Helping Older Adults Search for Health Information Online

A Toolkit for Trainers

from the National Institute on Aging

WELCOME TO MODULE 2:
Introduction to NIHSeniorHealth

In this module, you will find

- An introduction
- A lesson plan for the trainer
- Handouts for students

To teach the module, you will need

- A PC with Internet access for each student and the trainer
- A computer projector and a screen
- A 3-ring binder to store materials

To get started, you should

- Read the Introduction
- Read and print out the lesson plan and insert it in a binder
- Print out and make copies of the handouts for students

Questions or comments about the Toolkit? Contact the National Institute on Aging at (301) 496-1752 or e-mail daileys@nia.nih.gov

Introduction to NIHSeniorHealth
INTRODUCTION

MODULE 2: Introduction to NIHSeniorHealth

LESSON OVERVIEW

Lesson Goals

In this lesson, students will learn to:

1. Use the **Home Page** to find health topics on **NIHSeniorHealth**.

2. Use the **Table of Contents** of a health topic to find specific information.

3. Navigate through a health topic.

4. Enlarge, view, and close images.

5. Find answers to health questions of personal interest.

Lesson Materials

In this lesson, students will need:

- **Handout 2A:** *Lesson Goals*
- **Handout 2B:** *Glossary**
- **Handout 2C:** *Choose a Health Topic*
- **Handout 2D:** *Practice Navigating a Chapter*
- **Handout 2E:** *Lesson Review with Screen Shots*
- **Pens or pencils**

*This glossary only includes Internet terms relevant to this lesson. An alphabetical list of all glossary terms introduced in the nine Toolkit lessons is available online at www.nihseniorhealth.gov/toolkit.

Lesson Length

This lesson should last:

Approximately 2 hours, with an optional stopping point at 65 minutes.

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3

MODULE 2: Introduction to NIHSeniorHealth

LESSON PREPARATION

✔ **Before the lesson, you should:**

☐ **Read over the entire lesson plan.** Also look at the *Lesson Review with Screen Shots* handout to get a quick overview of what students will learn.

☐ **Store the lesson plan** in a 3-ring binder to use while teaching.

☐ **Make copies** of the handouts for students. To avoid distraction, we recommend that you wait to distribute handouts until indicated in the lesson.

☐ **Check out the links** that you and your students will be visiting in the lesson.

✔ **When you arrive in the classroom, you should:**

☐ **Write your name** and the title and level of the lesson on the board. *[Searching for Health Information Online – Lesson 2: Introduction to NIHSeniorHealth – Beginning Students]*

☐ **Make sure** your computer projector and students' computers are working and that there is Internet access.

☐ **Set students' screens** to the **NIHSeniorHealth** home page at www.nihseniorhealth.gov.

✔ **You should also**

☐ **Read** *Quick Tips for a Senior Friendly Computer Classroom* at www.nihseniorhealth.gov/toolkit.

☐ **Watch the short video** *Introducing the Toolkit* at www.nihseniorheatlh.gov/toolkit.

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4

MODULE 2: Introduction to NIHSeniorHealth

LESSON STRUCTURE – Senior Friendly, Trainer Friendly

The senior-friendly lesson structure includes:

- **Set-up activities** to prepare students for learning.

- **Core activities** to teach the website features and how to navigate to them.

- **Practice activities** to let students apply web skills they have learned.

- **Reinforcement activities** to summarize and reiterate the learning.

The trainer-friendly lesson plan features:

- **An easy-to-read layout.**

- **Short, well-defined segments of teaching material per page.**

- **Clearly marked, scripted transition boxes at the top of each page** announcing the next learning point and ensuring a smooth transition between segments.

- **Suggested teaching times for each skill.**

- **Time checks and optional stopping points**, offering flexibility in total class length.

- **Helpful sidebars**, providing teaching and navigation tips and describing the purpose for activities.

- **Meaningful icons.**

MODULE 2: Introduction to NIHSeniorHealth

LESSON STRUCTURE – Senior Friendly, Trainer Friendly

About the Scripted Transition Boxes

This lesson plan uses a combination of scripted and descriptive sections. The colored, scripted transition boxes which appear at the top of each page of the lesson plan are designed as "anchor points," marking the end of one part of the lesson and the start of another. It is important to convey the content in these transition boxes, although you may use your own wording as you become more familiar with the material. The steps that follow each scripted box are descriptive. Move through them according to your personal training style.

This approach is useful in maintaining lesson focus and keeping trainers and students on track. It also makes the lesson plan easy to use.
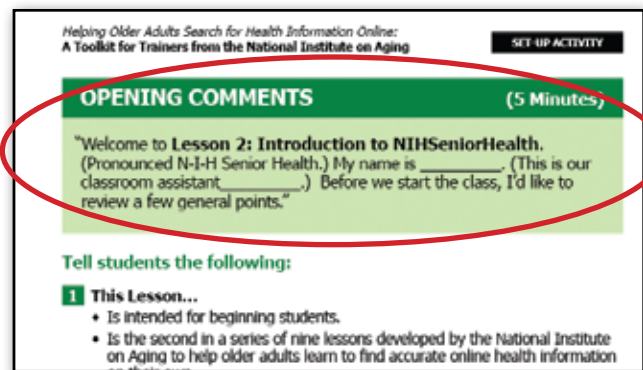
Important Note

In the discussions of health issues that may occur during class, refrain from offering medical advice or advocating specific treatments, physicians, hospitals, insurance plans, etc. Also, discourage this type of activity among students. Always emphasize that students should consult their health care providers about any medical information they may hear about in class or find on the Internet.

Icons Used in the Lesson Plan

Handout required

Trainer demonstrates with computer projector

Students navigate at their computers (with assistance if needed)

Indicates when a discussion should take place

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6

MODULE 2: Introduction to NIHSeniorHealth

REACHING THE OLDER STUDENT

To help your students grasp, apply, and retain the skills and information they are taught, be sure to:

- **Proceed slowly through the lesson.** Some older adults will take longer than younger people to get the knack of using the Internet. If you move too quickly, they may not be able to keep up. They need time to practice and to absorb new information.

- **Circulate to make sure students are following you.** Check students' screens frequently to make sure they are not lost. If possible, arrange to have one or more classroom assistants work with students individually during the lesson.

- **Speak slowly and repeat information as often as necessary.** Don't make assumptions based on students' age. They are learning new skills, and they will probably need to hear the information more than once to retain it.

- **Encourage questions.** Pause frequently to ask if there are questions. After soliciting questions, allow at least 10 seconds for students to formulate them.

- **Create a senior-friendly environment.** It is important to read *Quick Tips for a Senior Friendly Computer Classroom* for help on setting up the classroom to accommodate the needs of older adults.

These training techniques from the lesson can also help you be successful:

- **The use of scripted transition boxes** to announce each new segment helps the class stay focused and on track.

- **Presenting material in small, well-defined steps** makes it easier for students to grasp new skills and information.

- **Frequent summarizing and hands-on practice** helps students retain what they've learned.

- **Handouts and printed screen shots** help students understand and recall what is taught.

- **Group discussions and short dialogues** help put students at ease.

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7

Introduction to NIHSeniorHealth
LESSON PLAN

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A Toolkit for Trainers from the National Institute on Aging

SET-UP ACTIVITY

OPENING COMMENTS   (5 Minutes)

"Welcome to **Lesson 2: Introduction to NIHSeniorHealth**. (Pronounced N-I-H Senior Health.) My name is _____. (This is our classroom assistant_____.) Before we start the class, I'd like to review a few general points."

Tell students the following:

1 This Lesson...

- Is intended for beginning students.
- Is the second in a series of nine lessons developed by the National Institute on Aging to help older adults learn to find accurate online health information on their own.

2 The NIHSeniorHealth website they will visit...

- Is sponsored by the National Institute on Aging and the National Library of Medicine, both part of the National Institutes of Health, or NIH.
- NIH is part of the U.S. Government's Department of Health and Human Services.

3 Please be aware that...

- Online health information is in **no way meant to substitute for medical advice from a doctor**.
- In class discussions, students should **not** attempt to provide medical advice to classmates, however well-intentioned it may be.

4 Housekeeping Issues...

- Class will last about ___minutes with stretch break(s) lasting ___minutes.
- Bathroom breaks can be taken anytime. Restrooms are located_____.

5 Ask students if they have any questions.

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9

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A Toolkit for Trainers from the National Institute on Aging

SET-UP ACTIVITY

INTRODUCTIONS (3 Minutes)

"Before we get started, let's introduce ourselves."

1 Introduce yourself, giving your name and your experience teaching computers and the Internet. If you have a classroom assistant or peer coach, introduce that person.

2 Ask students to give their names and tell whether they are at a beginning, intermediate, or advanced level with regard to their Internet experience.

3 If time permits, ask each student to tell something about his or her background (family, work, travels, education…), why they decided to take this class, and what they hope to learn.

Purpose of Activity

• Introductions help students feel more at ease.
• Sharing computer or Internet experience may help the class be patient with less experienced students who need more time with an activity.

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10

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SET-UP ACTIVITY

CLASS PROCEDURES   (3 Minutes)

"Let's talk for a moment about how the class will proceed. You will be learning new ways to use technology, and in order for everyone to be successful, here are some things we need to do."

Tell students the following:

1 **To make sure everyone grasps the information and learns the skills...**
- We will proceed in a step-by-step manner and at a slow-to-moderate pace.
- I (or my assistant) will circulate frequently during class to make sure everyone is keeping up with the lesson.
- There will be plenty of hands-on practice activities to let you apply the skills that you learn.
- There will be plenty of handouts to help you learn the skills while in class and to use as a reference once you leave class.

2 **As students, you should...**
- Feel free to raise your hand and ask a question if you do not understand something.
- Feel free to ask me to repeat anything I've said.
- Not worry about hurting the equipment because it is very sturdy.
- Not worry about making mistakes because that is to be expected when learning a new technology.
- Have a binder or folder to store the handouts you will receive.

3 **Ask students if they have any questions about class procedures.**

Purpose of Activity

To communicate expectations, put students at ease, and facilitate learning.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*   **11**
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A Toolkit for Trainers from the National Institute on Aging

SET-UP ACTIVITY

TAKE-HOME ASSIGNMENT   (5 Minutes)

"Before we get started with the new material, let's go over the take-home assignment from the last class."

1 Restate the take-home assignment from Module 1.
   • Completing the take-home assignment on **Handout 1F.**

2 Ask students to share their results with the class.

3 Ask students to share any problems they had navigating the website of the National Institute on Aging or finding the information they were searching for. Respond to their questions.

Note
• This activity assumes use of the previous module. If you did not teach that module, you can skip this activity.

Purpose of Activity
• Let's you see how well students understood the previous lesson.
• Serves as a kind of icebreaker, promoting interactivity and discussion early in the class.
• Let's you see what you might need to emphasize in the first parts of this lesson.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*   **12**
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A Toolkit for Trainers from the National Institute on Aging

SET-UP ACTIVITY

LESSON GOALS   (2 Minutes)

"In this lesson we will learn how to navigate health topics on the **NIHSeniorHealth** website (pronounced N-I-H Senior Health). We also will explore health issues of interest to you."

Pass out Handout 2A: Lesson Goals.

1 Go over the handout with students.

Purpose of Activity

• Focuses students on what they will learn.
• Introduces goals that you can return to throughout the lesson.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*   **13**
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A Toolkit for Trainers from the National Institute on Aging

SET-UP ACTIVITY

INTERNET TERMS   (5 Minutes)

"Before we actually get into the heart of the lesson, let's review a few basic Internet terms."

Pass out Handout 2B: Glossary

1 Knowing the meaning of these Internet terms will help students understand the lesson. In addition to reviewing new terms (marked with ***), you may wish to go over the terms from this list that were introduced in the previous lesson to help students recall their meaning.

2 You may want to demonstrate the terms for students from your computer projector.

INTERNET TERMS

1 **back arrow**
2 **browse***
3 **home page**
4 **link (or hyperlink)**
5 **menu***
6 **navigate***
7 **scroll**
8 **scroll bar**
9 **window***

Tips for Glossary Review

- Refer students to the page and item number of the term.
- Make sure students locate the term.
- Read, or have a student read, the definition aloud. Point out details in the illustration or on your computer screen.
- Tell students they will understand these terms better as they use them in the lesson.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*   **14**
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Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

CORE ACTIVITY

THE HOME PAGE   (5 Minutes)

"Take a look at your computer screens. This is the **Home Page** of the **NIHSeniorHealth** website. This website was developed by the National Institutes of Health for adults 60 and older. It contains information on diseases and conditions of particular interest to older adults."

1 Students' screens should be set on the **Home Page** of **NIHSeniorHealth** at www.nihseniorhealth.gov.

2 Familiarize students with the main features of the page by pointing out:

- The purpose of the site (for adults 60 and older)
- The **Health Topics**, which can be found using the alphabet or the health categories
- The **Exercise Stories**
- The **Health Videos**
- The footer information (most recent update, sponsors)

3 Point out the **Home, Site Index** and **Contact Us** buttons, located at the top of every page.

4 At the bottom, point out the Read more about NIHSeniorHealth link.

5 Under the Category section, ask students to click on All Topics A-Z.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*
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15

Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

`CORE ACTIVITY`

THE ALL TOPICS A-Z PAGE   (3 Minutes)

"This is the **All Topics A-Z page,** with a list of health topics on the website."

1 Point out the alphabet as a way to go directly to a topic on the page.

2 Ask students to scroll down the page to see the available health topics.

3 Point out the **Home** and **Site Index** buttons available at the top of the page.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*   **16**
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Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

`CORE ACTIVITY`

USING THE SPECIAL FEATURES *Optional*　　(10 Minutes)

"**NIHSeniorHealth** has special features to make the information on the website easier for older adults to grasp. These features let you change the size of the text, change the color of the page, and hear the text read aloud. The buttons for these features are found at the top of each page."

1 Text Size

- Demonstrate as students navigate with you.
- Enlarge the text using the text size button. Let students set the text at the size they prefer. They can switch back to the normal (default) text size if they like.

2 Contrast

- Demonstrate as students navigate with you.
- Change the contrast using the contrast button. Students can switch back to the normal (default) colors if they like.

3 Speech

- Demonstrate as students navigate with you.
- Click on the speech button to hear the text read aloud. After hearing some text read aloud, ask students to switch back to the silent mode to keep the sound from disrupting the class.

TIME CHECK　　**40 minutes elapsed; about 1 hour, 15 minutes left.**

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*　　**17**
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A Toolkit for Trainers from the National Institute on Aging

SET-UP ACTIVITY

CHOOSING A HEALTH TOPIC   (10 Minutes)

"Before we explore some of the information on the website, let's take a look at some health topics of interest to older adults."

Pass out Handout 2C: Choose a Health Topic

1 Read the directions on page 1 of the handout to the students. Give them a few minutes to read the six short stories silently.

2 When they've finished reading the six stories, read aloud the directions on page 3 of the handout, and ask the students to complete **Part A** of the exercise.

3 Ask each student to share with the class (or with a neighbor) the health topic they chose and the two questions about that topic they checked on their handout.

4 Tell them to put the handout aside. Let them know that they will have a chance to find answers to their questions later.

Purpose of Activity

- Focuses students on health issues likely to affect them or someone they know.
- Prepares students for the *Independent Practice Activity*.

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A Toolkit for Trainers from the National Institute on Aging

CORE ACTIVITY

THE TABLE OF CONTENTS PAGE   (3 Minutes)

"Let's take a look at a health topic: **Falls and Older Adults**. Looking at this topic will show you how to search through any health topic on the website."

1 On the **All Topics A-Z page**, ask students to click on Falls and Older Adults. This will take them to the **Table of Contents** page.

2 Familiarize students with these links by having them mouse over them WITHOUT clicking:

- The links to chapters: About Falls
  Causes and Risk Factors
  Preventing Falls and Fractures
  If You Fall
- The link to Frequently Asked Questions.
- The link to MedlinePlus, another NIH website with more information on this topic.

*(Do **not** have them click on MedlinePlus. They will visit that website in later lessons.)*

Teaching Tips
- Proceed **slowly**.
- Make sure students locate each link on their screens as you point them out.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*
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19

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A Toolkit for Trainers from the National Institute on Aging

REINFORCEMENT ACTIVITY

SUMMARIZING   (5 Minutes)

"Now let's take a look at the **Lesson Goals** to see what we've covered so far."

Refer to Handout 2A: Lesson Goals.

1 Demonstrate and summarize the following learning objectives from **Goals 1** and **2**:
- Using the **Home Page** to find health topics
- Using the **Table of Contents** to find specific information about the topic

2 Ask students if they have any questions.

3 Ask students to check off **Goals 1** and **2** on their handout.

TIME CHECK   **1 hour elapsed; about 1 hour left.**

Purpose of Activity
- Lets students know what they should have grasped by this point in the lesson.
- Gives students another chance to ask questions about material already covered.
- Lets you see what goals might need further explanation.
- Gives students a sense of accomplishment.
- Keeps the class on track.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*   **20**
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A Toolkit for Trainers from the National Institute on Aging

CORE ACTIVITY

NAVIGATING A HEALTH TOPIC (5 Minutes)

"Now that we understand how to use the **Main Menu** and the **Table of Contents**, let's click on a link in the **Falls and Older Adults** topic to find out more about this subject."

1 Click on the second link, Causes and Risk Factors, and read, or have a student read aloud, the information on the page.

> **Teaching Tip**
> Walk around to students' screens to make sure they are on the right page.

2 Tell students that to move to the next page they must click on **Next Page** at the bottom of each page. *(This is the main way to navigate pages on the **NIHSeniorHealth** website.)*

3 Move students through the next two pages, pausing to have a student read the content aloud on each page. STOP at the page with the image of a woman bicycling.

Purpose of Activity

- Gives students hands-on practice clicking through the chapter of a health topic.
- Reading the content aloud lets students know if they are at the right place. It also helps keep the class together on the same page.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*
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21

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A Toolkit for Trainers from the National Institute on Aging

CORE ACTIVITY

ENLARGE, VIEW, AND CLOSE AN IMAGE　　(5 Minutes)

"There are many images on the **NIHSeniorHealth** website. They help clarify the written information and add visual variety."

1 Show students how to enlarge the image (by clicking on it), and then have a student read the caption for the image.

2 Show students how to close the window by clicking on the **X** in the upper right-hand corner of the image.

Navigation Tips

- Point out that the enlarged image is an example of a window as seen in the glossary.
- Make sure each student learns how to close the window and can return to the text page.
- Tell students that the **Previous Page** button can be used in place of the back button on this website.

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A Toolkit for Trainers from the National Institute on Aging

CORE ACTIVITY

NAVIGATING A HEALTH TOPIC (contd.)   (10 Minutes)

"Let's click on another link for more information about **Falls and Older Adults**."

1 On the left menus, click on If You Fall, and read aloud, or have a student read aloud, the information on the page.

> **Teaching Tip**
> Walk around to students' screens to make sure they are on the right page.

2 Tell students to read through the next three pages of the chapter silently by clicking **Next Page**. They should STOP when they come to an illustration of a woman lying next to a chair.

3 Ask them to click on the illustration. A window will open and the illustration will begin moving. (It lasts for 12 seconds.) Ask students to read the caption.

4 Ask students to close the window by clicking on the **X** in the upper right-hand corner of the window.

5 Ask students what new information they learned about **Falls and Older Adults**.

Purpose of Activity
- Gives students hands-on practice using the left menu (Table of Contents) to move between chapters in a health topic.
- Reading the content aloud lets students know if they are at the right place. It also helps keep the class together.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*   **23**
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A Toolkit for Trainers from the National Institute on Aging

REINFORCEMENT ACTIVITY

SUMMARIZING   (8 Minutes)

"Now let's take a look at the **Lesson Goals** to see what we've covered so far."

Refer to Handout 2A: Lesson Goals.

1 Demonstrate and summarize the following learning objectives for **Goals 3** and **4**:

- Navigating through a health topic
- Enlarging, viewing, or closing an image

2 Ask students if they have any questions.

3 Ask students to check off **Goals 3** and **4** on their handout.

Purpose of Activity

- Lets students know what they should have grasped by this point in the lesson.
- Gives students another chance to ask questions about material already covered.
- Lets you see what goals might need further explanation.
- Gives students a sense of accomplishment.
- Keeps the class on track.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*   **24**
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A Toolkit for Trainers from the National Institute on Aging

PRACTICE ACTIVITY

GROUP PRACTICE ACTIVITY (10 Minutes)

"You've seen how to use the **Home Page** and the **Table of Contents**. You also can navigate through a chapter by clicking **Next Page**, and you can enlarge, view, and close an image. Now, let's see if you can apply what you have learned."

1 Ask students to return to the **Home Page** page by clicking on the **Home Page** button.

Pass out Handout 2D: Practice Navigating a Chapter

2 First, read each of the steps on **Handout 2D** to the class. Then lead the group through the exercise step-by-step from your computer projector as students navigate at their screens.

> **Purpose of Priming**
>
> Reading through the steps beforehand is a way to prime, or familiarize, students with the activity. Priming helps students perform better.

3 Once the class has finished doing the exercise, ask students what they learned about dry mouth.

OPTIONAL STOPPING POINT   **1 hour, 28 minutes elapsed; about 30 minutes left.**

(If you choose to stop here, you can assign the next activity as homework. Be sure to go over steps in the activity with students. You may teach the remaining material in the next class.)

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*   **25**
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A Toolkit for Trainers from the National Institute on Aging

PRACTICE ACTIVITY

INDEPENDENT PRACTICE ACTIVITY   (10 Minutes)

"Now you will have a chance to practice finding information on your own using one of the health topics you selected at the beginning of the class."

1 Ask students to click on All Topics A-Z.

2 Refer students to the information they wrote down on page 3, **Part A** of **Handout 2C: Choose a Health Topic**

> **Teaching Tips**
> Walk around to students' computers and provide assistance if necessary.

3 Ask students to click on the health topic they chose. Then, from the **Table of Contents** for that topic, they can click on a link to find answers to the questions they wrote down.

Provide this example: To find out what causes hearing loss, click on Hearing Loss, and once on the **Table of Contents** page for **Hearing Loss**, click on Causes and Prevention and begin reading.

4 Ask them to write the answers to their questions under **Part B** on the handout.

5 Pair up students and ask them to discuss their answers with their partner.

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26

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REINFORCEMENT ACTIVITY

CHECKING FOR UNDERSTANDING   (10 Minutes)

"Let's see what you found out about the health topics you were interested in."

1 Ask each student to share with the class:
- the health topic they researched
- the questions they had
- the answers they found

2 Once students have completed the exercise, ask them what was easy for them to do and what may have been a bit difficult.

3 Clear up any questions students may have about getting from one point to another.

Purpose of Activity
- Lets students apply new skills to health interests.
- Helps students realize what new skills are already easy for them, reinforcing their confidence and sense of accomplishment.
- Lets instructor know what needs more work.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*   **27**
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Helping Older Adults Search for Health Information Online:
A Toolkit for Trainers from the National Institute on Aging

REINFORCEMENT ACTIVITY

WRAPPING UP   (5 Minutes)

"You have just succeeded in doing online research. To accomplish this, you learned

1 How to use the **Home Page** to find health topics on the **NIHSeniorHealth** website

2 How to use the **Table of Contents** of a health topic to find specific information

3 How to navigate through a health topic

4 How to enlarge, view, and close images

5 How to find answers to health questions of personal interest.

Here is a handout to help you recall what you learned."

Pass out Handout 2E: Lesson Review with Screen Shots.

1 Read the cover description, **How to Use This Handout**, to students.

2 Go over each screen shot, reading the captions to remind students of the navigation steps they learned on each page. (You do **not** need to refer back to the computer screen at this point.)

3 Encourage students to use this handout as a reference when practicing the skills they learned in this lesson.

Purpose of Activity

- Summarizes all of the skills taught in the lesson.
- Handout gives students a visual map of the lesson to remind them of the web pages visited and the skills learned.

Module 2 – Lesson Plan: *Introduction to NIHSeniorHealth*   **28**
Go to **www.nihseniorhealth.gov**
To download Toolkit materials, go to www.nihseniorhealth.gov/toolkit

Helping Older Adults Search for Health Information Online:
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REINFORCEMENT ACTIVITY

WRAPPING UP (contd.)   (5 Minutes)

"The **NIHSeniorHealth** website has many more features such as quizzes and videos, which we will explore in a future lesson.

Remember, always check with your doctor about health information you find on the Internet.

Here's your take-home assignment, which will give you more practice with the skills you've learned today."

1   As a take-home assignment, ask students to search a health topic of interest to them on the **NIHSeniorHealth** website and find **two** new pieces of information about that health topic to share at the next class.

2   Ask students to tell you the address of the **NIHSeniorHealth** website:
Answer: www.nihseniorhealth.gov

3   Remind them that the address of the website can be found at the bottom of their handouts.

4   Ask if they have any questions.

> **Teaching Tip**
> You may wish to write the take-home assignment and URL for **NIHSeniorHealth** on the board.

END OF LESSON 2

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Introduction to NIHSeniorHealth
# HANDOUTS

HANDOUT 2A: Lesson Goals

During this lesson, you will learn to:

____ **1** Use the **Home Page** to find health topics on the **NIHSeniorHealth** website.

____ **2** Use the **Table of Contents** of a health topic to find specific information.

____ **3** Navigate through a health topic.

____ **4** Enlarge, view, and close images.

____ **5** Find answers to health questions of personal interest.

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H-1

HANDOUT 2B: Glossary

1 **Back Arrow**

This arrow, often green, is found at the top of most browsers. When you click on the back arrow, it takes you back – in order – through all of the web pages you've seen. (Sometimes called the back button.)
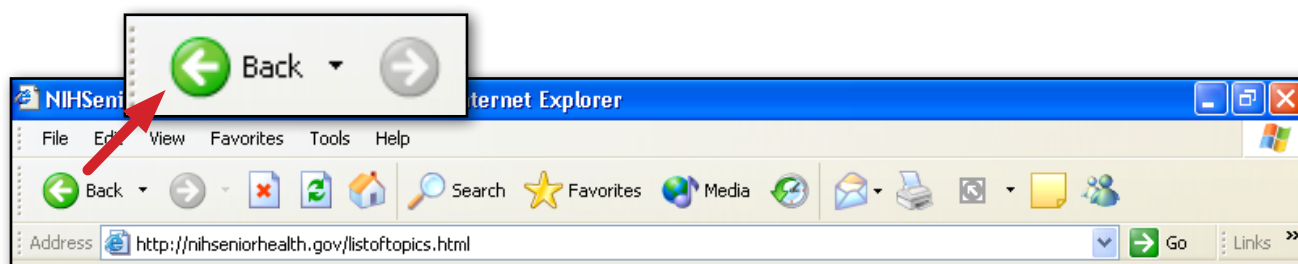
2 **Browse**

To explore a website or a number of websites by scanning and reading the information.

3 **Home Page**

The first thing you see when you come to a website, or the opening page of a website. It provides information about the site and directs you to other pages on the site.

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H-2

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HANDOUT 2B: Glossary

4   **Link (or hyperlink)**

A highlighted or underlined feature on a web page that, when clicked, will take you to another web page. A link most often appears as underlined words or an image.

One sure way to tell if something is a link or not: Whenever your cursor turns into a pointing hand, the image or word you are pointing to is a link.
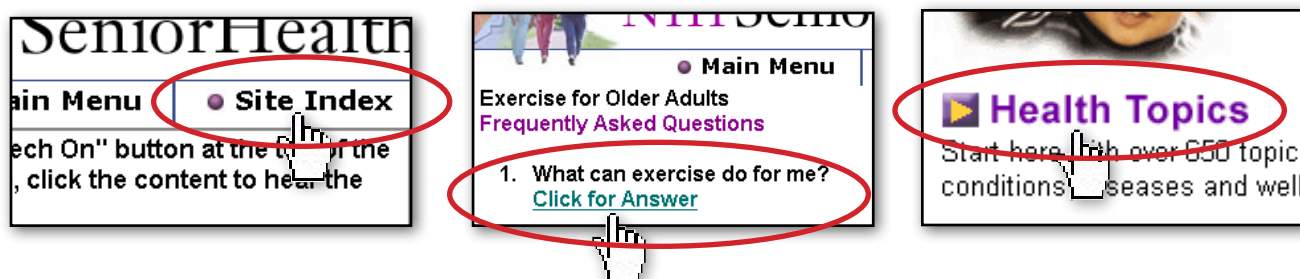
5   **Menu**

 A list of options, or topics, on a website that users can choose from.
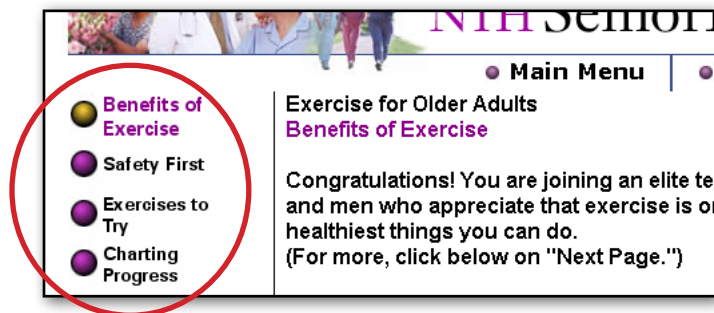
6   **Navigate**

To move through a website or through various websites.

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HANDOUT 2B: Glossary

7 **Scroll**

To move text or other information on a computer screen up, down, or sideways, with new information appearing as the old disappears.

8 **Scroll Bar**

A narrow, rectangular bar on the right edge and bottom edge of a web page that lets you move the page to see more of the information it contains. The scroll bar on the right moves the web page up and down, and the scroll bar on the bottom moves the web page right and left.

Scroll Bar

Scroll Bar

9 **Window**

A framed area of a computer screen that appears in front of the web page. Sometimes the appearance of a window means that you have entered another website. At other times, it means you may still be on the same website.

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H-4
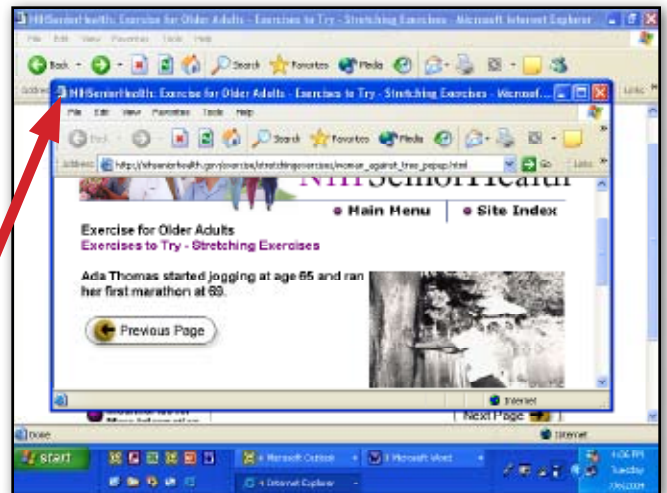
HANDOUT 2C: Choose a Health Topic

DIRECTIONS: Read the six short stories about common health issues faced by older adults. Select one health topic that you would like to know more about.

1 ## Osteoporosis

Phyllis is 64. Recently, she had a scan to check her bone density. The results showed she was at risk of a hip, wrist, or spine fracture because she was developing osteoporosis.

2 ## Cataract

Harry has always loved to drive his car. But lately, he's worried when he gets behind the wheel. His vision seems to be changing. Last week he almost hit a messenger on a bike. The eye doctor says he has a cataract and needs surgery.

3 ## Sleep

Sam is 70. He seems to be more tired during the day than he used to be. He goes to bed at the same time, but he often has trouble sleeping, or he wakes up a lot at night. He often takes a nap in the afternoon.

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# HANDOUT 2C: Choose a Health Topic

4 **Lung Cancer**

Sylvia is 75. She has smoked cigarettes since she was 20. Her children and grandchildren all want her to quit. But she believes it's too late now to prevent lung cancer.
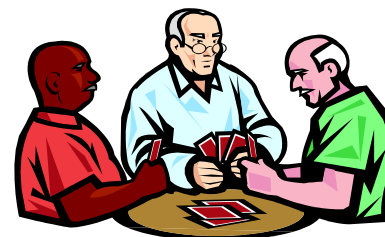
5 **Stroke**

John and Edith were eating lunch one day when John asked Edith a question. She began to answer, but couldn't speak. John knew something was very wrong. Was she having a stroke? Without waiting, he called 911.
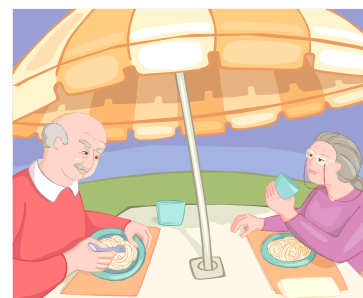
6 **Hearing Loss**

When Jerry, age 71, finds himself in a crowd, he has trouble hearing what people say. Sometimes when he plays cards, he has trouble hearing across the table. He often has to ask people to repeat themselves. But sometimes he's too embarrassed, so he just smiles and pretends he understands. He hasn't been winning very much at cards lately.

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HANDOUT 2C: Choose a Health Topic

DIRECTIONS: Write the name of the health topic you selected on the line below.

Health Topic: _____

PART A

Check off **two questions** that you would like to have answered about this health topic:

_____ The definition?

_____ Who's at risk?

_____ What causes it?

_____ Can you prevent it?

_____ What are the symptoms?

_____ What are the treatments?

_____ How do you diagnose it?

_____ What's the latest research?

(NOTE: Leave Part B blank until the end of the lesson.)

PART B

Answer to your first question:_____

_____

Answer to your second question: _____

_____

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HANDOUT 2D: Practice Navigating a Chapter

1   On the **Home Page**, click on All Topics A-Z.

2   Go to the Dry Mouth topic and click on it.

3   You should now be on the **Table of Contents** page for **Dry Mouth**.

4   Click on What is Dry Mouth?

5   Read the content on the page you come to.

6   Click on **Next Page** and read the following page.

7   Click on **Next Page** again. You will come to a page with an image of two women at a table with food.

8   Click on the image to enlarge it. A window will open with a larger view of this image.

9   Read the caption next to the enlarged image.

10   Close the image by clicking on the red **X** in the upper right- hand corner of the window.

11   Write down one piece of new information you learned about dry mouth:

_____

_____

12   Return to the **Home Page** by clicking on the Home button at the top of the page.

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Introduction to NIHSeniorHealth
LESSON REVIEW WITH SCREEN SHOTS
Handout 2E

How to Use this Handout

- Use this handout to help you review the lesson.
- The screen shots (pictures of web pages) will help you recall the places you visited in class, and the descriptions will remind you of the navigation skills you learned.
- You may wish to refer to this handout when searching the website you visited in class.
- If you have questions about how to navigate any of these pages, write your questions in the spaces provided and bring them to the next class.

LESSON REVIEW   Introduction to NIHSeniorHealth

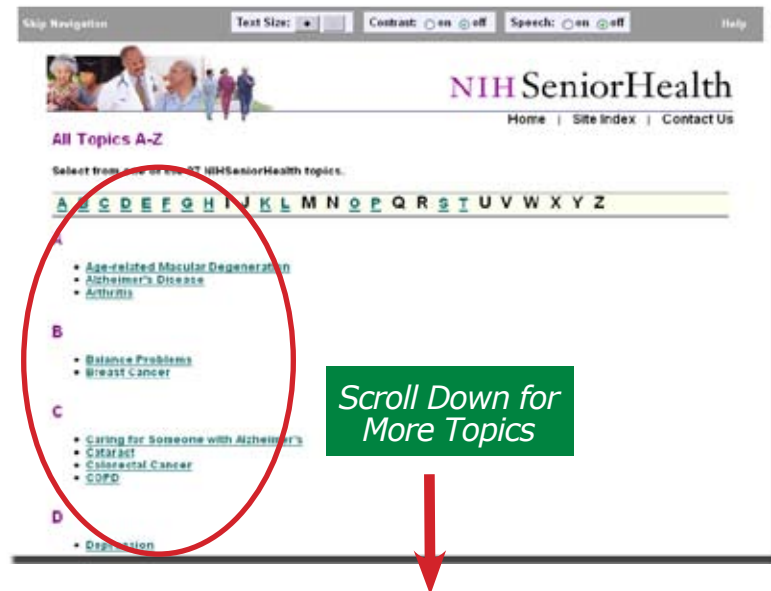**1**   You went to the **NIHSeniorHealth** website at www.nihseniorhealth.gov.

You learned how to go to the **All Topics A-Z Page** to find health topics.

2   You learned how to find and select health topics from the **All Topics A-Z Page**.

Screen Shot 1: **Home Page**

Screen Shot 2: **All Topics A-Z Page**

Scroll Down for More Topics

Your Question(s) _____

_____

Module 2 – Screen Shots: *Introduction to NIHSeniorHealth*
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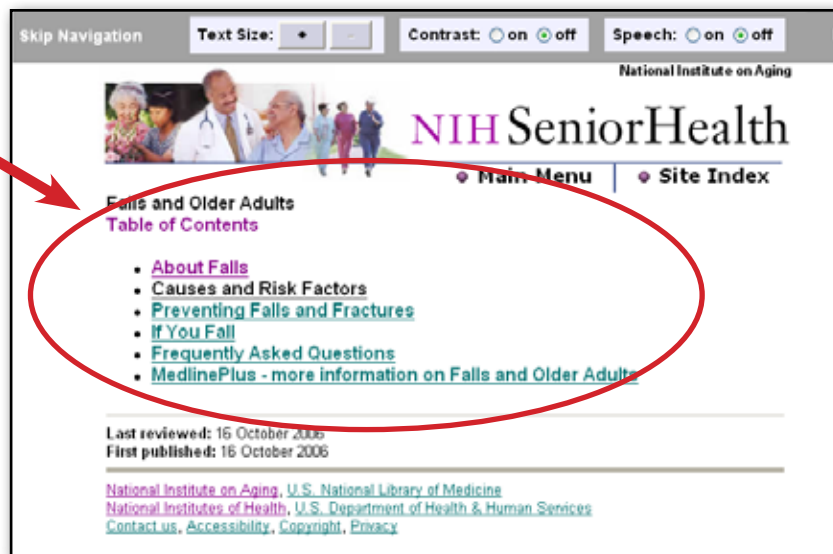
S-1

LESSON REVIEW   Introduction to NIHSeniorHealth

3 You found out how to locate and click on links to chapters on the **Table of Contents.**

4 You learned how to read through, or navigate, a chapter by clicking on **Next Page** at the bottom of each page.

Screen Shot 3: **Table of Contents**

Screen Shot 4: **Chapter Page**

Your Question(s) _____

_____

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S-2

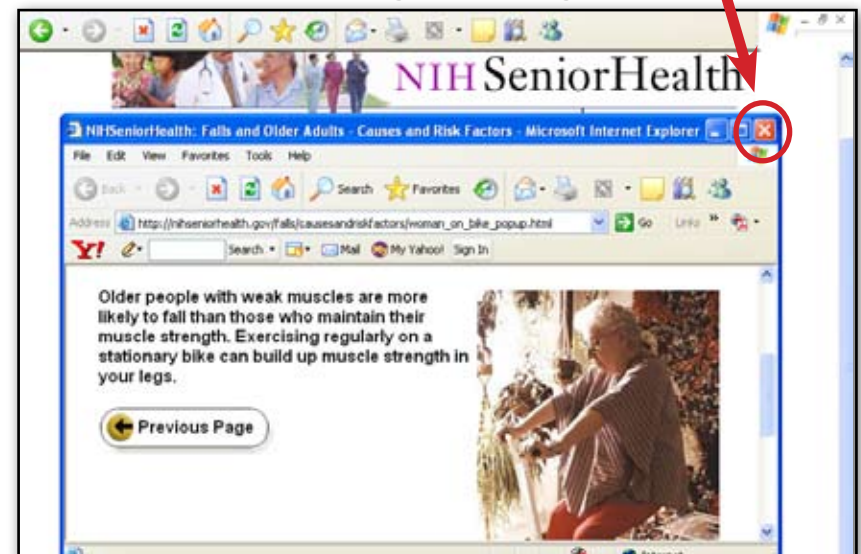## LESSON REVIEW   Introduction to NIHSeniorHealth

5 You learned how to click on an image to enlarge it.

6 You learned how to close the enlarged window by clicking on the **X** in the upper right-hand corner of the enlarged window.

Screen Shot 5: **Image**

Screen Shot 6: **Enlarged Image**

Your Question(s) _____

_____

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S-3

LESSON REVIEW   Introduction to NIHSeniorHealth

7 You learned how to find other information on the topic by clicking on the left menu, which contains the Table of Contents.

8 Finally, you learned that clicking on the Home button at the top of any page will return you to the **Home Page**.

Screen Shot 7: **Left Menu**

Screen Shot 8: **Home Button**

Your Question(s) _____

_____

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S-4