

Helping Older Adults Search for Health Information Online

A Toolkit for Trainers

from the National Institute on Aging



WELCOME TO MODULE 3: NIH Senior Health Quizzes and Videos



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

NIH Senior Health Quizzes and Videos
INTRODUCTION



MODULE 3: NIHSeniorHealth Quizzes and Videos

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. Learn how to take two types of online quizzes.
5. Learn how to open, watch, and close a video.
6. Learn how to open, read, and close a video transcript.
7. Learn how to find answers to health questions of personal interest.



Lesson Materials

In this lesson, students will need:

- **Handout 3A:** *Lesson Goals*
- **Handout 3B:** *Glossary**
- **Handout 3C:** *Find out about: Alzheimer's, Shingles, Prostate Cancer or Breast Cancer*
- **Handout 3D:** *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 70 minutes.



MODULE 3: NIHSeniorHealth Quizzes and Videos

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 3: NIHSeniorHealth Quizzes and Videos – 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.nihseniorhealth.gov/toolkit.



MODULE 3: NIHSeniorHealth Quizzes and Videos

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.**

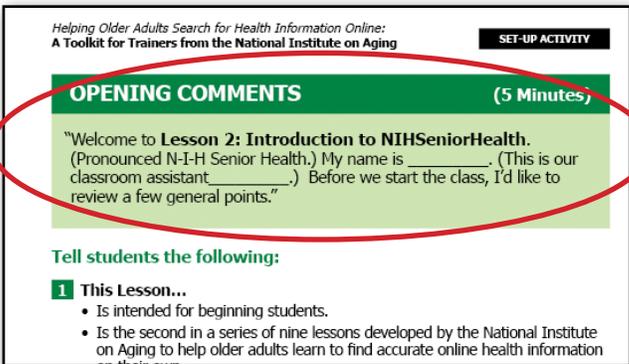


MODULE 3: NIHSeniorHealth Quizzes and Videos

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 3: NIHSeniorHealth Quizzes and Videos



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.

NIH Senior Health Quizzes and Videos
LESSON PLAN

OPENING COMMENTS

(5 Minutes)

“Welcome to **Lesson 3: NIHSeniorHealth Quizzes and Videos.** (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 third 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 2.
 - Searching 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 how to take online quizzes and watch videos on the **NIHSeniorHealth** website. We’ll also explore health issues of interest to you. Let’s take a look at the specific goals for today’s lesson.”



Pass out **Handout 3A: 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 3B: 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 dialog box*****
- 4 home page**
- 5 link (or hyperlink)**
- 6 menu**
- 7 navigate**
- 8 scroll**
- 9 scroll bar**
- 10 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.

REVIEW: THE HOME PAGE (5 Minutes)

“Let’s start with **Goal 1** – reviewing parts of the **NIHSeniorHealth** 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 you:
 - **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** – The site’s main content focus.
 - **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.

SUMMARIZING

(3 Minutes)

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



Refer to **Handout 3A: Lesson Goals**.



- 1** Demonstrate and summarize the following learning objectives from **Goals 1, 2, and 3**:
 - Using the **Home Page**
 - Using the **Main Menu** to find health topics
 - Using the special features (if presented)
- 2** Ask students if they have any questions.
- 3** Ask students to check off **Goals 1, 2, and 3** on their handout.

TIME CHECK

40 minutes elapsed; 1 hour, 25 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.

NAVIGATING A HEALTH TOPIC (10 Minutes)

“Let’s move on to **Goal 4** – learning to take an online quiz. Online quizzes are popular features on many websites. To learn how to take a quiz, we will be exploring the **Low Vision** topic.”



- 1** Demonstrate as students navigate with you. From the **Main Menu**, ask students to click on [Low Vision](#). This will take them to the Table of Contents for the **Low Vision** topic.

- 2** Ask them to click on the first link: [Low Vision Defined](#). Read the content on the page aloud. Ask students to click on **Next Page** to move through the next two pages. Pausing at each page to have a student read the content aloud.

- 3** STOP at the quiz page.

Don’t Forget...

- Remind students that the **Table of Contents** will shift to the left menu, but the links are still clickable.

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.

TAKING A TRUE-FALSE QUIZ (10 Minutes)

“Let’s take this short, true-false quiz together to check our understanding of the information we just read.”



- 1** Demonstrate as students navigate with you. Ask students to click on [Quiz](#). Read the directions aloud to the class.
- 2** Take the quiz, answering the first question as a group and then letting students answer the remaining three questions on their own.
- 3** When they have finished with all four questions, ask students to click on [Click for score](#) to get their scores.



- 4** Ask students what they learned about low vision.

Teaching Tips

- Proceed **slowly**.
- Walk around to students’ computers and make sure they are able to perform the functions.

TAKING A MULTIPLE CHOICE QUIZ (10 Minutes)

“Let’s take another type of quiz together – a multiple choice quiz.”



- 1** Demonstrate as students navigate with you. Click on [Causes and Risk Factors](#) on the left menu. Ask students to click on **Next Page** to move through the pages of this chapter until they come to the quiz. You may wish to enlarge one or two of the images you see.
- 2** Take the quiz, doing the first question as a group and then letting students do the remaining three questions on their own.
- 3** Ask students to click on [Click for Score](#) to get their scores.
- 4** Ask what they learned about the causes and risk factors for low vision.



Teaching Tips

- Proceed **slowly**.
- Walk around to students’ computers and make sure they are able to perform the functions.

SUMMARIZING

(3 Minutes)

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



Refer to **Handout 3A: Lesson Goals**.



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

- Taking a true-false quiz
- Taking a multiple choice quiz

2 Ask students if they have any questions.

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

OPTIONAL STOPPING POINT

1 hour, 10 minutes elapsed; about 55 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.

OPENING A VIDEO AND A TRANSCRIPT (10 Minutes)

“Now let’s look at **Goals 5** and **6** – opening, watching, and closing a video and opening, reading, and closing a transcript of that video. There are many videos on **NIHSeniorHealth** and once you learn how to watch one, you will know how to watch others.”



- 1** Demonstrate as students navigate with you. Ask students to click on [Rehabilitation](#) on the left menu. Ask them to read through the first two pages, giving them time to read each one. They should STOP when they come to a video.
- 2** Point out these features of the video:
 - The title – *Coping with Everyday Activities*
 - The length – 2 minutes, 13 seconds
 - How to watch it – Click on the image or on [Click to watch this video](#)
 - How to view the transcript – Click on [Transcript](#)
- 3** Ask students to click on the video to watch it. **OR**, click on the video from your computer projector so the class can watch it together.
- 4** Ask students to click on [Transcript](#) and to briefly scan the information there.

Teaching Tips

- Proceed **slowly**.
- Walk around to students’ computers and make sure they are able to perform the functions.

SUMMARIZING

(3 Minutes)

“Now let’s take a look at the **Goals** again to see where we are.”



Refer to **Handout 3A: Lesson Goals**.



1 Demonstrate and summarize the following learning objectives from **Goals 5** and **6**:

- Opening, watching, and closing a video
- Opening, reading, and closing the video transcript

2 Ask students if they have any questions.

3 Ask students to check off **Goals 5** and **6** 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.

INDEPENDENT PRACTICE ACTIVITY

(15 Minutes)

“Now let’s see if you can apply what you’ve learned to another health topic. Choose **ONE** of the following topics to work on.”

- 1** Return students’ computers to the **Main Menu** page by having them click on the **Main Menu** button.



Pass out Handout 3C: Find Out About Alzheimer’s Disease
Find Out About Shingles
Find Out About Prostate Cancer
Find Out About Breast Cancer

- 2** Select one of the exercises and read each of the steps aloud to the class to show students what the practice activity involves. Then ask each student to choose ONE of the four exercises and do the practice activity independently.

Purpose of Priming

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

CHECKING FOR UNDERSTANDING

(10 Minutes)

“Let’s see what you found out about the health topic you chose.”



- 1** Ask students to share with the class:
 - the health topic they researched
 - the answers they found
- 2** Once students have completed the exercise, ask them what searching tasks were easy and what tasks may have caused them difficulty.
- 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 you know what areas may need more work.

BROWSING ALL VIDEOS (optional)

(10 Minutes)

“Here’s where you can find all the videos on the **NIHSeniorHealth** website in one place.”



1 If time permits, (and if your technical set-up allows for several videos to play at one time), ask students to click on the **Site Index** button at the top of any page.

2 Demonstrate as students navigate with you. Scroll down to the bottom of the page and click on [All Videos](#). Scroll down the **All Videos** page, and ask them to click on a video they would like to watch. Or, ask them to click on the transcript to see what the video contains.

3 Give students time to watch one or two videos (or read one or two transcripts).



4 Ask what new information they learned.

WRAPPING UP

(3 Minutes)

“Let’s briefly review what we’ve covered in this lesson. You have

- 1 Recalled how to use the **Home Page**.
- 2 Recalled how to use the **Main Menu** to find health topics
- 3 Recalled how to use the special features (optional)
- 4 Taken a true-false and multiple choice quiz
- 5 Opened, watched, and closed an online video
- 6 Opened, read, and closed a video transcript
- 7 Succeeded in doing online research on health issues of interest to you

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



Pass out **Handout 3D: 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.

WRAPPING UP (contd.)

(5 Minutes)

“The **NIHSeniorHealth** website has many more features that 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.”



Refer students back to **Handout 3C: Find Out About...**

- 1** As a take-home assignment, ask students to select one of the other topics from **Handout 3C** and do the practice activity.
- 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.

Teaching Tip

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

END OF LESSON 3

NIH Senior Health Quizzes and Videos
HANDOUTS

HANDOUT 3A: 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** Learn how to take two types of online quizzes.
- _____ **5** Learn how to open, watch, and close a video.
- _____ **6** Learn how to open, read, and close a video transcript.
- _____ **7** Learn how to find answers to health questions of personal interest.

HANDOUT 3B: 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 Dialog Box

A special box that appears when the computer needs additional information in order to carry out a task. This dialog box appears in a quiz on the NIHSeniorHealth website whenever you try to advance to the next quiz question without answering the current one. (You must click on "ok" to have a dialog box disappear.)



HANDOUT 3B: Glossary

4 Home Page

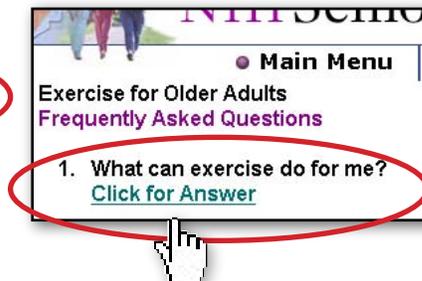
The first thing you see when you come to a website, or the opening page of a website. It provides information about the site and directs you to other pages on the site.



5 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.



HANDOUT 3B: Glossary

6 Menu

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



7 Navigate

To move through a website or through various websites.

8 Scroll

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

HANDOUT 3B: Glossary

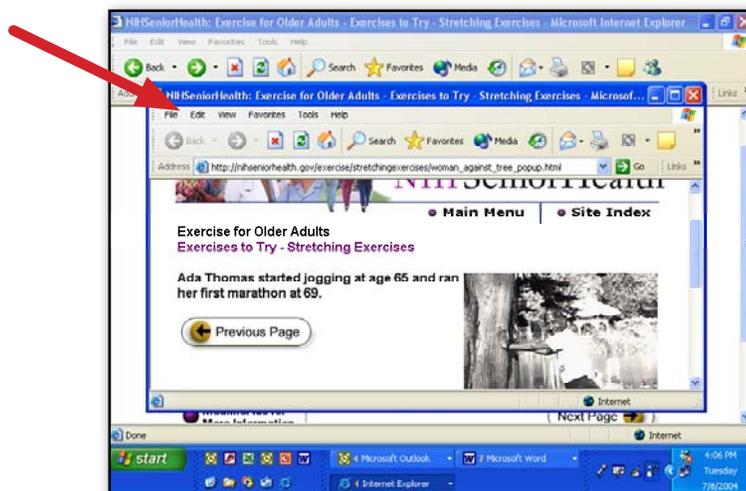
9 Scroll Bar

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.



10 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.



HANDOUT 3C: Find Out About Alzheimer's

DIRECTIONS: Follow the steps and answer any questions you find.

- 1** On the **Main Menu**, find the **Alzheimer's Disease** topic.
- 2** Click on [Alzheimer's Disease](#).
- 3** You should now be on the **Table of Contents** page for **Alzheimer's Disease**.
- 4** Click on the link that says [Alzheimer's Disease Defined](#).
- 5** Read the information on the page you come to.
- 6** Click on **Next Page** and read the following page.
- 7** Read through the pages by clicking **Next Page** until you come to a video.
- 8** What is the name of the video? _____
- 9** How long is it? _____
- 10** Click on the video and watch it. (Or, if you cannot open the video because of equipment issues, click on [Transcript](#).)
- 11** When the video is over, click on the [Close Video](#) button at the bottom of the video screen
- 12** What is one piece of **new** information you learned from the video or the transcript?

HANDOUT 3C: Find Out About Shingles

DIRECTIONS: Follow the steps and answer any questions you find.

- 1** On the **Main Menu**, find the **Shingles** topic.
- 2** Click on [Shingles](#).
- 3** You should now be on the **Table of Contents** page for **Shingles**.
- 4** Click on the link that says [About Shingles](#).
- 5** Read the information on the page you come to.
- 6** Click on **Next Page** and read the information on this page.
- 7** On this same page, you will see a video.
- 8** What is the name of the video? _____
- 9** How long is it? _____
- 10** Click on the video and watch it. (Or, if you cannot open the video because of equipment issues, click on [Transcript](#).)
- 11** When the video is over, click on the [Close Video](#) button at the bottom of the video screen.
- 12** What is one piece of **new** information you learned from the video or the transcript?

HANDOUT 3C: Find Out About Shingles

- 13** Click on **Next Page**, reading each page carefully until you come to the end of the chapter.
 - 14** To take the quiz about the information you've just read, click on the word [Quiz](#).
 - 15** Take the 4-question quiz. To answer each question, click on the circle next to the correct answer, and then click on [Click for answer](#).
 - 16** Once you have read the answer, click on [Click for next question](#).
 - 17** When you reach the end of the quiz, click on [Click for score](#) to see how you did.
 - 18** What is one piece of new information you learned from reading about shingles?
-

HANDOUT 3C: Find Out About Prostate Cancer

DIRECTIONS: Follow the steps and answer any questions you find.

- 1** On the **Main Menu**, scroll down to the **Prostate Cancer** topic.
- 2** Click on [Prostate Cancer](#).
- 3** You should now be on the **Table of Contents** page for **Prostate Cancer**.
- 4** Click on the link that says [Prostate Cancer Defined](#).
- 5** Read the information on the page you come to.
- 6** Click on **Next Page** and read the following page.
- 7** Read through the pages by clicking **Next Page** until you come to a video.
- 8** What is the name of the video? _____
- 9** How long is it? _____
- 10** Click on the video and watch it. (Or, if you cannot open the video because of equipment issues, click on [Transcript](#).)
- 11** When the video is over, click on the [Close Video](#) button at the bottom of the video screen.
- 12** What is one piece of **new** information you learned from the video or the transcript?

HANDOUT 3C: Find Out About Prostate Cancer

- 13** Read through the pages by clicking on **Next Page** until you come to the end of the chapter.
 - 14** To take the quiz about the information you've just read, click on the word [Quiz](#).
 - 15** Take the 4-question quiz. To answer each question, click on the circle next to the correct answer, and then click on [Click for answer](#).
 - 16** Once you have read the answer, click on [Click for next question](#).
 - 17** When you reach the end of the quiz, click on [Click for score](#) to see how you did.
 - 18** What is one piece of new information you learned from reading about prostate cancer?
-

HANDOUT 3C: Find Out About Breast Cancer

DIRECTIONS: Follow the steps and answer any questions you find.

- 1** On the **Main Menu**, scroll down to the **Breast Cancer** topic.
- 2** Click on [Breast Cancer](#).
- 3** You should now be on the **Table of Contents** page for **Breast Cancer**.
- 4** Click on the link that says [Breast Cancer Defined](#).
- 5** Read the information on the page you come to.
- 6** Click on **Next Page** and read the following page.
- 7** Read through the pages by clicking **Next Page** until you come to a video.
- 8** What is the name of the video? _____
- 9** How long is it? _____
- 10** Click on the video and watch it. (Or, if you cannot open the video because of equipment issues, click on [Transcript](#).)
- 11** When the video is over, click on the [Close Video](#) button at the bottom of the video screen.
- 12** What is one piece of **new** information you learned from the video or the transcript?

HANDOUT 3C: Find Out About Breast Cancer

- 13** Read through the pages by clicking on **Next Page** until you come to the end of the chapter.
 - 14** To take the quiz about the information you've just read, click on the word [Quiz](#).
 - 15** Take the 4-question quiz. To answer each question, click on the circle next to the correct answer, and then click on [Click for answer](#).
 - 16** Once you have read the answer, click on [Click for next question](#).
 - 17** When you reach the end of the quiz, click on [Click for score](#) to see how you did.
 - 18** What is one piece of new information you learned from reading about breast cancer?
-

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

NIH Senior Health Quizzes and Videos

LESSON REVIEW WITH SCREEN SHOTS

Handout 3D

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

NIHSeniorHealth Quizzes and Videos

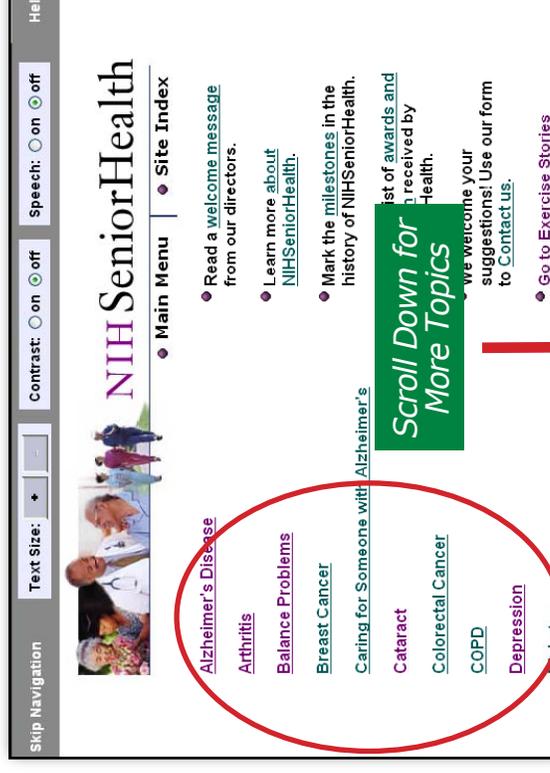
- 1 You went to the **NIHSeniorHealth** website at www.nihseniorhealth.gov. You learned to enter the **NIHSeniorHealth** website from the **Home Page** by clicking on [Click to Begin](#).

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 3 – Screen Shots: *NIHSeniorHealth Quizzes and Videos*
Go to www.nihseniorhealth.gov
This course for older adults was developed by the National Institute on Aging.

LESSON REVIEW

NIHSeniorHealth Quizzes and Videos

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

NIHSeniorHealth Quizzes and Videos

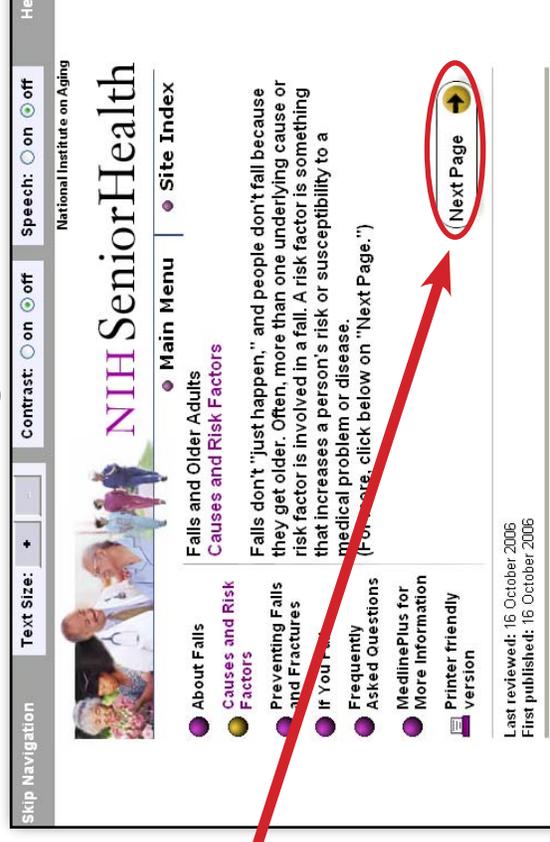
4 You recalled how to locate and click on links on the **Table of Contents** for a health topic.

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

Screen Shot 4: **Table of Contents**



Screen Shot 5: **Next Page Button**



Your Question(s)

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LESSON REVIEW

NIHSeniorHealth Quizzes and Videos

- 6** You learned how to take a quiz by reading the question, selecting an answer, and clicking on it. To see if your choice was correct, you clicked on [Click for answer](#).

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

Screen Shot 6: Quiz Question

NIH Senior Health

Low Vision Defined

This is a 4 - question quiz to check your understanding of Low Vision Defined.

Directions: Respond to the following statements by clicking on the correct answer.

1. Low vision means that even with regular glasses, contact lenses, medicine, or surgery, people find everyday tasks difficult to do.

True
 False

Click for answer

Click to [EXIT](#) quiz and [continue reading about this](#) subject.

Screen Shot 7: Quiz Answer

NIH Senior Health

Low Vision Defined

Your answer is incorrect.

TRUE is the correct answer. Everyday tasks are difficult to do, even with aids such as glasses, contact lenses, medicine, or surgery.

Click for next question

Click to [EXIT](#) quiz and [continue reading about this](#) subject.

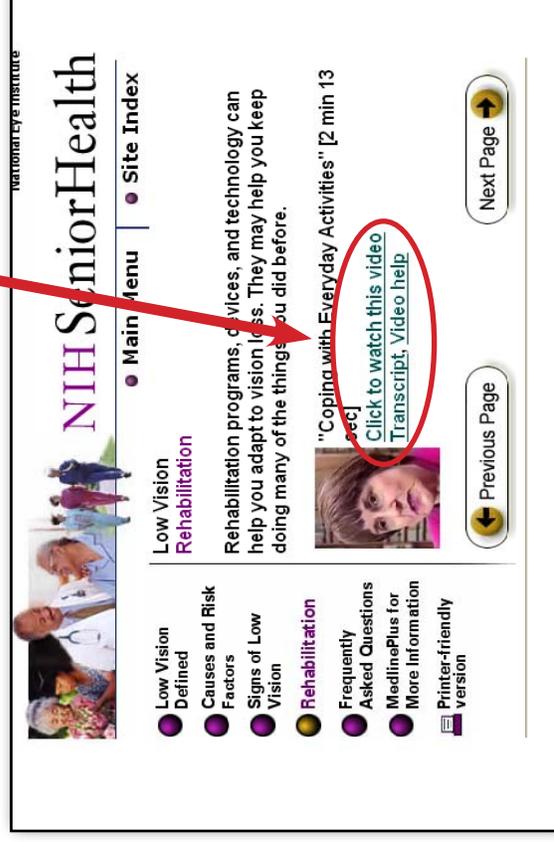
Your Question(s)

LESSON REVIEW

NIH Senior Health Quizzes and Videos

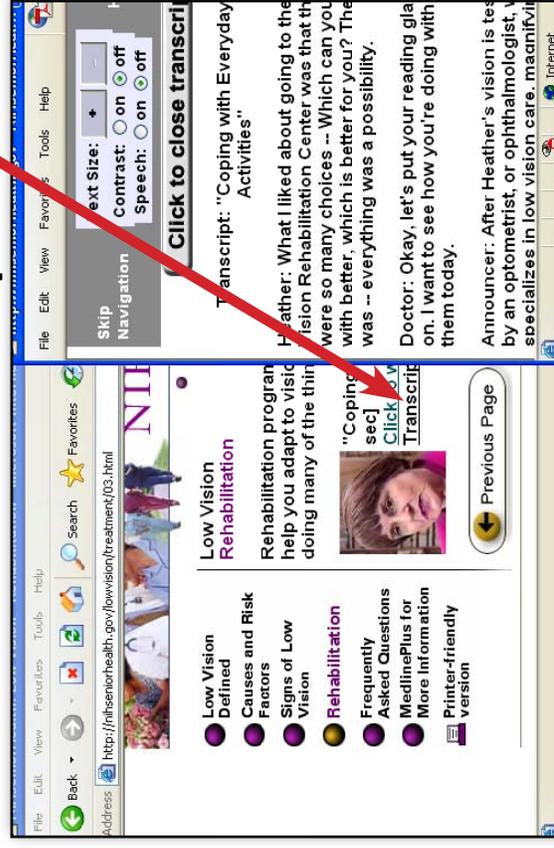
- 8 You learned how to watch a video by clicking on the image of the video OR on the link that says [Click to watch this video.](#)

Screen Shot 8: Video



- 9 To view a transcript of what is contained in the video, you learned to click on [Transcript.](#)

Screen Shot 9: Video Transcript



Your Question(s)

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LESSON REVIEW

NIHSeniorHealth Quizzes and Videos

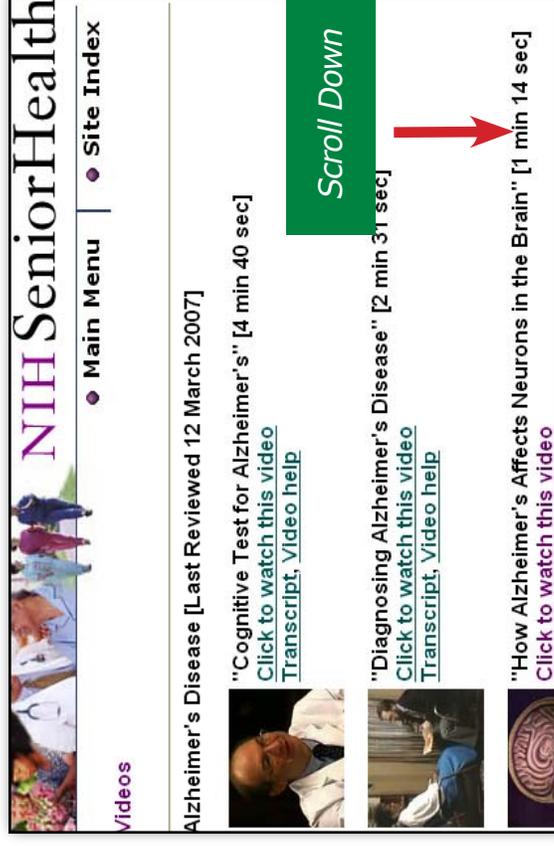
10 *Optional Activity* – You learned how to find the place where all of the websites' videos are located. You clicked on the **Site Index** button (located at the top of every page) to go to the **Site Index**. Then you scrolled down to the bottom, and clicked on [All Videos](#).

Screen Shot 10: **Site Index**



11 Clicking on [All Videos](#) took you to the **Videos** page. You scrolled down the page and selected videos to watch by clicking on the images or on [Click to watch this video](#).

Screen Shot 11: **Videos Page**



Your Question(s)

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