

Helping Older Adults Search for Health Information Online

A Web Trainer's Toolkit

from the National Institute on Aging



WELCOME TO MODULE 3: NIH Senior Health Quizzes and Videos

This Module Includes:

- A lesson plan for the trainer
- Handouts for students
 - practice activities
 - screen shots
 - illustrated glossary of terms
- take-home assignment

Other Online Training Tools:

- Making Your Computer Class Senior Friendly: A Checklist for Trainers
- Video: The Toolkit: What Every Trainer Should Know

Classroom Equipment Needed

- A PC with Internet access for each student
- A computer projector with Internet access for the trainer and a screen

Module Storage for the Trainer

After printing out the materials, use a 3-ring binder to store:

- lesson plan
- copies of the handouts
- *Making Your Computer Class Senior Friendly: A Checklist for Trainers*

Materials Storage for Students

Encourage students to use a 3-ring binder or a folder to store handouts.

MODULE 3: NIHSeniorHealth Quizzes and Videos



ABOUT THE LESSON



Lesson Structure

- **Set-up activities** prepare students for learning.
- **Core activities** teach the website features and how to navigate to them.
- **Practice activities** let students apply web skills they have learned.
- **Reinforcement activities** summarize and reiterate the learning.



Lesson Goals

In this lesson, students will:

1. Recall how to use the **Home Page** and **Health Topics A-Z page** to find health topics.
2. Recall how to use the special features (optional).
3. Learn how to find health topics by category.
4. Recall how to use the **Left Menu** to find information within a topic.
5. Learn how to take an online quiz.
6. Learn how to play, watch, and close a video.
7. Learn how to open, read, and close a video transcript.
8. Learn how to find answers to health questions of personal interest.



Lesson Materials

- **Handout 3A:** Lesson Goals
- **Handout 3B:** Glossary Terms
- **Handout 3C:** Find out about: Alzheimer's disease, Shingles, Balance Problems or Hearing Loss
- **Handout 3D:** Lesson Summary with Screen Shots
- **Pens or pencils**
- **Computer projector**

To avoid distraction, we recommend that you wait to distribute handouts until indicated in the lesson plan.



Lesson Length

Approximately 2 hours. Includes 35 minutes of review and optional activities.

MODULE 3: NIHSeniorHealth Quizzes and Videos



Tips for Training Older Adults

- **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 seniors' adult status. 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.** Read *Making Your Computer Class Senior Friendly: A Checklist for Trainers* for tips on setting up the classroom to accommodate the needs of older adults.

To Prepare for the Lesson

1. Read over the entire lesson. You should also read *Making Your Computer Class Senior Friendly: A Checklist* and watch the 5-minute video, "The Toolkit: What Every Trainer Should Know" at www.nihseniorhealth.gov/toolkit
2. Check out the links in the lesson that you and your students will be clicking on.
3. Collect any materials you need. Make copies of the handouts for students.
4. When you get to the classroom, put your name and the title and level of the lesson on the board. [**Lesson 3: NIHSeniorHealth Quizzes and Videos- Beginning Students**] Make sure all the computers are working and that there is Internet access.
5. Check your own computer projector to make sure it is working.
6. Set students' screens to the **NIHSeniorHealth** Home Page.

MODULE 3: NIHSeniorHealth Quizzes and Videos



LESSON PLAN

Lesson Approach

This lesson plan uses a combination of scripted and descriptive sections. The short, scripted portions, which appear in colored boxes 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 scripted 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 for less experienced trainers and helpful for more seasoned ones.

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



**Handout
required**



**Trainer demonstrates
with computer
projector**



**Students navigate at
their computers (with
assistance if needed)**



**Indicates when a
discussion should
take place**

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 designed 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 from 60 – 90 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, and if you have a classroom assistant or peer coach, introduce that person.
- 2** Have students 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 the previous lesson.
 - Going to the [“Falls and Older Adults”](#) topic and finding out how to fall proof a home.
- 2** Ask students to share their results with the class.
- 3** Ask what problems they had (if any) getting to the **NIHSeniorHealth** web site or finding information on the site. Students may wish to refer to their notes on **Handout 2C – Lesson review with Screen Shots**.

Class
Discussion

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** web site. We also will 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 home page**
- 4 link (or hyperlink)**
- 5 menu**
- 6 navigate**
- 7 scroll bar**
- 8 scroll**
- 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.

REVIEW: THE HOME PAGE AND HEALTH TOPICS A-Z PAGE

(5 Minutes)

“Let’s review some parts of the website we learned about last time, beginning with the **Home Page** and the **Health Topics A-Z page**.”



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

2 Recall for students:

- The purpose of the site (for adults 60 and older)
- The URL in the address box
- The alphabetical list of health topics
- The categories of health topics
- The **Health Topics A-Z** link

3 Point out that they can use the **Health Topics A-Z** link at the top of each page to locate all of the health topics on the website.



4 Demonstrate as students navigate with you.

5 Show students how clicking on the **Health Topics A-Z** link takes them to the **Health Topics A-Z** page.

6 Scroll down the **Health Topics A-Z** page to reveal the health topics, arranged alphabetically.

7 Ask students if they have any questions.

8 Return to the **Home Page**.

REVIEW: SPECIAL FEATURES (optional) (5 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 and change the color contrast of the page. 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.

SUMMARIZING**(3 Minutes)**

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



Refer students back to Handout 3A: Lesson Goals.



1 Demonstrate and summarize the following learning objectives for **Goals 1 and 2**:

- Using the **Home Page** and the **Health Topics A-Z** link
- Using the special features (if presented)

2 Ask students if they have any questions.

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

Time Check

40 minutes elapsed; 1 hour, 45 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.

FINDING HEALTH TOPICS BY CATEGORY (10 Minutes)

“In addition to using the alphabetical list to find health topics as we did in our last class, you can also search for health topics by category.”



1 Demonstrate while students navigate with you. On the **Home Page**, point out the **Categories** of health topics.



2 Click on “[Bones and Joints](#).” Point out list of health topics that fall under this category. Also, note the links to Age Pages from the National Institute on Aging. Ask students to click on any health topic they choose (NOT including the Age Pages) and to skim the page they land on.

3 Ask one or two students to describe to the class what they found when they clicked on a health topic in the “[Bones and Joints](#)” category.

4 Guide students back to the **Home Page** by having them click on the [Home](#) button at the top of the page.

5 Ask them what category they would click if they wanted to find information about keeping their eyes healthy as they age. [Answer: [Vision and Hearing](#)]

6 Ask them to click on the [Vision and Hearing](#) category. Then have them click on [Healthy Eyes](#).

Short
Class
Discussion

USING THE LEFT MENU TO FIND INFORMATION WITHIN A HEALTH TOPIC

(10 Minutes)

“Let’s look at the **Left Menu** to find out what type of information is in the **Healthy Eyes** topic.”



- 1 On the **Left Menu**, point out the titles under the “In This Topic” section. These links show what types of information is available in the “**Healthy Eyes**” topic.



- 2 Demonstrate while students navigate with you. Mouse over each of the links to show how they highlight.

- 3 Remind students that the link with the arrow is highlighting the section they are currently in (“[Maintaining Your Vision](#)”) and that it corresponds to the title on that page.

- 4 Ask the students to click on “[Tips for Healthy Eyes](#)”. Have one student read the first paragraph on the page.

- 5 Recall for the class how to open the images to enlarge them and read their captions.

- 6 Then ask the class to read the rest of the page silently.

Purpose of Reading Aloud Activity

- Having one student read the first paragraph aloud lets all students know if they are on the correct page.

TAKING AN ONLINE QUIZ

(10 Minutes)

“The next goal is to learn to take an online quiz. Online quizzes are popular features on many websites. Let’s take this quiz to see what we have learned about **Healthy Eyes.**”



1 Demonstrate while students navigate with you. On the left menu, under “Learn More”, click on [Quiz Yourself](#).



2 On the [Quiz Yourself](#) page, click on “[Tips for Healthy Eyes.](#)” The first of 4 quiz questions will appear.

3 Take the quiz, doing the first question as a group and then letting students do the remaining three questions on their own.

4 Ask students to click to get their scores.

5 Ask what they learned about how to keep their eyes healthy as they get older.

Short Class
Discussion

Teaching Tips

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

SUMMARIZING**(5 Minutes)**

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



Refer to Handout 3A: Lesson Goals.



- 1** Demonstrate and summarize the following learning objectives from **Goals 3, 4, and 5:**
 - Finding health topics by category
 - Using the **Left Menu** to find information within a health topic
 - Taking an online quiz
- 2** Ask students if they have any questions.
- 3** Ask students to check off **Goals 3, 4, and 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.
- Gives students a sense of accomplishment.
- Keeps the class on track.
- Lets you see which goals might need further explanation.

Optional Stopping Point

1 hour, 10 minutes elapsed; about 50 minutes left.

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

PLAYING, WATCHING, AND CLOSING A VIDEO

(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. From the **Healthy Eyes** quiz score page, ask students to go to the top of the page and click on the **Videos A – Z** link.



- 2 This will take them to the **Video Page**, where they can find all of the videos on **NIHSeniorHealth** in one place, listed by health topic.
- 3 Click on the link for [COPD](#) to go to the videos for this health topic.
- 4 Point out the title and the length of the video that appear on each of the COPD video thumbnails (images).
- 5 Demonstrate as students watch. Click on the video [“What Is COPD?”](#) A screen will appear with a sentence or two describing the video. Then a white “Play” arrow will appear.
- 6 Click on the white “Play” arrow to start the video.
- 7 After a few seconds, stop the video by hitting “Pause”. Show students how to close the video by clicking on the “X” in the upper right corner of the video screen.

Teaching Tips

- Proceed **slowly**.
- Make sure students are keeping up and are able to accomplish the task.

LEARNING ABOUT VIDEO CONTROLS —OPTIONAL

(5 Minutes)

“Here are details about the controls at the bottom of the video screen that you may want to use as you watch videos..”

8 (Optional) Describe the controls at the bottom of the Play screen:

- “Play” button, which becomes a Pause button once the video starts
- Time elapsed indicator
- Slider, which can be used to advance or rewind the video
- The total length of the video
- Closed captioning button which turns the captioning on and off. (The default is “on”.)
- A “Full” button which maximizes the screen
- A “Vol” button which helps control the volume

This is an optional activity. To avoid overwhelming students with too much information, you may want to limit the description to activities (5) and (6) above — how to start and stop the video.

OPENING, READING, AND CLOSING A VIDEO TRANSCRIPT

(10 Minutes)

“Now let’s see how to open and close a transcript of that video.”



1 Demonstrate as students navigate with you. From the **COPD** videos on the **Video Page**, click on the [Return to top](#) link.



2 Click on [Eating Well as You Get Older](#).

3 Click on the video thumbnail for [“What to Drink As You Get Older.”](#)

4 When the screen with the “Play” button appears, click on the [Transcript](#) link you see in the lower left-hand side of the screen.

5 Ask students to briefly skim the transcript. They can scroll down for the full text.

6 Tell students to close the transcript by clicking on [Click to close transcript](#) at the top or bottom of the transcript screen.

Teaching Tips

- Proceed **slowly**.
- Make sure students are keeping up and are able to accomplish the task.

SUMMARIZING**(3 Minutes)**

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

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

- 1** Demonstrate and summarize the following learning objectives from **Goals 6 and 7**:
 - Learning how to play, watch, and close a video.
 - Learning how to open, read, and close a video transcript.
- 2** Ask students if they have any questions.
- 3** Ask students to check off **Goals 6 and 7** 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.
- Gives students a sense of accomplishment.
- Keeps the class on track.
- Lets you see which goals might need further explanation.

INDEPENDENT PRACTICE ACTIVITY**(20 Minutes)**

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



- 1** Return students’ computers to the **Home Page** by having them click on the [Home](#) link at the top of the page.



Pass out Handout 3C:

Find Out About Alzheimer’s Disease

Find Out About Shingles

Find Out About Balance Problems

Find Out About Hearing Loss

- 2** Select one of the health topics and lead students through the exercise step by step.

Teaching Tips

- Proceed slowly.
- Make sure students are keeping up and are able to accomplish the task.

CHECKING FOR UNDERSTANDING**(10 Minutes)**

“Let’s see what we found out about the health topic we researched.”



- 1** Pair students up and ask them to discuss what new information they learned about the health topic the class researched.

Paired and
whole class
discussions

- 2** Have them share with the class some of what they discussed.
- 3** Ask what searching tasks were easy and what tasks may have caused them some difficulty.
- 3** Clear up any questions students may have about the navigating the health topic.

Purpose of Activity

- Pairing students up for discussion gives each student the opportunity to describe their experiences, something which may not always happen in a whole class discussion.
- A paired discussion prior to a whole class discussion allows more information to be brought out, providing more benefit for all class members.

WRAPPING UP**(10 Minutes)**

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

1. Recalled how to use the **Home Page** and the **Health Topics A-Z page** to find health topics.
2. Recalled how to use the special features (optional).
3. Learned how to find health topics by category.
4. Recalled how to use the **Left Menu** to find information within a health topic
5. Learned how to take an online quiz
6. Learned how to play, watch and close a video.
7. Learned how to open, read, and close a video transcript.
8. Succeeded in finding answers to 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. Answer any final questions they may have.

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 homework assignment, which is designed to 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 health 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.
- 4** Answer any final questions they may have.

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

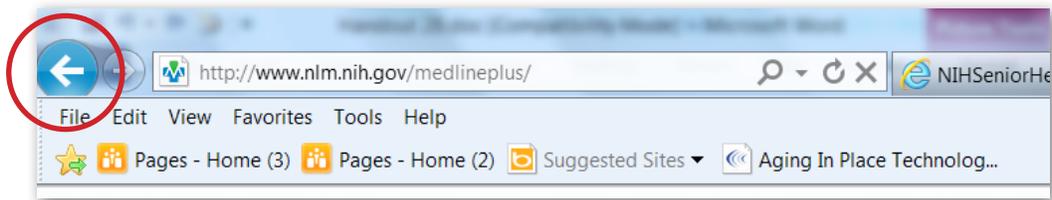
During this lesson, you will:

- _____ **1** Recall how to use the **Home Page** and **Health Topics A-Z page** to find health topics.
- _____ **2** Recall how to use the special features (optional).
- _____ **3** Learn how to find health topics by category.
- _____ **4** Recall how to use the **Left Menu** to find information within a health topic.
- _____ **5** Learn how to take an online quiz.
- _____ **6** Learn how to play, watch, and close a video.
- _____ **7** Learn how to open, read, and close a video transcript.
- _____ **8** 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 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.

National Institutes of Health



MedlinePlus.gov



HANDOUT 3B: 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.



HANDOUT 3B: Glossary

6 Navigate

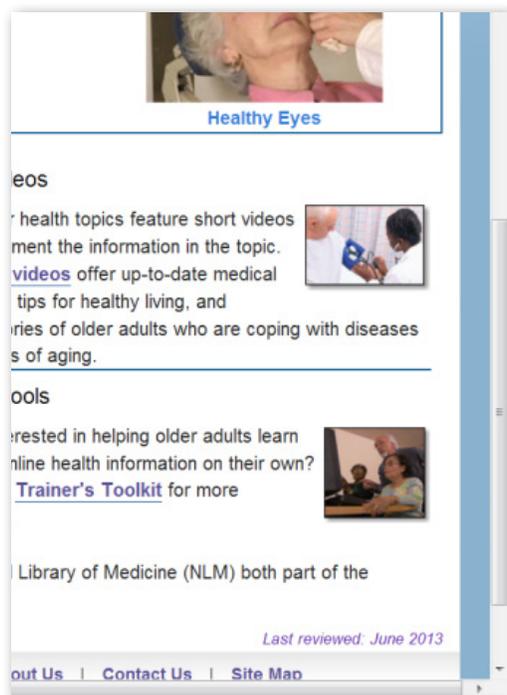
To move through a website or through various websites.

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.

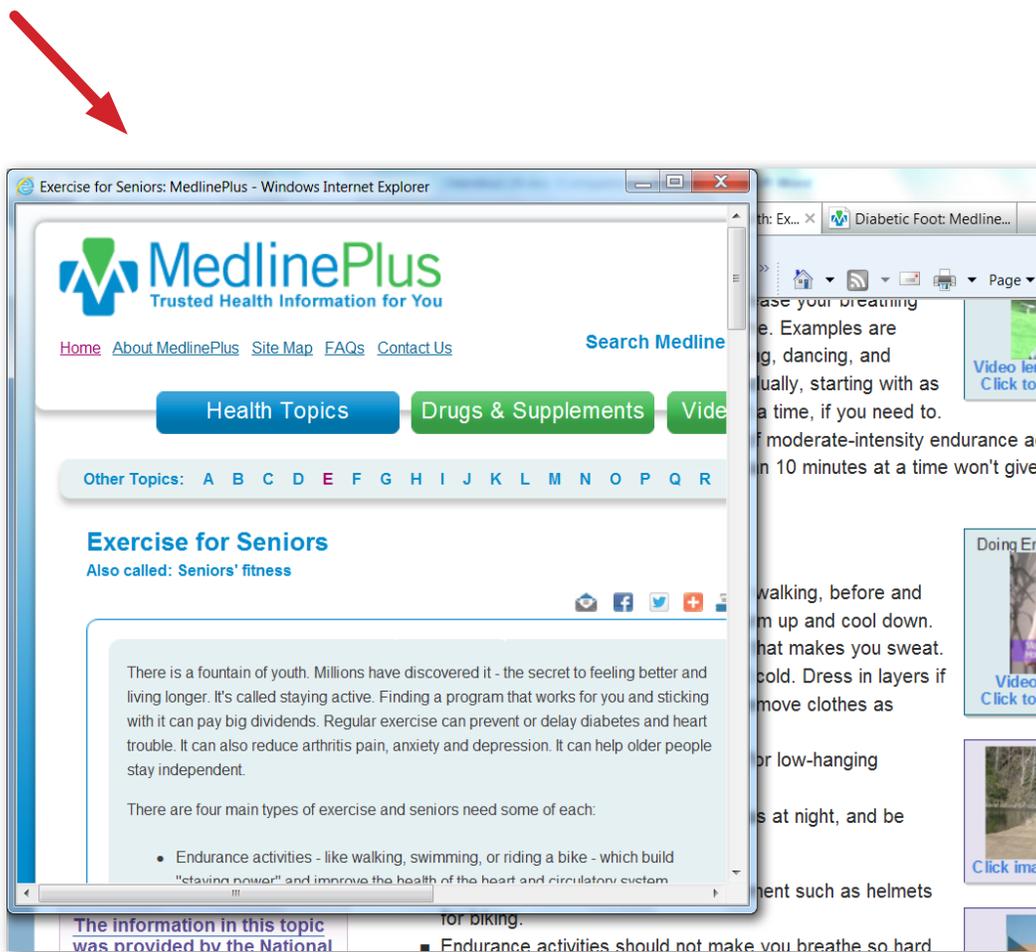


Horizontal and Vertical scroll bars

HANDOUT 3B: Glossary

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 Disease

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

- 1** On the **Home Page**, find the letter "**A**" and click on it. This will take you to the **Health Topics A-Z** page where all of the health topics are listed.
- 2** Click on [Alzheimer's Disease](#)
- 3** You should now be in the **Alzheimer's Disease** topic, in the section entitled "[What is Alzheimer's Disease?](#)"
- 4** Read through the information by scrolling down the page.
- 5** When you come to a video answer these questions:
 - What is the name of the video? _____
 - How long is the video? _____
- 6** Click on the video and watch it all the way through. (Or if you cannot open the video because of equipment issues, click on [Transcript](#).)
- 7** When the video has finished, click the **X** in the upper right hand corner to close it. (Or, if reading the transcript, click on [Click to close transcript](#).)
- 8** Continue reading down the page. Click on the images you see to enlarge them and read their captions.
- 9** When you come to the end of the page and have opened and read each of the images, scroll back up, or use the "Page Up" key on your keyboard, to get back to the top of the page.

HANDOUT 3C: Find Out About Alzheimer's Disease

- 10** Go to the **Left Menu** and under "Learn More", click on [Quiz Yourself](#).
- 11** Click on the quiz for "[What is Alzheimer's Disease?](#)".
- 12** Take the 4-question quiz. To answer each question, click on the circle next to your [answer](#) choice. The correct answer and response will appear.
- 13** Once you have read the correct answer, click on [Next question](#).
- 14** When you reach the end of the quiz, click on [See Your Score](#) to see how you did.
- 15** List one or two things you learned about Alzheimer's disease.

HANDOUT 3C: Find Out About Shingles

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

- 1** On the **Home Page**, find the letter “**S**” and click on it. This will take you to the **Health Topics A-Z** page where all of the health topics that begin with “**S**” are listed.
- 2** Click on [Shingles](#).
- 3** You should now be in the [Shingles](#) topic.
- 4** Go to the **Left Menu** and click on “[Treatment](#)”.
- 5** Read through the information by scrolling down the page.
- 6** Click on the images you see to enlarge them and read their captions.
- 7** When you come to a video answer these questions:
 - What is the name of the video? _____
 - How long is the video? _____
- 8** Click on the video and watch it all the way through. (Or, if you cannot open the video because of equipment issues, click on [Transcript](#).)
- 9** When the video has finished, click the **X** in the upper right hand corner to close it. (Or, if reading the transcript, click on [Click to close transcript](#).)
- 10** Continue reading down the page. Click on the images you see to enlarge them and read their captions.

HANDOUT 3C: Find Out About Shingles

- 11** When you come to the end of the page and have opened and read each of the images, scroll back up, or use the Page Up key on your keyboard, to get back to the top of the page.
- 12** Go to the **Left Menu** and under “Learn More”, click on [Quiz Yourself](#).
- 13** Click on the quiz for “[Treatment](#)”.
- 14** Take the 4-question quiz. To answer each question, click on the circle next to your answer choice. The correct answer and response will appear.
- 15** Once you have read the correct answer, click on [Next question](#).
- 16** When you reach the end of the quiz, click on [See Your Score](#) to see how you did.
- 17** List one or two things you learned about treatment for shingles.

HANDOUT 3C: Find Out About Balance Problems

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

- 1** On the **Home Page**, find the letter “**B**” and click on it. This will take you to the **Health Topics A-Z** page where all of the health topics that start with “**B**” are listed.
- 2** Click on [Balance Problems](#).
- 3** You should now be in the [Balance Problems](#) topic.
- 4** Go to the **Left Menu** and click on “[Causes and Prevention](#)”.
- 5** Read through the information by scrolling down the page.
- 6** When you come to a video answer these questions:
 - What is the name of the video? _____
 - How long is the video? _____
- 7** Click on the video and watch it all the way through. (Or, if you cannot open the video because of equipment issues, click on [Transcript](#).)
- 8** When the video has finished, click the **X** in the upper right hand corner to close it. (Or, if reading the transcript, click on [Click to close transcript](#).)
- 9** Continue reading down the page. Click on the images you see to enlarge them and read their captions.

HANDOUT 3C: Find Out About Balance Problems

- 10** When you come to the end of the page and have opened and read each of the images, scroll back up, or use the “Page Up” key on your keyboard, to get back to the top of the page.
- 11** Go to the **Left Menu** and under “Learn More”, click on [Quiz Yourself](#).
- 12** Click on the quiz for “[Causes and Prevention](#)”.
- 13** Take the 4-question quiz. To answer each question, click on the circle next to your answer choice. The correct answer and response will appear.
- 14** Once you have read the correct answer, click on [Next question](#)
- 15** When you reach the end of the quiz, click on [See Your Score](#) to see how you did.
- 16** List one or two things you learned about causes and prevention for balance problems.

HANDOUT 3C: Find Out About Hearing Loss

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

- 1** On the **Home Page**, find the letter “**H**” and click on it. This will take you to the **Health Topics A-Z** page where all of the health topics that start with “**H**” are listed.
- 2** Click on [Hearing Loss](#).
- 3** You should now be in the [Hearing Loss](#) topic.
- 4** Go to the **Left Menu** and click on “[Causes and Prevention](#)”.
- 5** Read through the information by scrolling down the page.
- 6** When you come to a video answer these questions:
 - What is the name of the video? _____
 - How long is the video? _____
- 7** Click on the video and watch it all the way through. (Or, if you cannot open the video because of equipment issues, click on [Transcript](#).)
- 8** When the video has finished, click the **X** in the upper right hand corner to close it. (Or, if reading the transcript, click on [Click to close transcript](#).)
- 9** Click on the images you see to enlarge them and read their captions.
- 10** When you come to the end of the page and have opened and read each of the images, scroll back up, or use the “Page Up” key on your keyboard, to get back to the top of the page.

HANDOUT 3C: Find Out About Hearing Loss

- 11** Go to the **Left Menu** and under “Learn More”, click on [Quiz Yourself](#).
- 12** Click on the quiz for “[Causes and Prevention](#)”.
- 13** Take the 4-question quiz. To answer each question, click on the circle next to your answer choice. The correct answer and response will appear.
- 14** Once you have read the correct answer, click on [Next question](#).
- 15** When you reach the end of the quiz, click on [See Your Score](#) to see how you did
- 16** List one or two things you learned about causes and prevention for hearing loss.