

Helping Older Adults Search for Health Information Online

A Toolkit for Trainers

from the National Institute on Aging



WELCOME TO MODULE 5: Exercise for Older Adults on 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

**Exercise for Older Adults on
NIH Senior Health
INTRODUCTION**

MODULE 5: Exercise for Older Adults on NIHSeniorHealth



LESSON OVERVIEW



Lesson Goals

In this lesson, students will:

1. Recall how to use the **Home Page** of the **NIHSeniorHealth** website.
2. Recall how to use the **Main Menu** to find health topics on the **NIHSeniorHealth** website.
3. Recall how to use the special features (optional).
4. Recall how to use the **Table of Contents** of a health topic.
5. Read about the benefits of exercise for older adults.
6. Read about exercise safety for older adults.
7. Recall how to take an online quiz.
8. Read about suitable exercises for older adults and see them demonstrated.
9. Read stories by older adults who enjoy a variety of exercise activities.



Lesson Materials

In this lesson, students will need:

- **Handout 5A:** *Lesson Goals*
- **Handout 5B:** *Glossary**
- **Handout 5C:** *Fred (Acts I, II, and III)*
- **Handout 5D:** *Are You a "Fred"?*
- **Handout 5E:** *Exploring Exercise Stories*
- **Handout 5F:** *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 2½ hours, with an optional stopping point at 1 hour, 15 minutes.

MODULE 5: Exercise for Older Adults on 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 5: Exercise for Older Adults on NIHSeniorHealth – Beginning and Intermediate 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.nihseniorhealth.gov/toolkit.

MODULE 5: Exercise for Older Adults on 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.**

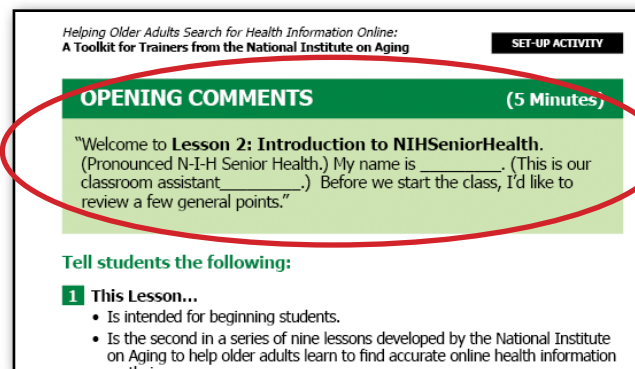
MODULE 5: Exercise for Older Adults on NIHSeniorHealth



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**

MODULE 5: Exercise for Older Adults on 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.

**Exercise for Older Adults on
NIH Senior Health
LESSON PLAN**

OPENING COMMENTS

(5 Minutes)

“Welcome to **Lesson 5: Exercise for Older Adults on 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 fifth 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.

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.

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.

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 4.
 - Searching the FAQs of a health topic on **NIHSeniorHealth** and finding **two** new pieces of information about the topic.



- 2 Ask students to share their results with the class.
- 3 Ask students to share any problems they had navigating **NIHSeniorHealth** 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.

LESSON GOALS

(2 Minutes)

“In this lesson we will learn about exercise and older adults. Let’s take a look at the specific goals for today’s lesson.”



Pass out Handout 5A: 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.

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 5B: Glossary**

- 1 Knowing the meaning of these Internet terms will help students understand the lesson. All of these terms have been introduced in previous lessons, but going over them again may 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 **button**
- 3 **FAQs**
- 4 **link (or hyperlink)**
- 5 **menu**
- 6 **scroll**
- 7 **scroll bar**
- 8 **site index**

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.

REVIEW: THE HOME PAGE

(5 Minutes)

“Let’s start with **Goal 1** – reviewing parts of the website we learned about last time, beginning with the **Home Page**.”

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



- 2 Recall for students:
 - The purpose of the site (for adults 60 and older)
 - The website’s sponsors
 - The most recent update
 - The URL in the address box

- 3 Ask students if they have any questions.



- 4 Ask students to click on [Click to Begin](#) to go to the **Main Menu**.

Special Notice about this Web Page

- This home page will be re-designed in the coming months, and this part of the lesson plan will be updated accordingly.
- Check back at the **NIHSeniorHealth** website to get the updated lesson plan (and screen shots), which will reflect the design changes.

REVIEW: THE MAIN MENU PAGE

(5 Minutes)

“Now for **Goal 2** – recalling how to use the **Main Menu** to find health topics. You will recall that this is the place where you start searching for information on **NIHSeniorHealth**.”



- 1** Students' screens should be on the **Main Menu** page.
- 2** Recall these features for students as they mouse over them with. Be sure to point out how to locate a health topic:
 - **Main Menu button** – Located on each page of the website.
 - **Site Index button** – Leads to an indexed list of all the site's content.
 - **Health Topics** – Information about health issues of interest to older adults.
 - **Other links**
 - Read a [welcome message](#) from our directors
 - Learn more [about NIHSeniorHealth](#)
 - Go to [Exercise Stories](#)

Navigation Tip

Tell students that they can always return to the **Main Menu** by clicking the **Main Menu** button at the top of any page.

Special Notice about this Web Page

- This main menu page will be re-designed in the coming months, and this part of the lesson plan will be updated accordingly.
- Check back at the **NIHSeniorHealth** website to get the updated lesson plan (and screen shots), which will reflect the design changes.

REVIEW: SPECIAL FEATURES (optional) (5 Minutes)

“Now, for **Goal 3**. You will recall that **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.

REVIEW: THE TABLE OF CONTENTS PAGE (2 Minutes)

“Let’s look at **Goal 4** – recalling how to use the **Table of Contents** page which is available for each topic. Let’s go to the **Table of Contents** for the **Exercise and Older Adults** topic.”



1 From the **Main Menu**, click on [Exercise and Older Adults](#). Ask students to navigate with you from their computers.

2 Point out these links on the **Table of Contents** page.

- [Benefits of Exercise](#)
- [Safety First](#)
- [Exercises to Try](#)
- [Charting Progress](#)
- [Frequently Asked Questions](#)
- [See the Exercise Stories](#)
- [MedlinePlus for more information](#)

SUMMARIZING

(2 Minutes)

“Now let’s take a look at the **Lesson Goals** to see what we have accomplished so far.”



Refer to **Handout 5A: Lesson Goals**.



1 Demonstrate and summarize the following learning objectives from **Goals 1, 2, 3, and 4**:

- Using the **Home Page**
- Using the **Main Menu**
- Using the special features (if presented)
- Using the **Table of Contents**

2 Ask students if they have any questions.

3 Ask students to check off **Goals 1, 2, 3, and 4** on their handout.

TIME CHECK

40 minutes elapsed; 1 hour, 50 minutes 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.

BENEFITS OF EXERCISE

(15 Minutes)

“Let’s move on to **Goal 5** – reading about the benefits of exercise for older adults.

First, we’ll take a look at one older man’s view of exercise.”



Pass out **Handout 5C: Fred.**

- 1** Read the opening paragraphs of **Act I: Fred’s Golden Years** to the class. Select two students to read the parts of Fred and his daughter, Janet.
- 2** When the students have finished reading the dialogue, ask the class what reasons Fred gave for not exercising. Write their responses on the blackboard or on a flip chart.

Fred’s reasons for not exercising:

- He needs to relax.
- Exercise will not make a difference.
- You have to work too hard.
- Exercise is for younger people.



- 3** Demonstrate while students navigate with you. Click on [Benefits of Exercise](#). Ask students to read through the information on the benefits of exercise silently by clicking on **Next Page**.
- 4** Ask students to find and write down **two** facts that might encourage Fred to think differently about exercise. Tell them to STOP when they come to the page with the quiz.
- 5** Ask students to share the two facts they found with the class.



SUMMARIZING

(2 Minutes)

“Now let’s take a look at the **Lesson Goals** to see what we have accomplished so far.”



Refer to **Handout 5A: Lesson Goals**.



1 Demonstrate and summarize the following learning objectives from **Goals 5:**

- Reading through the information on **Benefits of Exercise** by clicking on **Next Page**.

2 Ask students if they have any questions.

3 Ask students to check off **Goals 5** 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.

EXERCISE AND YOU

(10 Minutes)

“Take a moment to reflect on your own experience with exercise.”



Pass out **Handout 5D: Are You a “Fred”?**

- 1** Have students complete the handout. Then, put students in groups of 2 or 3 and have them discuss their responses and whether Fred’s reasons for not exercising apply to them.
- 2** Ask students to share with the class the **two** questions they have about exercise.
- 3** Ask students to put the handout aside. They will return to it later.



SAFETY FIRST






(15 Minutes)

“Let’s move on to **Goals 6 and 7** – reading about exercise safety for older adults and recalling how to take an online quiz.

First, let’s see what’s happening with Fred.”



Refer students to **Handout 5C: Fred**.

-  **1** Read aloud (or have students read silently) **Act II: Fred Tries Exercise**.
-  **2** Ask the class for their thoughts on Fred’s attempt at exercise.
-  **3** Tell students to click on [Safety First](#) in the left menu of their screens and to read through the information by clicking on **Next Page**. Students should STOP when they come to a quiz.
-  **4** Demonstrate for students how to take a quiz by doing the first question. Then have students navigate with you as the everyone completes the three remaining questions together. Let students suggest the answers.
-  **5** Ask the class what they learned about safety and exercise and if they read any information that could help Fred.
(Answer: Checking with his doctor before trying vigorous activity.)

Teaching Tip

Proceed **slowly** through the exercise. Make sure each student is keeping up.

SUMMARIZING

(2 Minutes)

“Now let’s take a look at the **Lesson Goals** to see what we’ve accomplished so far.”



Refer to **Handout 5A: Lesson Goals**.

- 1** Demonstrate and summarize the following learning objectives from **Goals 6** and **7**:
 - Reading through the information on **Safety First**
 - Taking an online quiz
- 2** Ask students if they have any questions.
- 3** Ask students to check off **Goals 6** and **7** on their handout.

OPTIONAL STOPPING POINT

1 hour, 25 minutes elapsed; 1 hour, 5 minutes left.

(If you choose to stop here, you may teach the remaining material in the next class.)

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.


EXERCISES TO TRY

(20 Minutes)

"Let's go to **Goal 8** – learning about suitable exercises for older adults and seeing them demonstrated."

We'll visit a place on the website that shows you how to do exercises correctly."



- 1** Demonstrate while students navigate with you. Click on [Exercises to Try](#) on the left menu. Read, or have a student read, the content on that page describing the four types of exercises older adults should do.
 - 2** From the left menu, click on [Stretching](#) and walk students through that information by clicking on **Next Page**. Pause to read a page here and there. STOP when you come to an animated demonstration (on the 5th page).
 - 3** Show students how to activate the animated demonstrations. Let students practice activating the animations on their own.
 - 4** Tell students to select one of the three other types of exercise from the left menu. Ask them to read through that section and to open and watch any animated demonstrations they come to.
- 
- 5** Briefly discuss what students found out about the different types of exercises.

How to Activate the Animated Exercise Demonstrations

Click on the image. A window will open with an enlarged version of the image. The image will begin to move, demonstrating the exercise.

SUMMARIZING

(5 Minutes)

“Now let’s take a look at the **Lesson Goals** to see what we’ve accomplished so far.”



Refer to **Handout 5A: Lesson Goals**.

- 1** Demonstrate and summarize the following learning objectives from **Goal 8**:
 - Reading about suitable exercises for older adults
 - Seeing the exercises demonstrated
- 2** Ask students if they have any questions.
- 3** Ask students to check off **Goal 8** on their handout.

TIME CHECK

1 hour, 50 minutes elapsed; about 42 minutes 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.

EXERCISE STORIES

(15 Minutes)

“Finally, let’s take a look at **Goal 9** – reading stories by older adults who enjoy a variety of exercise activities.”



- 1** Have students click on **Main Menu** at the top of the page to return to the **Main Menu**.



- Pass out Handout 5E: Exploring Exercise Stories.**



- 2** Go over the steps on the handout with students to familiarize them with the activity. Then, demonstrate the exercise while they watch you.

- 3** Have students do the exercise on their own.



- 4** Ask students what they thought of the stories, and whether they were motivated by them.

Teaching Tip

Walk around to students’ computers and assist them with the exercise if necessary.

SUMMARIZING

(2 Minutes)

“Now let’s take a look at the **Lesson Goals** to see what we’ve accomplished so far.”



Refer to **Handout 5A: Lesson Goals**.

- 1** Demonstrate and summarize the following learning objectives from **Goal 9**:
 - Navigating **Exercise Stories**.
 - Reading stories by older adults who enjoy a variety of exercise activities.
- 2** Ask students if they have any questions.
- 3** Ask students to check off **Goal 9** 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.

EXERCISE, FRED, AND YOU, REVISITED (10 Minutes)

“Now let’s re-visit Fred and see what has happened with him.”



Refer to **Handout 5C: Fred**.

- 1 Read, or have selected students read, the opening paragraphs of **Act III: Fred’s Exercise Program** to the class. Select two other students to read the parts of Fred and his daughter, Janet.



- 2 Ask the class for their thoughts on Fred’s exercise program.



Refer students to **Handout 5D: Are You a “Fred”?**



- 3 Ask students to look at the two questions they had about exercise and see if their questions have been answered. Have them share their answers with each other.

- 4 If time permits, allow students to research any questions they still have using the **Frequently Asked Questions**. Recall for them how to use the **FAQs** by clicking on the [Frequently Asked Questions](#) link on the left menu of the **Exercise and Older Adults** topic and scrolling down to the questions they are interested in.



If they do not recall how to use the **FAQs**, demonstrate for them.

WRAPPING UP

(10 Minutes)

"In this lesson, you've done online research about exercise and older adults. You have

- 1 Recalled how to use the **Home Page of NIHSeniorHealth**.
- 2 Recalled how to use the **Main Menu** to find health topics.
- 3 Recalled how to use the special features (optional).
- 4 Recalled how to use the **Table of Contents** of a health topic.
- 5 Read about the benefits of exercise for older adults.
- 6 Read about exercise safety and older adults.
- 7 Learned about suitable exercises for older adults and saw them demonstrated.
- 8 Read stories about older adults who enjoy a variety of exercise activities.

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



Pass out **Handout 5F: 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.

TAKE-HOME ASSIGNMENT

(5 Minutes)

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

Also, check with your doctor or health care provider before beginning any exercise program.

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

- 1** Offer students one of two possible take-home assignments. Students can:
 - Look at animated demonstrations of a different category of exercise by going to the **Exercises To Try** section and clicking on strength, balance, stretching, or endurance exercises.
 - Write their own exercise story and submit it for posting on **NIHSeniorHealth**. (*Instructions are in the first paragraph of the **Exercise Stories** page.*) This is an **advanced** exercise, which only experienced students will be able to do without assistance.

Teaching Tip

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

- 2** Ask students 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.

END OF LESSON 5

**Exercise for Older Adults on
NIH Senior Health
HANDOUTS**

HANDOUT 5A: Lesson Goals

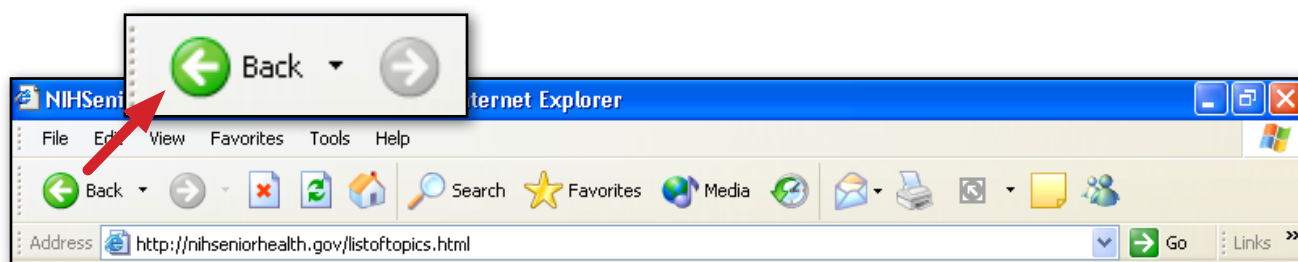
During this lesson, you will:

- _____ **1** Recall how to use the **Home Page** of the **NIHSeniorHealth** website.
- _____ **2** Recall how to use the **Main Menu** to find health topics on the **NIHSeniorHealth** website.
- _____ **3** Recall how to use the special features (optional)
- _____ **4** Recall how to use the **Table of Contents** of a health topic.
- _____ **5** Read about the benefits of exercise for older adults.
- _____ **6** Read about exercise safety for older adults.
- _____ **7** Recall how to take an online quiz.
- _____ **8** Learn about suitable exercises for older adults and see them demonstrated.
- _____ **9** Read stories by older adults who enjoy a variety of exercise activities.

HANDOUT 5B: 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.)



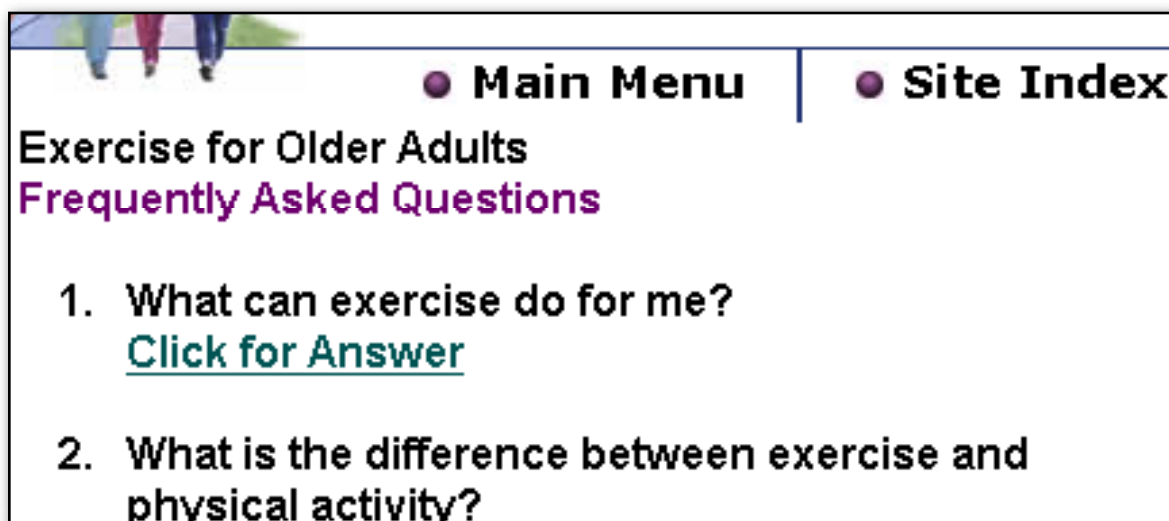
2 Button

Small box that looks like it’s being depressed when you select it. Buttons can turn on (and turn off) many types of functions on the Internet.



3 FAQs

Stands for Frequently Asked Questions. These are commonly asked questions and answers that appear on many websites.

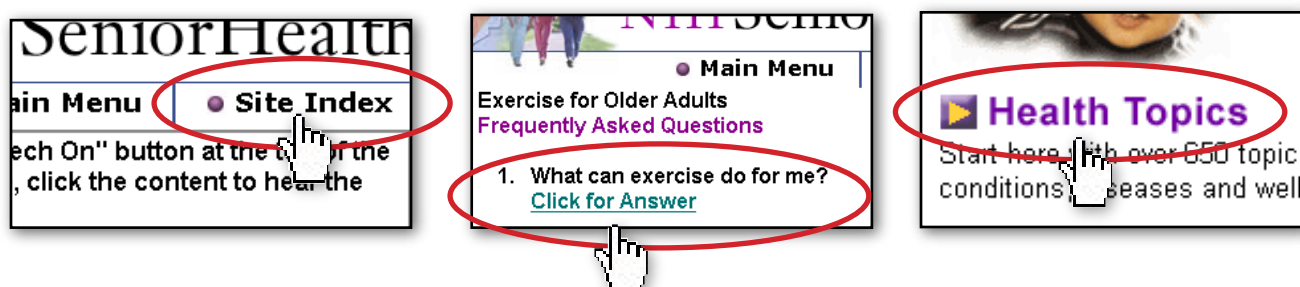


HANDOUT 5B: Glossary

4 Link (or hyperlink)

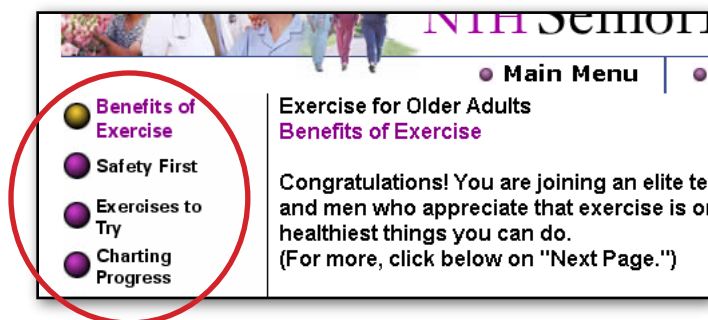
A highlighted or underlined feature on a web page that, when clicked, will take you to another web page. A link most often appears as underlined words or an image.

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.



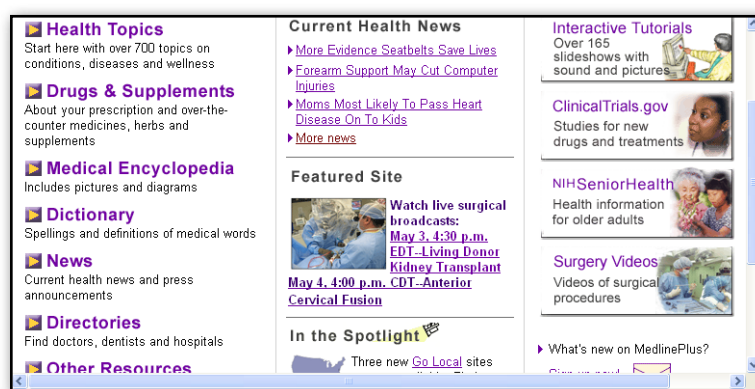
6 Scroll

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

HANDOUT 5B: Glossary

7 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.

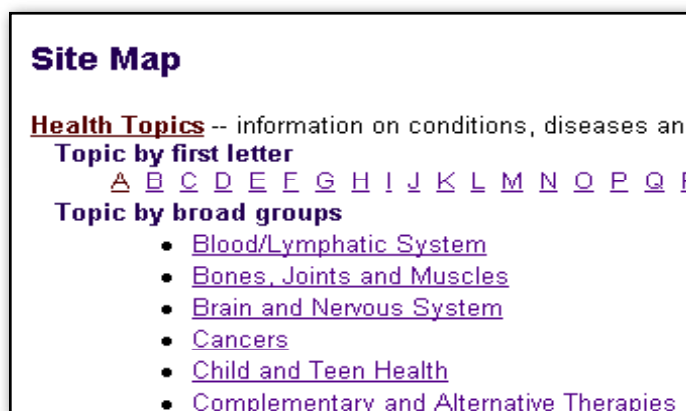


Scroll Bar

Scroll Bar

8 Site index

Often called a Site Map, it is a list of all of the contents on a website, similar to an index in a book. A link to the site map is usually found at the top or bottom of the home page



HANDOUT 5C: Fred

ACT I

Fred's Golden Years

Fred is 64 years old and just retired last year. He takes medication for high blood pressure and also weighs about 20 pounds more than he should. (It seems like those pounds just crept up overnight!)

As an adult, he has never been that physically active. When he was a boy, he played sports, but then let it all go when he got older. He earned his living as a salesman, often traveling for the job. Between work and family, there never seemed to be enough time for “extras” like exercise. Besides, no one ever told him he should exercise.

Recently, his daughter suggested that he look into getting more exercise...

Janet: Dad, I've heard lots of reports in the news recently about exercise being valuable for older people. Have you ever thought of trying it out?

Fred: Naw... That's not for me.

Janet: Why not?

Fred: Hey, I've worked hard all my life. These are my “golden years”. Now's the time to relax.

Janet: But they say that exercise can help keep you fit and in shape. It can help keep your “golden years” golden.

Fred: No, you have to work too hard. Plus what difference would it make at this point in life?

HANDOUT 5C: Fred (contd)

Janet: Well, it would help keep your muscles strong for lifting things, and you wouldn't get out of breath so easily when you go up the stairs.

Fred: Hey, I can lift the things I need to lift just fine. Anyway, as you get older, it's normal to be out of breath after taking the stairs.

Janet: But Dad –

Fred: No. That exercise stuff is really for younger people. They have the energy for it, and they're healthy enough to do it.

ACT II

Fred Tries Exercise

After thinking over what his daughter said, Fred decided to try exercising. But he figured that if he was going to exercise, he should go all out. As a salesman, he never believed in doing things half way. Going for the gold was the only way to guarantee success. After all, if he didn't work super hard, how would he see any changes?

So, he signed up at the local community center and began by lifting very heavy weights and running on the treadmill. He also tried the circuit training – leg lifts, bench presses, etc. The next day, he was so sore that he swore he'd never go back. He spent the entire day in bed recuperating, telling himself that this exercise business was for the birds. He'd had enough!

HANDOUT 5C: Fred (contd)

ACT III

Fred's Exercise Program

At his last physical, Fred's doctor suggested that he get some regular exercise. Fred told his doctor what had happened when he had tried to exercise before. All that effort and energy left him feeling terrible afterwards!

His doctor suggested that he start out slowly, doing a little at a time, and gradually building up. He suggested walking and investing in some light hand weights that Fred could lift at home. He also suggested going online to the NIHSeniorHealth website at www.nihseniorhealth.gov and reading the information on exercise for older adults.

When he got home, Fred went online and visited **NIHSeniorHealth**. He came across the section on **Exercise Stories**, where older adults describe how they exercise, and he found them very inspiring.

Fred gave exercise another try, this time starting out slowly, but being consistent. After a few weeks, he started seeing results...

Janet: Hi Dad. I called you earlier but no one answered.

Fred: Oh yeah. I walked to the store.

Janet: You walked? Why didn't you drive?

Fred: Oh, it's a way to get more exercise. The doctor told me to try it, so I'm trying it.

Janet: How much walking are you doing?

HANDOUT 5C: Fred (contd)

- Fred:** Well, I take a 30-minute walk a couple of days a week and, like I said, I walk to the store. I also walk over to Bob and Mary's house around the block.
- Janet:** Wow!
- Fred:** I also picked up a couple of weights at the store, and I lift 'em every other day.
- Janet:** Hmmm. Sounds good. Are you having fun?
- Fred:** Fun? I don't know. But I do feel better, and I have more energy.
- Janet:** Sounds like exercise is paying off.
- Fred:** Yeah, I guess it is. And it isn't nearly as tough as I thought it would be. Doesn't hurt either. Sometimes it's hard to stick with it, though.
- Janet:** Yeah, I know. Well, at least you've gotten started. That's the main thing.
- Fred:** Hey, maybe you'd like to come with me sometime.
- Janet:** That's a great idea! That way, we could keep each other company and make sure we BOTH stick with it.

HANDOUT 5D: Are You a “Fred”?

Take this survey to find out.		Strongly Agree					Strongly Disagree				
1	I never exercise.	1	2	3	4	5					
2	I tried exercise, but I gave up.	1	2	3	4	5					
3	I tried exercise, but I overdid it and had to stop.	1	2	3	4	5					
4	I want to exercise, but I don't know how to begin.	1	2	3	4	5					
5	I want to exercise, but I'm afraid I'll get hurt.	1	2	3	4	5					
6	I exercise now and then.	1	2	3	4	5					
7	I exercise regularly.	1	2	3	4	5					

What are two important questions you have about exercise?

Question 1: _____

Question 2: _____

HANDOUT 5E: Exploring Exercise Stories

- 1** From the **Main Menu**, scroll down to [Go to Exercise Stories](#) and click on the picture of the person exercising.
- 2** You should now be on the **Exercise Stories** page.
- 3** Read the introductory paragraph at the top of the page.
- 4** Scroll down to an exerciser whose story you would like to read.
- 5** Under the picture of the exerciser, click on [The Full Story](#).
- 6** Read the story.
- 7** Click on the picture of the person to see an enlarged version.
- 8** Click on the [Back to the story](#) button to return to the story.
- 9** Click on [Click Here for More Stories](#) (located near the bottom of the screen) to return to the page with all of the exercisers.
- 10** If there is time, repeat the steps with a different exerciser.

Searching for Health Information Online: An Internet Course for Older Adults
from the National Institute on Aging

Exercise for Older Adults on NIH Senior Health

LESSON REVIEW WITH SCREEN SHOTS

Handout 5F

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 Exercise for Older Adults on NIHSeniorHealth

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

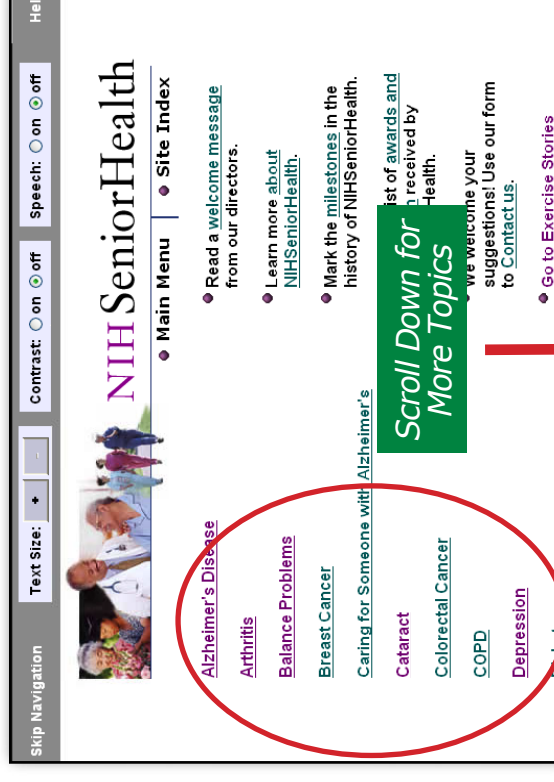
You learned to enter the **NIHSeniorHealth** website from the **Home Page** by clicking on [Click to Begin](#).

Screen Shot 1: Home Page



2 You recalled how to find and select health topics from the **Main Menu** by clicking on the name of a disease or condition.

Screen Shot 2: Main Menu



Your Question(s)

Module 5 – Screen Shots: *Exercise for Older Adults on NIHSeniorHealth*
Go to www.nihseniorhealth.gov
This course for older adults was developed by the National Institute on Aging.

LESSON REVIEW

Exercise for Older Adults on NIHSeniorHealth

3 *Optional Activity* – You recalled how to use the **Special Features**, located at the top of each page.

- To make the **text larger**, click once or more on the plus sign. To make it smaller, click once or more on the minus sign.
- To increase the **color contrast**, click "On". To return to the normal color, click "Off".
- To **hear the text** read aloud, click "On". To return to silent mode, click "Off".

Screen Shot 3: **Special Features**



Your Question(s)

LESSON REVIEW Exercise for Older Adults on NIHSeniorHealth

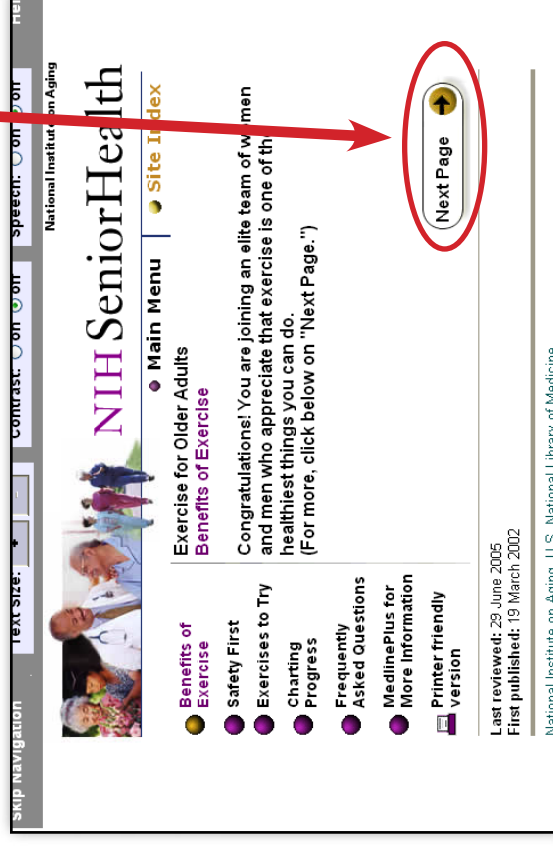
- 4** You located the **Table of Contents** and clicked on the links to get to specific information about exercise and older adults.

Screen Shot 4: **Table of Contents**



- 5** When reading about the benefits of exercise for older adults, you recalled how to read through, or navigate, the information by clicking on **Next Page** at the bottom of each page.

Screen Shot 5: **Benefits of Exercise**



Your Question(s)

LESSON REVIEW Exercise for Older Adults on NIHSeniorHealth

- 6** After reading information about exercise safety, you took an online quiz. You read the question, selected an answer, and clicked on it. To see if your choice was correct, you clicked on [Click for answer](#).

Screen Shot 6: Quiz Question



- 7** After reading the correct answer, you clicked on [Click for next question](#) to continue taking the quiz.

Screen Shot 7: Quiz Answer



Your Question(s)

LESSON REVIEW Exercise for Older Adults on NIHSeniorHealth

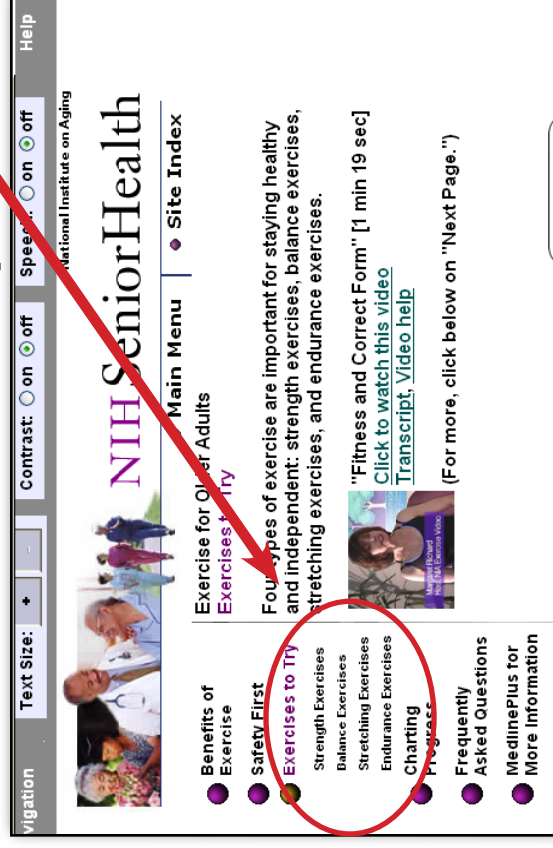
8

You learned how to use the left menu in the **Exercises to Try** chapter to read about strength, balance, stretching, and endurance exercises for older adults.

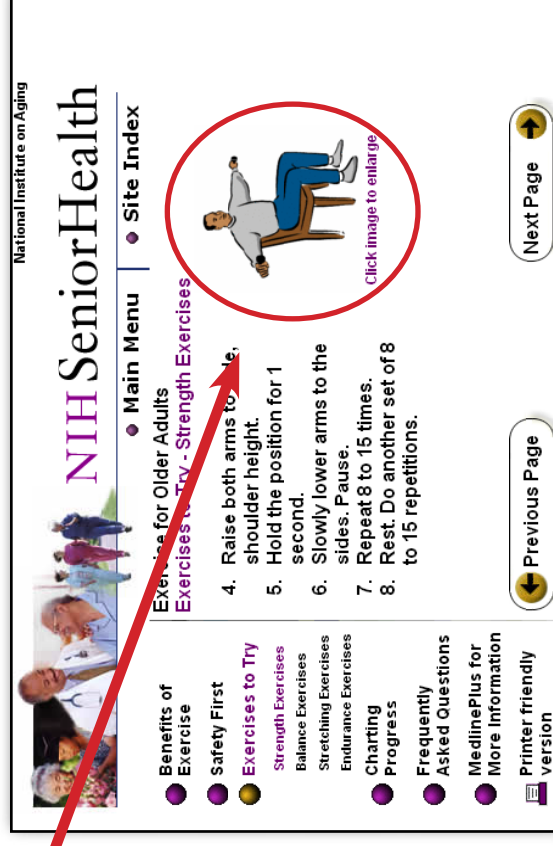
9

You learned how to see an animated demonstration of exercises suitable for older adults by clicking on the image and then watching the exercise.

Screen Shot 8: Exercises to Try



Screen Shot 9: Animated Demonstration



Your Question(s)

Module 5 – Screen Shots: Exercise for Older Adults on NIHSeniorHealth

Go to www.nihseniorhealth.gov

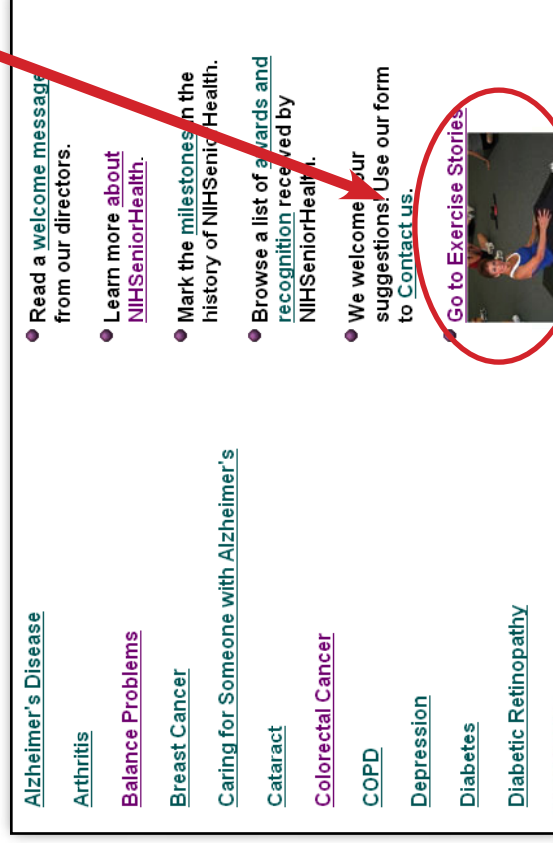
This course for older adults was developed by the National Institute on Aging.

LESSON REVIEW Exercise for Older Adults on NIHSeniorHealth

10 On the **Main Menu**, you learned to click on [Go to Exercise Stories](#) to find stories about older adults who enjoy a variety of exercise activities.

11 On the **Exercise Stories** page, you learned that you needed to click on [The Full Story](#) link under each person's picture to read their stories. You learned that you could also scroll down to find more stories.

Screen Shot 10: Link to Exercise Stories



Screen Shot 11: Exercise Stories Page



Your Question(s)

LESSON REVIEW Exercise for Older Adults on NIHSeniorHealth

12 Once you finished reading the story, you learned that you could find more stories by clicking on [Click here for More Stories.](#)

Screen Shot 12: An Exercise Story



Click image to enlarge

Name: Grace
Age: 91
Location: California
Activity: Walking, Yoga, Tennis, Weight Lifting

An Exercise Story

I started playing tennis and skiing in my forties. On a skiing trip, I broke my rib. The doctor said my back was so bad he did not know how I did anything. I tried to stay active as long as possible. As the years passed, I developed bad back pain. The doctor said he could not help me, that I was too old. Also, I was diagnosed with emphysema. I could not breathe well and was wheezing. The doctor said I would never improve. I thought I would never climb stairs again. I tried easily. I joined an exercise program at a local medical center. In six weeks, I worked out three times a week, for three hours a day. I did weight training, treadmills, bicycle and breathing exercises. Even when I was out of breath, I kept at it. I never let anyone discourage me. Eventually, the wheezing stopped, my breath improved and the back pain disappeared. I was able to walk with energy to spare! I exercise regularly. My doctor says he has never seen anyone "get better!" I attribute my improvement to exercise.

[Click Here for More Stories](#)

Your Question(s)