a change in feelings, behaviour and thinking that makes it difficult to live your normal life.

Facts about mental illness:

- can happen at any age
- can happen to males or females
- can happen to rich or poor
- can happen to members of any religion
- may be temporary or long lasting

Symptoms include:

- angry
- sadness
- change in eating
- don't want to socialize
- want to sleep a lot

Do not be embarrassed or ashamed. With help, you can get better.  
If you have any questions, please contact a health professional



1 What is mental illness?

---

2 What gender gets mental illness?

---

3 What are two symptoms of mental illness?

---

4 Should you be embarrassed or ashamed?

---

5 If you have questions, who should you contact?

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**Mental Health - Activity 2, Worksheet 4 - CLB 2-3**

**Mental Health**

Read about 7 newcomers to Canada. Work with a partner and decide if they have good mental health or not. Write Yes or No. Be prepared to explain your answer.

You can look at Activity 2, Worksheet 2 and 3 for help.

- 1 Abdi likes to relax by spending time with his friends and family. He eats well and is always happy. He participates in class. \_\_\_\_\_
- 2 Viviana found living in a new country a challenge, but she has made an effort to learn the language. She volunteers and has met new friends \_\_\_\_\_
- 3 Cuc is not happy with her new life in Canada. She never goes out with her friends. She is angry and finds very little to enjoy. \_\_\_\_\_
- 4 Dong Ho is very stressed. He doesn't want to go out, doesn't want to learn the language and wants to sleep all day. He believes he will never be happy again. \_\_\_\_\_
- 5 Effy misses her friends and family. She has met many new friends in her English class. To help with her loneliness, she has joined a soccer team and met new friends. \_\_\_\_\_
- 6 Franz has found it difficult to find a job. Before he was happy, but not anymore. He complains about everything to everyone. His friends are worried because he is very angry. \_\_\_\_\_
- 7 The long and cold winters are new to Gregor. He doesn't want to stay inside and play computer games. He likes to be physically active and is taking skating lessons. It has been difficult, but he is enjoying winter more than he expected. \_\_\_\_\_

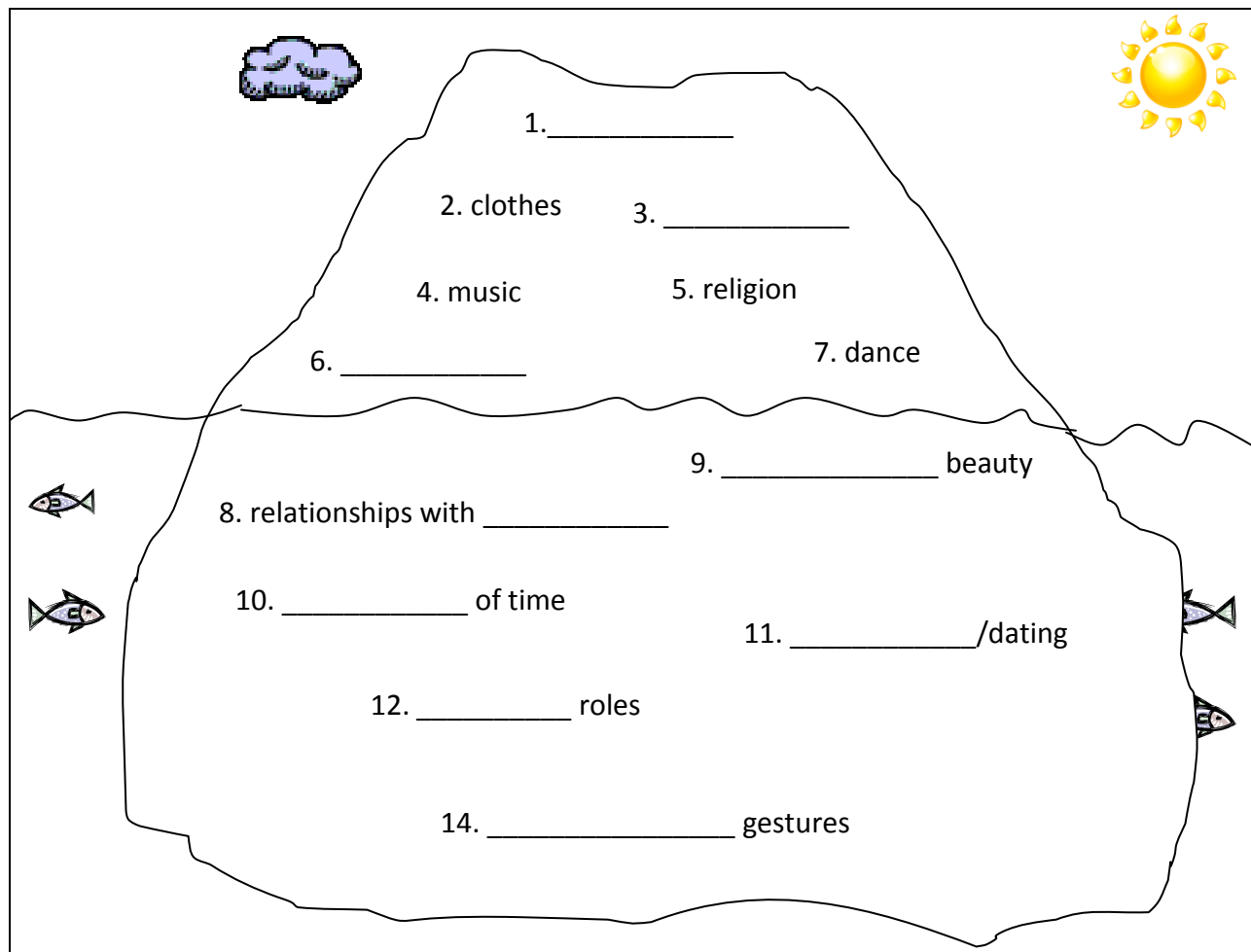
## Physical Activity- Activity 3, Worksheet 1A- CLB 2-3

### Cultural Adaptation

When you moved to Canada, you may have seen differences between your culture and the Canadian culture. Culture is like an iceberg, some differences are noticeable (above the water) and some are not noticeable (below the water). These differences may cause stress.

Below is an image that shows an iceberg of culture.  
With your partner, fill in the missing words.

#### Partner A



Graphic adapted from *Understanding and Coping with Cross Cultural Adjustment Stress* in R.M. Paige (Ed.), *Education for the Intercultural Experience*, page 160.

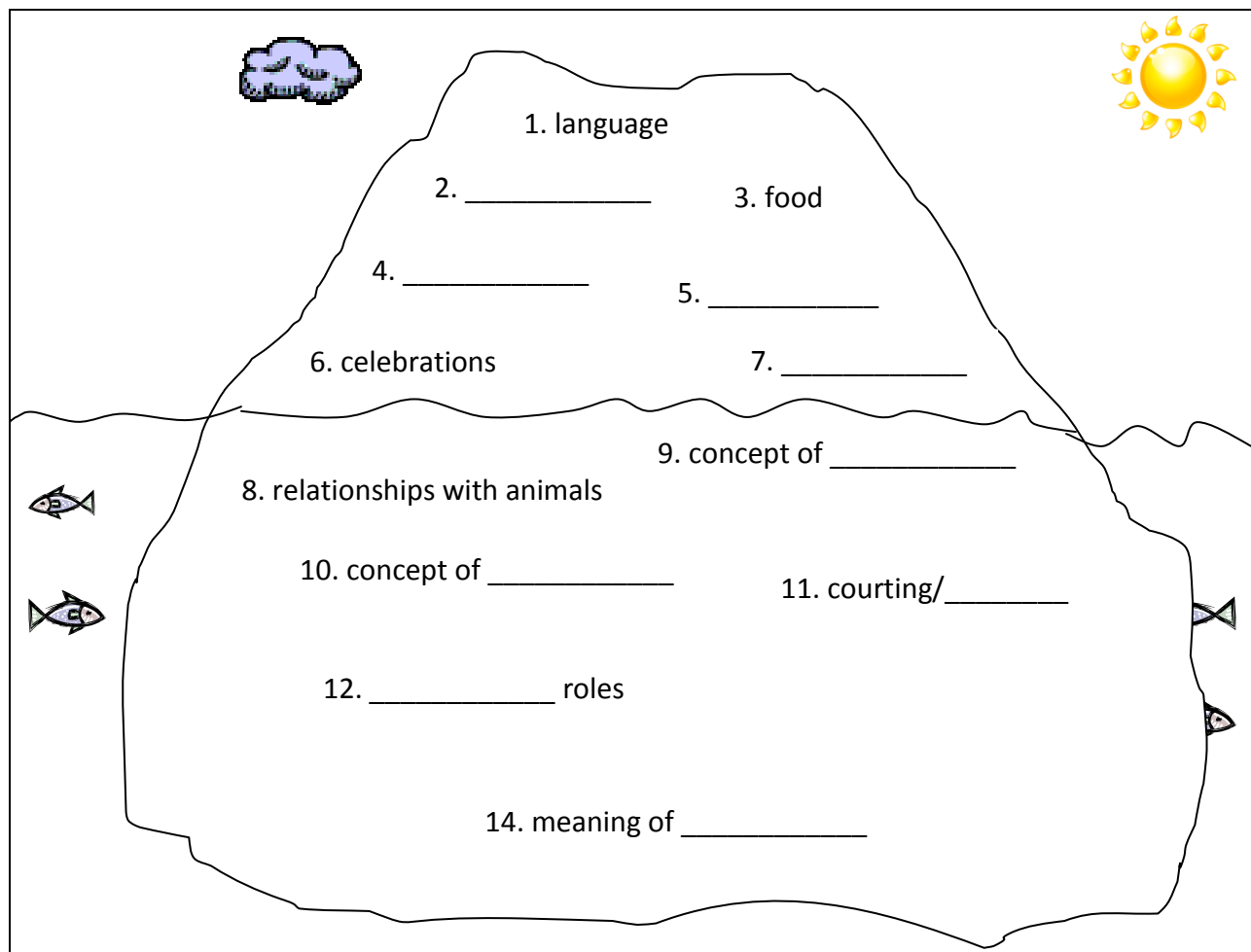
## Physical Activity- Activity 3, Worksheet 1B- CLB 2-3

### Cultural Adaptation

When you moved to Canada, you may have seen differences between your culture and the Canadian culture. Culture is like an iceberg, some differences are noticeable (above the water) and some are not noticeable (below the water). These differences may cause stress.

Below is an image that shows an iceberg of culture.  
With your partner, fill in the missing words.

#### Partner B

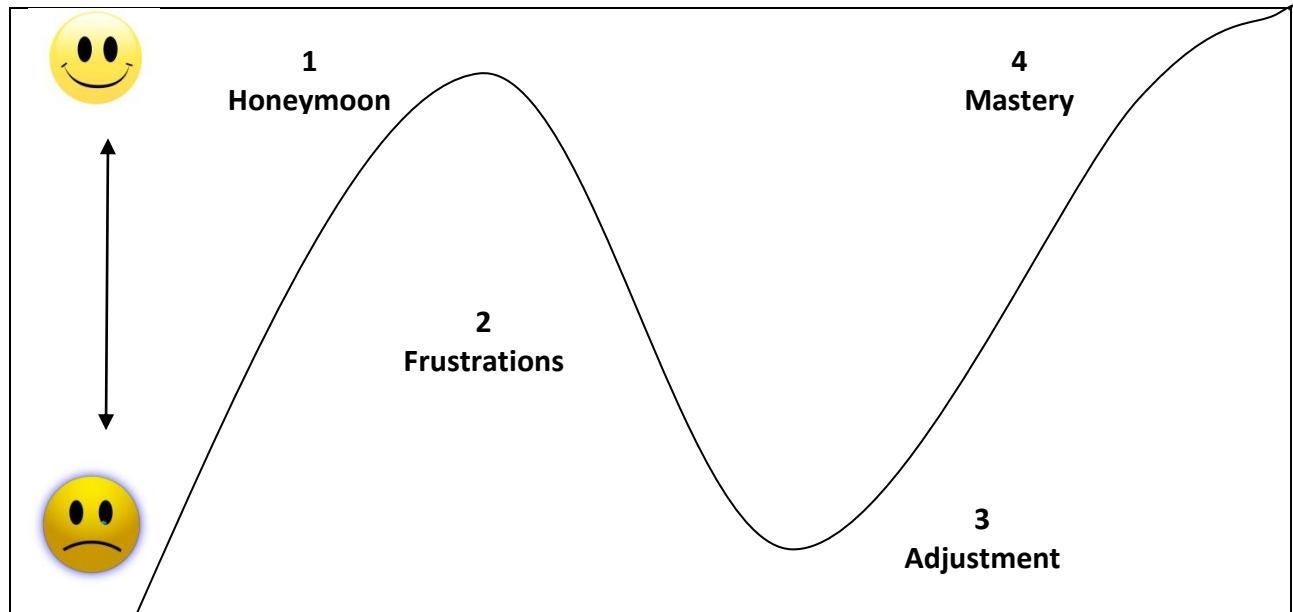


Graphic adapted from *Understanding and Coping with Cross Cultural Adjustment Stress* in R.M. Paige (Ed.), *Education for the Intercultural Experience*, page 160.

**Physical Activity- Activity 3, Worksheet 2- CLB 2-3**

**Cultural Adaptation**

Listen to someone discuss their experience with cultural adaptation.  
Circle the stage number next to each sentence.



- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | I am very happy.                                | 1 | 2 | 3 | 4 |
| 2 | I am comfortable in Canada and my home country. | 1 | 2 | 3 | 4 |
| 3 | I am starting to enjoy the new culture.         | 1 | 2 | 3 | 4 |
| 4 | I don't feel alone.                             | 1 | 2 | 3 | 4 |
| 5 | I don't understand all these rules.             | 1 | 2 | 3 | 4 |
| 6 | I feel more comfortable with English.           | 1 | 2 | 3 | 4 |
| 7 | I want to try new things.                       | 1 | 2 | 3 | 4 |
| 8 | I feel alone.                                   | 1 | 2 | 3 | 4 |



### Mental Health - Activity 4, Worksheet 1 - CLB 2-3

Look at the Mental Health Resources Chart.

Then, read the situations and decide who to contact.

	Crisis	Family counselling	Individual counselling	Information Resources		Age Range	Fee for services
Immigrant Family Support Centre		•	•	•		all	no
Children Support Services		•	•			3-12	no
Downtown Crisis Centre	•			•		18+	no
Senior Wellness	•		•			55+	no

- 1 Ratna is worried about his father. Recently his mother passed away and lately his father is depressed. He is looking for help that specializes in the older population.  
\_\_\_\_\_
- 2 Alice and her 4 teenage children are having difficulty settling in their new life in Canada. The children won't listen to their teachers and to her anymore. Amina doesn't know what to do.  
\_\_\_\_\_
- 3 Jose and his two children just arrived in Canada without his wife, his children's mother. He is worried about his children. He doesn't know what to do because he cannot afford to pay for counselling.  
\_\_\_\_\_
- 4 Hamad's wife recently had a baby. She is very depressed. He is afraid to leave her alone. He is afraid what she may do. He thinks this is an emergency.  
\_\_\_\_\_
- 5 Yokiko noticed a change in her mother. Before, she loved being a grandmother. Lately, she doesn't want to visit her friends, eat or talk to her daughter.  
\_\_\_\_\_



**Mental Health - Activity 4, Worksheet 2 - CLB 2-3**


Read the dialogue below.

- A: Capital Medical Clinic. How may I help you?  
B: I want to make an appointment.  
A: What is your name?  
B: My name is **Pippa Phillips**.  
A: Please spell it.  
B: **P-I-P-P-A P-H-I-L-L-I-P-S**  
A: What is the reason for the appointment?  
B: **I am very, very sad all the time.**  
A: What is your phone number?  
B: My phone number is **514-555-8223**.  
A: The appointment is on **August 15 at 4:10**.  
B: Thank you. Good bye.  
A: Good bye.




Practice the dialogue with a partner. Change the words in bold with new words.

1  Sahra Hamdi April 23  
sleeps too much 2:15  
705-555-9836

2  Anick Tomba Nov. 25  
angry all the time 3:00  
204-555-8545

3  Goran Vidic May 4  
cries a lot 10:50  
613-555-1795

4  Guman Tamang Today  
always stressed 11:10  
403-555-5823

5  Ming Cheung Sept. 16  
no appetite 9:25  
902-555-6497

6  Hanan Syed July 11  
no energy 1:30  
604-555-9175

# Assessments & Learner Self-Reflection

## Mental Health - Assessment 1 – CLB 2

### Reading

Competency: Getting Things Done

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Look at the Mental Health Resources Chart.

Then, read the situations and decide where they should contact.

	Crisis	Family counselling	Individual counselling	Information Resources		Age Range	Fee for services
Children Support Services		•	•			1-10	no
Downtown Crisis Centre	•			•		18+	no
Immigrant Family Support Centre		•		•		all	no
Senior Wellness	•		•			65+	no

- 1 Christine has lost her job. She is very worried about money and wants to learn more about mental health.

\_\_\_\_\_

- 2 Ming's son is having trouble at school. The school suggested individual counselling.

\_\_\_\_\_

- 3 Mariam was married for 50 years. Her husband died last year. She is very sad and doesn't want to be with her friends and family.

\_\_\_\_\_

- 4 Since Komi and Darleine moved to Canada, their children won't listen to them and are causing problems at school.

\_\_\_\_\_

Total: \_\_\_\_/4

3/4= Task achieved: Yes No



**Mental Health - Assessment 2 Rubric - CLB 3**

**Writing**

Competency: Getting Things Done

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Yes</b> 2 points	<b>Sometimes</b> 1 point	<b>No</b> 0 points
Correct use of upper and lower case letters			
Correct use of punctuation.			
Correct date and its format			
Writing is legible			
Included greeting			
Included closure			
Listed 4 ways to reduce stress			

Total: \_\_\_\_/14

12/14 = Task achieved: Yes No

Comments:

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**Mental Health – Learner Self-Reflection - CLB 2-3**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Will you...**

- |  |     |    |                   |
|--|-----|----|-------------------|
| Write in a journal                                   | Yes | No | I already do this |
| Try to relax more                                    | Yes | No | I already do this |
| Talk to someone about your stress                    | Yes | No | I already do this |
| Remember that you may be going through culture shock | Yes | No | I already do this |
| Ask for help if you need it                          | Yes | No | I already do this |
| Not be embarrassed about mental illness              | Yes | No | I already do this |
| Remember that no one is perfect                      | Yes | No | I already do this |