

*Helping Older Adults Search for Health Information Online*

## A Web Trainer's Toolkit

from the National Institute on Aging



# WELCOME TO MODULE 5: Exercise for Older Adults on NIHSeniorHealth and Go4Life®

### **This Module Includes:**

- A lesson plan for the trainer
- Handouts for students:
  - practice activities
  - screen shots
  - illustrated glossary of Internet terms

### **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 plans
- 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.

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

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

## MODULE 5: Exercise for Older Adults on NIHSeniorHealth and Go4Life®



### LESSON OVERVIEW



#### Lesson Goals

**In this lesson, students will:**

1. Recall how to use the **Home Page** and the **Health Topics A-Z** page of the **NIHSeniorHealth** website.
2. Recall how to use the special features (optional).
3. Learn about the benefits of exercise for older adults.
4. Learn about the **Go4Life®** website.
5. Learn about exercise safety for older adults.
6. Learn about suitable exercises for older adults and see them demonstrated.
7. 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 Go4Life® Success 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](http://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 and Go4Life®



### 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 and Go4Life® – 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](http://www.nihseniorhealth.gov).



#### ✓ You should also

- Read** *Quick Tips for a Senior Friendly Computer Classroom* at [www.nihseniorhealth.gov/toolkit](http://www.nihseniorhealth.gov/toolkit).
- Watch the short video** *Introducing the Toolkit* at [www.nihseniorhealth.gov/toolkit](http://www.nihseniorhealth.gov/toolkit).

## MODULE 5: Exercise for Older Adults on NIHSeniorHealth and Go4Life®



### 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 and Go4Life®



### LESSON STRUCTURE – Senior Friendly, Trainer Friendly

#### 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 and Go4Life®



### 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) and **Go4Life®**. 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 The Go4Life website they will visit is sponsored by the National Institute on Aging at NIH.

#### 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.
  - Completing one or more activities on **Handout 4H**: Using the **FAQs, Site Map** or **Search Box**.
-  **2** Pair students up and have them share what they learned. Then have each pair share some of their conversation 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.

Class Discussion

### 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. In addition to reviewing new terms (marked with \*\*\*), you may wish to go over terms from this list that were introduced in previous lessons 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 button**
  - 3 drop down menu\*\*\***
  - 4 FAQs**
  - 5 link (or hyperlink)**
  - 6 menu**
  - 7 scroll**
  - 8 scroll bar**
  - 9 site map**

### 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 how to use the **Home Page** and the **Health Topics A-Z** page on the **NIHSeniorHealth** website.”

**1** Students’ screens should be set on the **Home Page** of **NIHSeniorHealth** at [www.nihseniorhealth.gov](http://www.nihseniorhealth.gov).



**2** Recall and point out for students:

- The purpose of the site (for adults 60 and older)
- 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: THE SPECIAL FEATURES

(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 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

(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** 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** 35 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 3** – learning about the benefits of exercise for older adults. First, we’ll take a look at one older man’s view of exercise.”

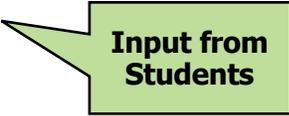


## Pass out **Handout 5C: Fred.**

- 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. From the **Home Page**, click on the letter “E”. This will take you to the **Health Topics A-Z** page where the health topics beginning with “E” are located.
- 4** Click on [Exercise: Benefits of Exercise](#). Ask 2 students to read the first and second paragraphs on the page aloud.
- 5** Click on and watch the video [“Why It’s Important for Older Adults to Exercise”](#).

- 6** Ask students to read the rest of the page silently. They should find and write down **two** facts that might encourage Fred to think differently about exercise
- 7** Ask students to share the two facts they found with the class.

**Class Discussion**

## 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 3**:
  - Learning about the benefits of exercise for older adults.
- 2** Ask students if they have any questions.
- 3** Ask students to check off **Goals 3** 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.

## LEARNING ABOUT GO4LIFE®

(10 Minutes)

“Now for **Goal 4**. Let’s take a look at another website devoted entirely to exercise and physical activity for older adults — **Go4Life®**. This website is the centerpiece of an ongoing national campaign by the National Institute on Aging (NIA) at the National Institutes of Health (NIH) to promote exercise and physical activity in older adults.



- 1** Demonstrate as students navigate with you.
- 2** From the page on “Health Benefits,” go to the **Left Menu** and under the “Learn More” section, click on [National Institute on Aging](#).
- 3** A window will open to the website for the National Institute on Aging (NIA). Go to the top of the page of the NIA website and click on the link to [Go4Life®](#).
- 4** Point out the features on the **Go4Life® Home Page:**
  - The links on the right menu (“Get Started Today”, etc)
  - The links on the top of the page (“Get Started,” “Stay Active”, etc.)
  - What’s New
  - The latest tweets
  - A free booklet, “Workout To Go”
  - Success Stories

# SAFETY FIRST (15 Minutes)

“Let’s move on to **Goal 5**– learning about exercise safety for older adults. 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 On the **Home Page** of the **Go4Life®** website, ask students to click on the [Get Started](#) link at the top of the page and then move down the drop down list to click on [Stay Safe](#).
- 4 Ask students to read the “Stay Safe” page. (If they need to enlarge the type, they can click on the + sign next to the **Text Size** button in the upper right hand corner of the page.)
- 5 If there is time, ask them to choose a link on the right under “Printable Tools & Tips” and click on it to read more about exercise safety. (These documents are in pdf format. Be sure to show students how to exit the pdf by clicking on the back button.)
- 6 Ask the class what they learned about safety and exercise. Also ask if they read any information that could help Fred. (*Answer: Checking with his doctor before trying vigorous activity.*)

**Class Discussion**

**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 4** and **5**:
  - Learning about the **Go4Life**<sup>®</sup> website
  - Learning about exercise safety for older adults
- 2** Ask students if they have any questions.
- 3** Ask students to check off **Goals 4** and **5** on their handout.

### OPTIONAL STOPPING POINT

**One hour, 15 minutes elapsed; about 1 hour, 15 minutes left.**

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

### 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 6** – learning about suitable exercises for older adults and seeing them demonstrated. We’ll visit a place on the **Go4Life**<sup>®</sup> website that shows you how to do exercises correctly.”



- 1** Demonstrate while students navigate with you. On the “Stay Safe” page of the **Go4Life**<sup>®</sup> website, go to the **Left Menu** and click on [4 types of Exercise](#).
- 2** Read, or have a student read, the first paragraph describing the 4 types of exercises older adults should do (endurance, strength, balance, and flexibility).
- 3** Ask students to scroll down the page, reading more about each type of exercise.
- 4** To see examples of exercises, have students scroll back to the top of the page and click on the [Stay Active](#) link. In the drop down box, ask them to click on [Try These Exercises](#).
- 5** Scroll down to the **Strength Exercises** section and click on [Overhead Arm Raise](#). Let students read the information next to the photo. They can scroll down to play the video showing the exercise being performed.
- 6** Tell students to click on the [Back to all Exercises](#) button on the upper right side of this window.

- 7** Ask them to click on 1 or 2 exercises they would like to see or see demonstrated. [NOTE: Endurance exercises are only seen where there is a video icon. Not all exercises in the other 3 sections have an accompanying video.]
- 8** Briefly discuss what students found out about the different types of exercises.

**Class Discussion**

## SUMMARIZING

(3 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 6**:
  - 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 6** 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.

# SUCCESS STORIES (15 Minutes)

“Finally, let’s take a look at **Goal 7** – reading stories by older adults who enjoy a variety of exercise activities.”

**1** Have students click on the [Stay Active](#) link at the top of the page and then, in the drop down box, click on [See Success Stories](#).



**2** Read, or have a student read the beginning paragraph of the featured **Success Story**. Have students click on [Read full story](#) to finish reading the story silently.

**3** Direct students to the left menu and ask them to click on [Success Stories Home](#).



**4** In the center of the page, point out the tabs with four categories of **Success Stories**:

- First Timers
- Busy Lifestyle
- Health Issues
- Just for Fun



**5** Ask them to click on a **Success Story** category of interest to them and choose a story to read on their own.

**6** 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 students back to **Handout 5A: Lesson Goals**.

- 1** Demonstrate and summarize the following learning objectives from **Goal 7**:
  - Navigating **Success 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 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.
- 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.”

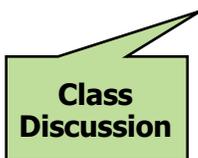


### Refer to **Handout 5C: Fred**.

- 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 most important questions they had about exercise and see if their questions have been answered. Ask them if the lesson has caused them to think differently about exercise and physical activity.
- 4 Go over the main navigation links at the top of the **Go4Life**<sup>®</sup> website, revealing what is available in the drop down boxes.
- 5 Under [Resources](#), have them click on [Go4Life Tip Sheets](#) and scan the list of available **Tip Sheets**.
- 6 Allow students a few minutes to explore the website on their own.

#### Teaching Tip

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

## 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** and the **Health Topics A-Z** page of **NIHSeniorHealth**.
- 2 Recalled how to use the special features (optional).
- 3 Learned about the benefits of exercise for older adults.
- 4 Learned about the **Go4Life**<sup>®</sup> website.
- 5 Learned about exercise safety and older adults.
- 6 Learned about suitable exercises for older adults and saw them demonstrated.
- 7 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:
  - Complete the appropriate activity on **Handout 5E**. (Go over the handout with students.)
  - Write their own **Success Story** and submit it for posting on **Go4Life®**. (Click on [Stay in Touch](#) on the top menu, and then click on [Share Your Story](#) in the drop down box.) This is an **advanced** exercise, which only experienced students will be able to do without assistance.
- 2** Ask students the names of the two websites visited in this lesson:  
Answer: **NIHSeniorHealth** and **Go4Life®**
- 3** Remind them that the addresses of the websites 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

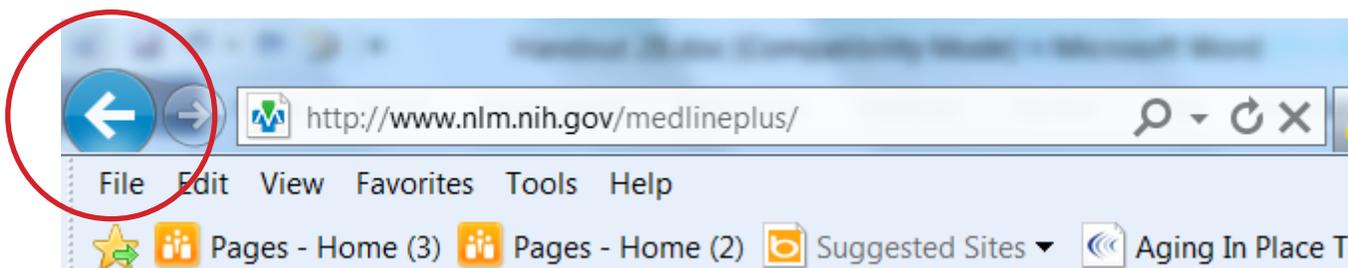
### During this lesson, you will:

- 1 Recall how to use the **Home Page** and the **Health Topics A-Z** page of the **NIHSeniorHealth** website.
- 2 Recall how to use the special features (optional).
- 3 Learn about the benefits of exercise for older adults.
- 4 Learn about the **Go4Life**<sup>®</sup> website.
- 5 Learn about exercise safety for older adults.
- 6 Learn about suitable exercises for older adults and see them demonstrated.
- 7 Read stories by older adults who enjoy a variety of exercise activities.

# HANDOUT 5B: Glossary

## 1 Back arrow

This arrow 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 have 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 Drop Down Menu

This is a menu whose full contents are revealed when you mouse over it. The contents – which are actually links – “drop down” below the menu and remain visible until one of the links is clicked on.



## HANDOUT 5B: Glossary

### 4 FAQs

Stands for **F**requently **A**sksed **Q**uestions. These are commonly asked questions and answers that appear on many websites. Clicking on the question reveals the answer.



**Eating Well As You Get Older**

Frequently Asked Questions

1. [How can eating well help me stay healthy?](#)
2. [What kinds of foods are the healthiest?](#)
3. [What are calories and how many should I consume each day?](#)
4. [What amounts of food should I eat?](#)
5. [What kinds of vegetables should I eat?](#)
6. [What kinds of fruits should I eat?](#)

### 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.



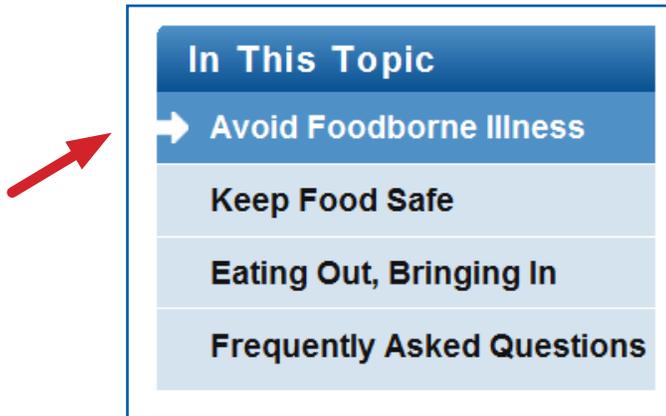
 **MedlinePlus**<sup>®</sup>  
Trusted Health Information for You

[About MedlinePlus](#) [Site Map](#) [FAQs](#) [Contact Us](#) [ESPAÑOL](#)

## HANDOUT 5B: Glossary

### 6 Menu

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



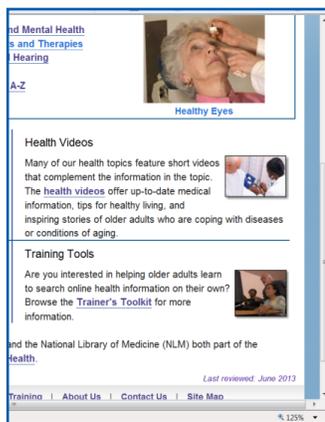
### 7 Scroll

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

## HANDOUT

### 8 Scroll Bar

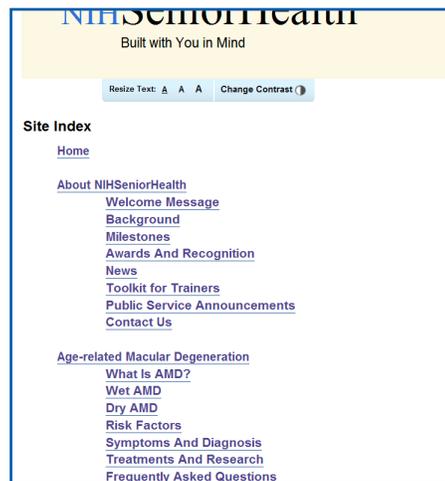
A narrow, rectangular bar on the right edge and bottom edge of a web page that lets you move the page to see more of the information it contains. The scroll bar on the right moves the web page up and down, and the scroll bar on the bottom moves the web page right and left.



Horizontal and vertical scroll bars

### 9 Site Map

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 **Go4Life**<sup>®</sup> website at <http://go4life.nia.nih.gov/> and the **NIHSeniorHealth** website at [www.nihseniorhealth.gov](http://www.nihseniorhealth.gov) and reading the information on exercise for older adults.

When he got home, Fred went online and visited **Go4Life**<sup>®</sup> and **NIHSeniorHealth**. On **Go4Life**<sup>®</sup>, he came across the section on *Success 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:** Hmm. 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**

- |          |   |   |   |   |   |   |
|----------|---|---|---|---|---|---|
| <b>1</b> | I never exercise.                                   | 1 | 2 | 3 | 4 | 5 |
| <b>2</b> | I tried exercise, but I gave up.                    | 1 | 2 | 3 | 4 | 5 |
| <b>3</b> | I tried exercise, but I overdid it and had to stop. | 1 | 2 | 3 | 4 | 5 |
| <b>4</b> | I want to exercise, but I don't know how to begin.  | 1 | 2 | 3 | 4 | 5 |
| <b>5</b> | I want to exercise, but I'm afraid I'll get hurt.   | 1 | 2 | 3 | 4 | 5 |
| <b>6</b> | I exercise now and then.                            | 1 | 2 | 3 | 4 | 5 |
| <b>7</b> | I exercise regularly.                               | 1 | 2 | 3 | 4 | 5 |

**What are two important questions you have about exercise?**

**Question 1:** \_\_\_\_\_

\_\_\_\_\_

**Question 2:** \_\_\_\_\_

\_\_\_\_\_

## HANDOUT 5E: Exploring the Go4Life® Success Stories

**Directions:** Complete **Activity One** if you are thinking of becoming more physically active.

### Activity One

- 1** Go to the **Go4Life**® website at [www.go4life.nia.nih.gov](http://www.go4life.nia.nih.gov).
- 2** On the right side of the page, click on [www.nia.nih.gov/go4life](http://www.nia.nih.gov/go4life).
- 3** Under the middle column, “Get Set”, click on [Find Your Starting Point](#) and read the information there.
  - Jot down one piece of helpful information you found.

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- 4** In the right column, under “Printable Tools and Tips,” choose a link to click on and read it for more information.
  - Jot down one piece of helpful information you found. (Use the back button in the upper left hand corner of the screen to exit the pdf document and return to the web page.)

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- 5** In the **Left Menu**, click on [Set Your Goals](#) and read about the next steps in becoming more active.
  - Jot down one piece of helpful information you found.

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- 6** In the **Left Menu**, click on the picture, [See Success Stories](#). Then click on “[First Timers](#)” and read a story of a first-time exerciser.
  - Jot down one piece of helpful information you found.

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## HANDOUT 5E: Exploring the Go4Life® Success Stories

**Directions:** Complete **Activity Two** if you are already involved in regular exercise and want to remain active or challenge yourself more.

### Activity Two

- 1** Go to the **Go4Life®** website at [www.nia.nih.gov/go4life](http://www.nia.nih.gov/go4life).
- 2** On the top menu, click on [Stay Active](#).
- 3** A drop down menu will appear with several links. Click on [Keep Going](#). Read the information on the page you come to.
  - Jot down one piece of helpful information you found.

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- 4** Return to the top menu and click on [Stay Active](#). When the drop down menu appears, click on [How Are You Doing?](#) Read the information on the page you come to.
  - Jot down one piece of helpful information you found.

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- 5** In the right column of the “How Are You Doing?” page, choose a link under “Printable Tools and Tips” and click on it. Read it for more information.
  - Jot down one piece of helpful information you found. (Use the back button in the upper left hand corner of the screen to exit the pdf document and return to the web page.)

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- 6** On the **Left Menu**, click on [See Success Stories](#). Then click on the [Busy Lifestyle](#) link and choose a success story to read.
  - Jot down one piece of helpful information you found.

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

# **HANDOUT 5F: Lesson Review with Screen Shots**

## **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.

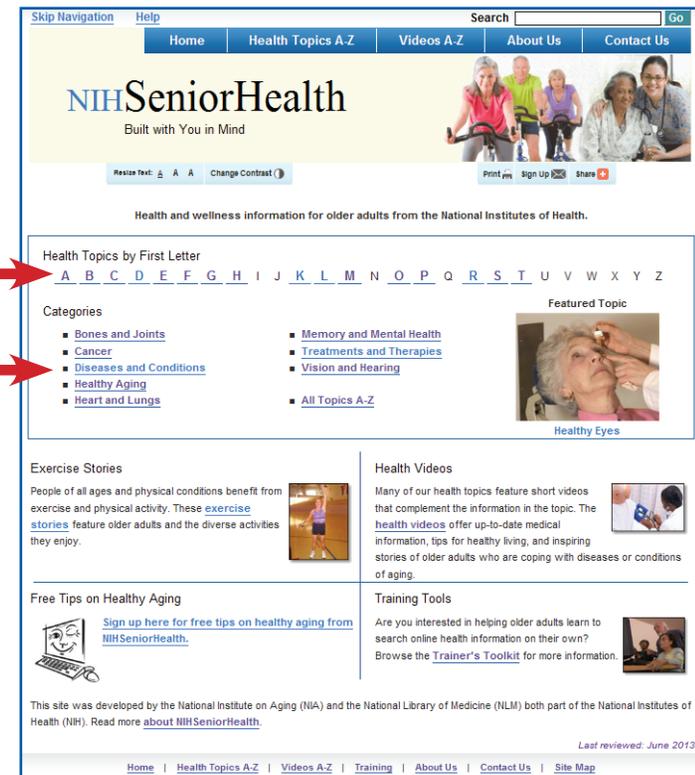
# HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

You went to the **NIHSeniorHealth** website at [www.nihseniorhealth.gov](http://www.nihseniorhealth.gov).

On the Home Page, you learned that health topics are organized by:

- **first letter** of the alphabet and
- by **category**

Screen Shot 1: Home Page



## ANY QUESTIONS? LIST THEM HERE

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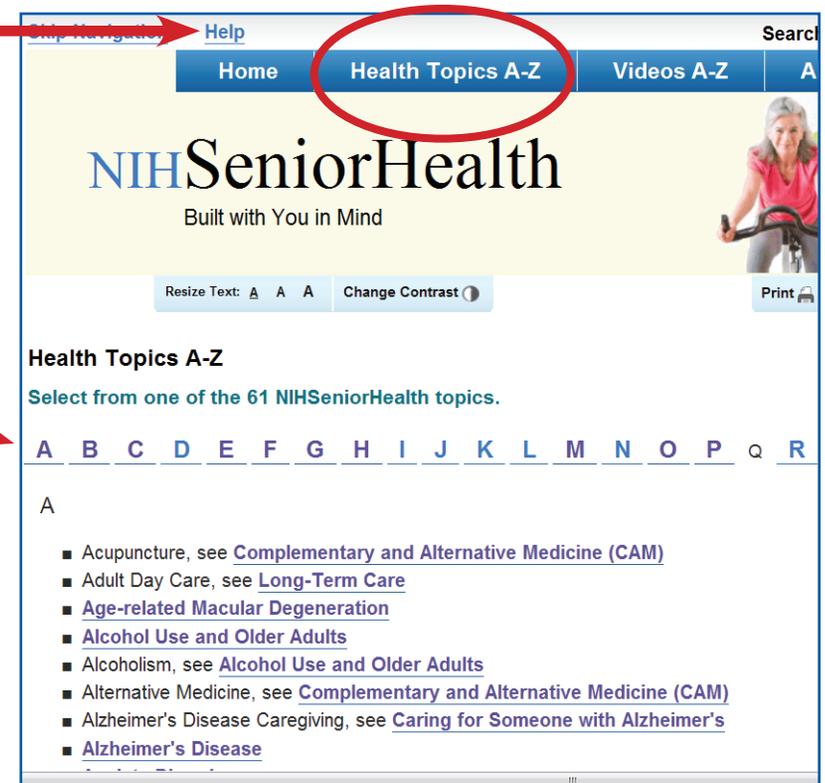
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## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

**2** You recalled how to use the **Health Topics A-Z** link located at the top of every page.

Clicking on the **Health Topics A-Z** link always leads you to this page, where you can find a list of all of the topics on the website, organized alphabetically.

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



### ANY QUESTIONS? LIST THEM HERE

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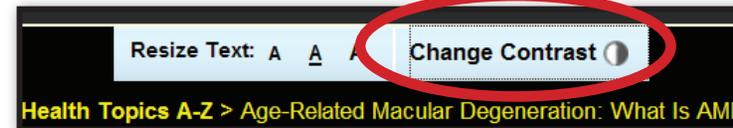
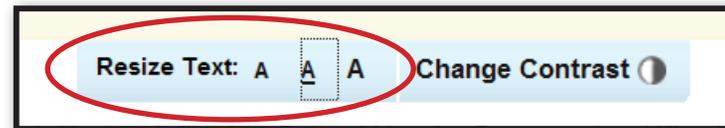
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## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

### Screen Shot 3: Special Features

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

- To make the **text larger**, click one of the **"A's"** on the [Resize Text](#) button.
- To increase the **color contrast**, click on the [Change Contrast](#) button.



### ANY QUESTIONS? LIST THEM HERE

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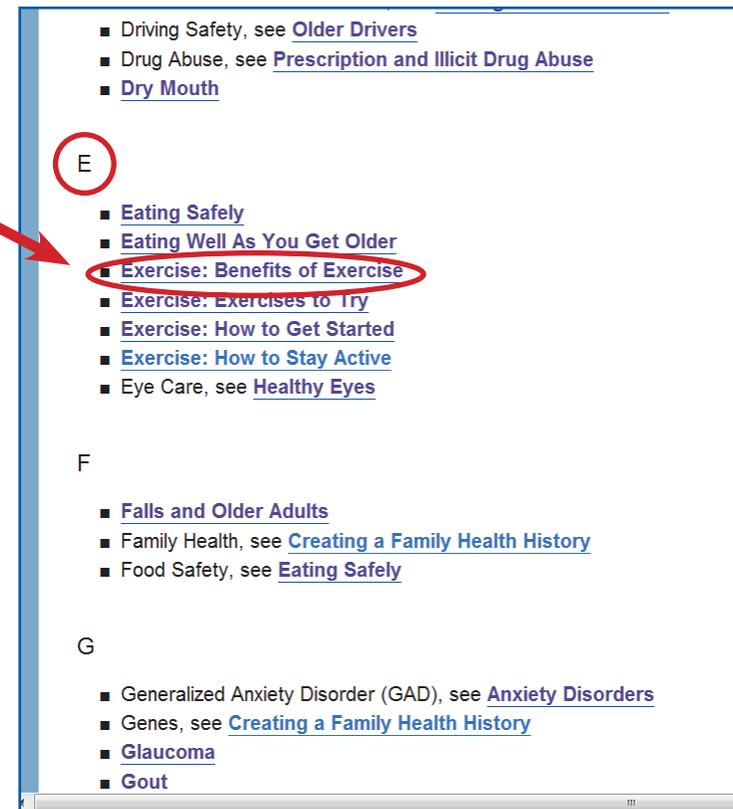
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## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

On the **Health Topics A-Z** page, you scrolled down to the list of health topics beginning with the letter "E" and clicked on "Exercise: Benefits of Exercise."

Screen Shot 4: **List of Links to Health Topics**



### ANY QUESTIONS? LIST THEM HERE

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## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

**5** When reading about the benefits of exercise for older adults, you also clicked on a video, "[Why It's Important for Older Adults to Exercise](#)," and watched it.

### ANY QUESTIONS? LIST THEM HERE

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### Screen Shot 5: **Benefits of Exercise Topic**

#### Exercise: Benefits of Exercise

##### Health Benefits

##### One of the Healthiest Things You Can Do

Like most people, you've probably heard that physical activity and exercise are good for you. In fact, being physically active on a regular basis is one of the healthiest things you can do for yourself. Studies have shown that exercise provides many health benefits and that older adults can gain a lot by staying physically active. Even moderate exercise and physical activity can improve the health of people who are frail or who have diseases that accompany aging.

Being physically active can also help you stay strong and fit enough to keep doing the things you like to do as you get older. Making exercise and physical activity a regular part of your life can improve your health and help you maintain your independence as you age.

##### Be as Active as Possible

Regular physical activity and exercise are important to the physical and mental health of almost everyone, including older adults. Staying physically active and exercising regularly can produce long-term health benefits and even improve health for some older people who already have diseases and disabilities. That's why health experts say that older adults should aim to be as active as possible.

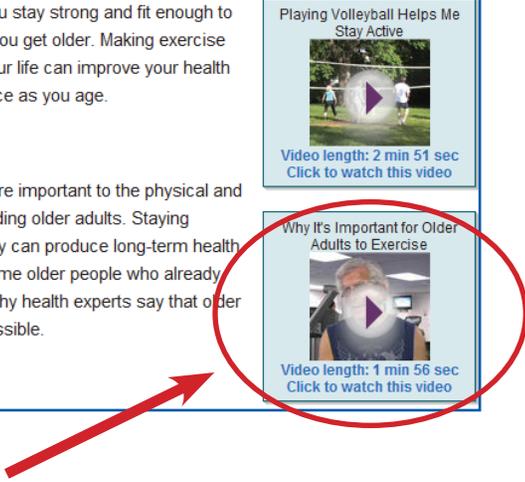
##### Being Inactive Can Be Risky

Playing Volleyball Helps Me Stay Active  
Video length: 2 min 51 sec  
Click to watch this video



Why It's Important for Older Adults to Exercise  
Video length: 1 min 56 sec  
Click to watch this video

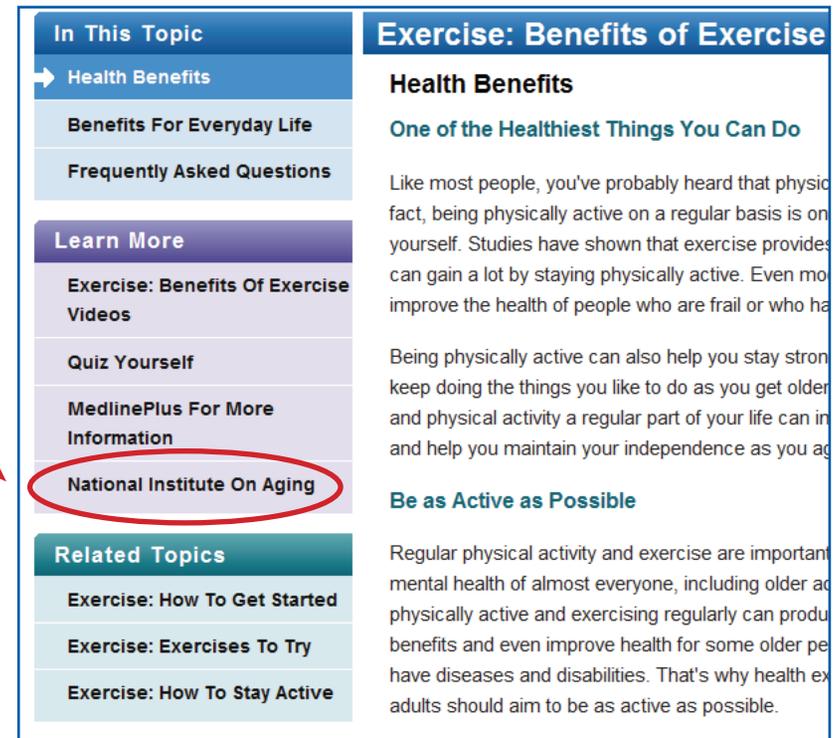




## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

You went to the **Left Menu** and clicked on the link to the website of the National Institute on Aging.

Screen Shot 6: : **Link to National Institute on Aging Website**



The screenshot shows a website interface with a left-hand menu and a main content area. The menu is divided into sections: 'In This Topic', 'Learn More', and 'Related Topics'. A red arrow points to the 'National Institute On Aging' link in the 'Learn More' section. The main content area is titled 'Exercise: Benefits of Exercise' and contains text about health benefits and being as active as possible.

In This Topic	Exercise: Benefits of Exercise
<a href="#">Health Benefits</a>	<b>Health Benefits</b>
<a href="#">Benefits For Everyday Life</a>	<b>One of the Healthiest Things You Can Do</b>
<a href="#">Frequently Asked Questions</a>	Like most people, you've probably heard that physical fact, being physically active on a regular basis is on yourself. Studies have shown that exercise provides can gain a lot by staying physically active. Even mo improve the health of people who are frail or who ha
<b>Learn More</b>	Being physically active can also help you stay stron keep doing the things you like to do as you get older and physical activity a regular part of your life can in and help you maintain your independence as you ag
<a href="#">Exercise: Benefits Of Exercise Videos</a>	<b>Be as Active as Possible</b>
<a href="#">Quiz Yourself</a>	Regular physical activity and exercise are important mental health of almost everyone, including older ad physically active and exercising regularly can produ benefits and even improve health for some older pe have diseases and disabilities. That's why health ex adults should aim to be as active as possible.
<a href="#">MedlinePlus For More Information</a>	
<a href="#">National Institute On Aging</a>	
<b>Related Topics</b>	
<a href="#">Exercise: How To Get Started</a>	
<a href="#">Exercise: Exercises To Try</a>	
<a href="#">Exercise: How To Stay Active</a>	

**ANY QUESTIONS? LIST THEM HERE**

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## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

On the website for the National Institute on Aging (NIA), you went to the top of the page and clicked on the link to **Go4Life®**, the exercise and physical activity campaign for older adults from NIA.

Screen Shot 7: **Home Page of the National Institute on Aging at NIH**



**ANY QUESTIONS? LIST THEM HERE**

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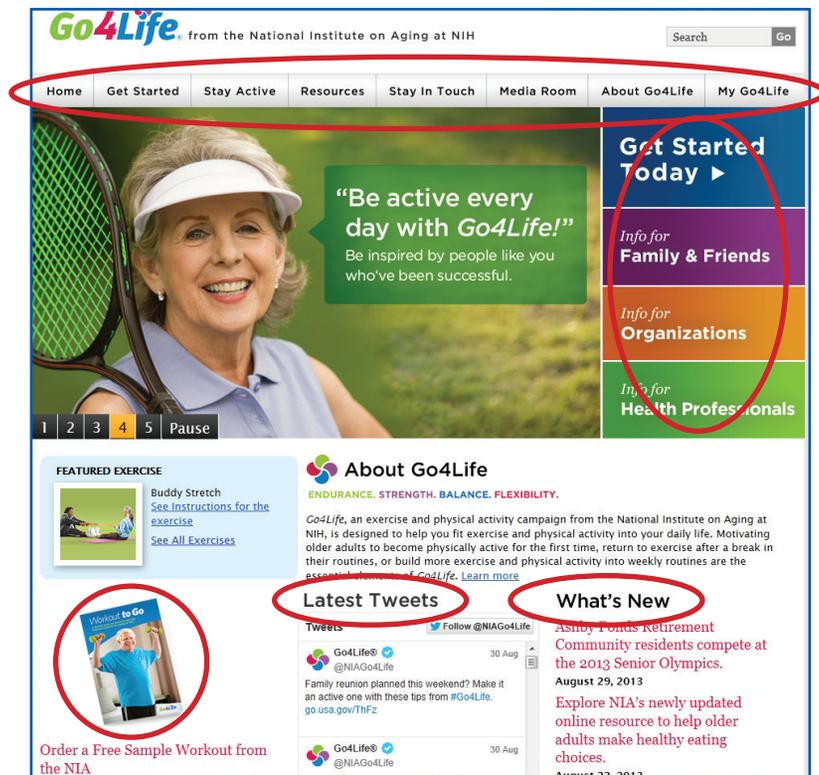
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## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

On the **Go4Life**® home page, you learned about the features of this website, including:

- The links at the top
- The links on the right menu
- The latest tweets
- The “What’s New” section
- “Workout To Go”, a free booklet

Screen Shot 8: **Go4Life**® Home Page



**ANY QUESTIONS? LIST THEM HERE**

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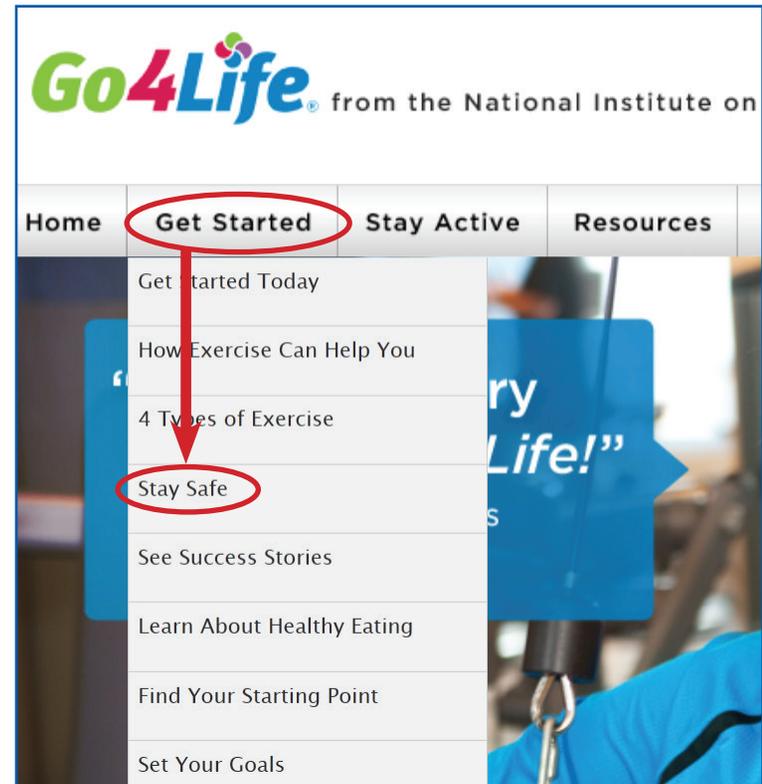
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## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

On the top menu you clicked on [Get Started](#) and a drop down menu opened, displaying a list of links.

You moved your mouse down the list and clicked on [Stay Safe](#).

Screen Shot 9: “Get Started” Link and Drop Down Menu



### ANY QUESTIONS? LIST THEM HERE

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## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

- 10** On the **Stay Safe** page, you read about exercise safety for older adults. You also clicked on a Tip Sheet on the right for more safety information

Screen Shot 10: **Stay Safe Page**

The screenshot shows the Go4Life website interface. At the top, there is a logo for Go4Life from the National Institute on Aging at NIH, a search box, and navigation links for LOG IN, SIGN UP, and TEXT SIZE. Below the logo is a horizontal navigation menu with links for Home, Get Started, Stay Active, Resources, Stay In Touch, Media Room, About Go4Life, and My Go4Life. The main content area is titled 'Home » Get Started » Stay Safe'. A sidebar on the left contains a 'get READY' dropdown menu with options like 'How Exercise Can Help You', '4 Types of Exercise', 'Stay Safe', 'Learn About Healthy Eating', 'get SET', and 'GO!'. The main content area features a section titled 'Stay Safe' (circled in red) with a paragraph of text and a sub-section 'Talking with Your Health Care Provider'. On the right, there is a 'PRINTABLE TOOLS + TIPS' section (circled in red) with a list of links: 'Biking Safely 118.55 KB', 'Driving Safely 620.02 KB', 'Exercise for People with Low Vision 647.54 KB', and 'Exercising in a Safe Environment 762.72 KB'.

## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

- 11** On the left menu, you clicked on [4 Types of Exercise](#) and came to a page describing endurance, strength, flexibility, and balance exercises.

Screen Shot 11: **Four (4) types of Exercise**

The screenshot shows a website interface with a left sidebar menu. The menu items are: 'get READY' (green), 'How Exercise Can Help You', '4 Types of Exercise' (circled in red with a red arrow pointing to it), 'Stay Safe', 'Learn About Healthy Eating', 'get SET' (red), and 'GO!' (blue). The main content area is titled '4 Types of Exercise' and contains text explaining the four categories: endurance, strength, balance, and flexibility. A diagram shows four overlapping circles labeled ENDURANCE (green), STRENGTH (purple), FLEXIBILITY (pink), and BALANCE (blue). Below the diagram, there is a section for 'ENDURANCE' with a green header and text describing aerobic activities.

**ANY QUESTIONS? LIST THEM HERE**

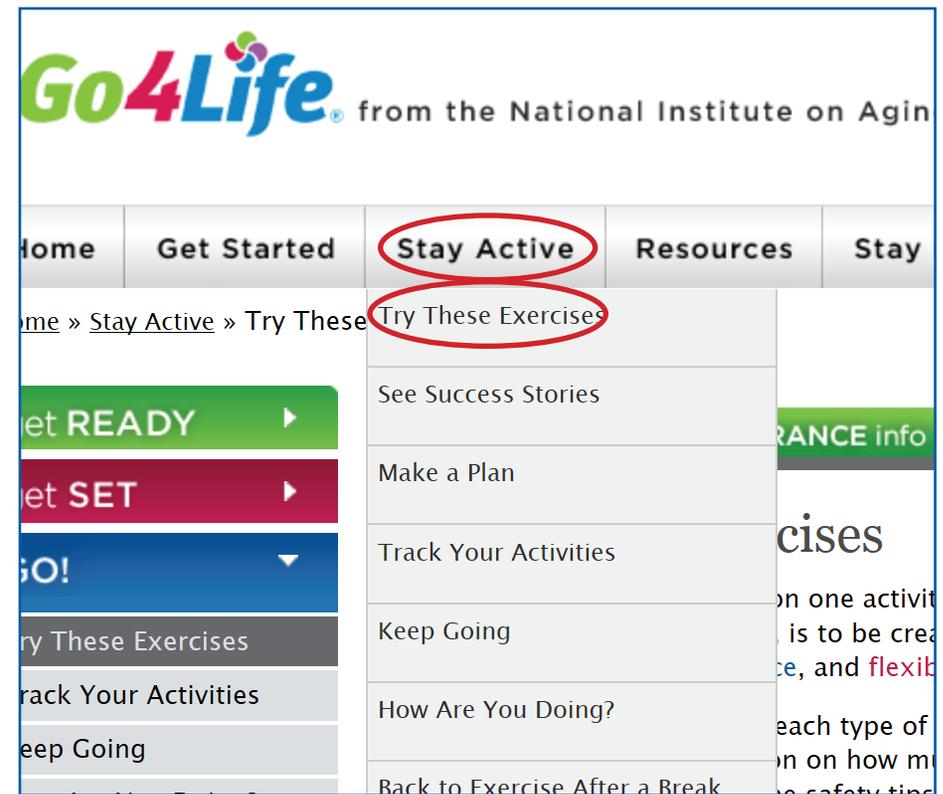
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## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

- 12** On the top menu, you clicked on [Stay Active](#), which opened up a drop down menu. On the drop down menu, you clicked on [Try These Exercises](#). You came to a page where you could see the exercises demonstrated.

Screen Shot 12: “Stay Active” Link and Drop Down Menu



### ANY QUESTIONS? LIST THEM HERE

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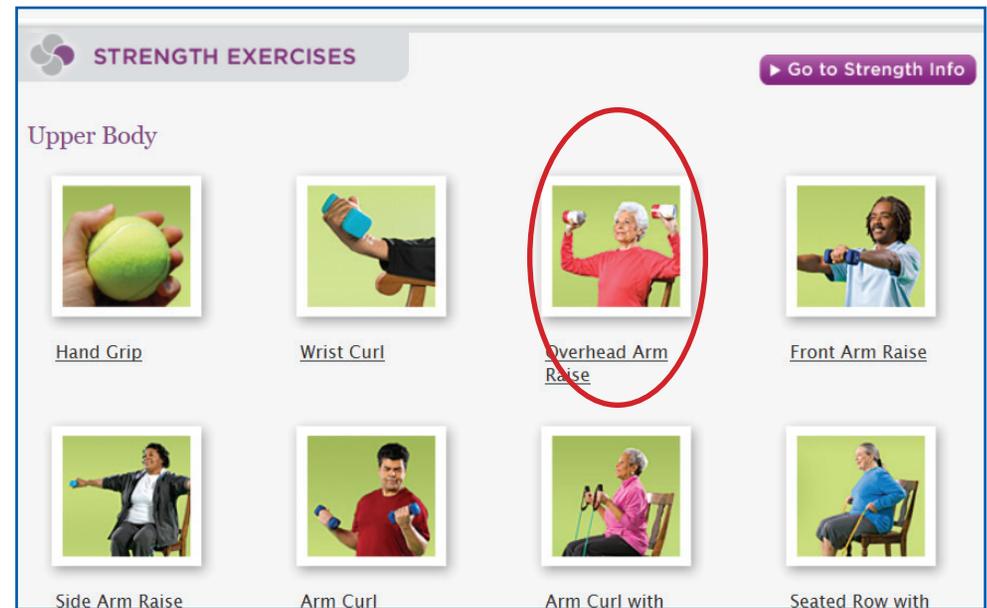
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## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

- 13** On the **Try These Exercises** page, you scrolled down to “Strength Exercises” and clicked on [Overhead Arm Raise](#).

### Screen Shot 13: Images of Strength Exercises



**ANY QUESTIONS? LIST THEM HERE**

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## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

**14** On the **Overhead Arm Raise** page, you saw an image and read a description of how to do an overhead arm raise correctly. You also watched a video of a woman doing overhead arm raises. You clicked on [Back to all Exercises](#) to find more exercises.

Screen Shot 14: **Overhead Arm Raise Page**

EXERCISES | ENDURANCE info | STRENGTH info | BALANCE info | FLEXIBILITY info

### Overhead Arm Raise

STRENGTH

Back to All Exercises

Print

This exercise will strengthen your shoulders and arms. It should make swimming and other activities such as lifting and carrying grandchildren easier.

- 1 You can do this exercise while standing or sitting in a sturdy, armless chair.
- 2 Keep your feet flat on the floor, shoulder-width apart.
- 3 Hold weights at your sides at shoulder height with palms facing forward. Breathe in slowly.
- 4 Slowly breathe out as you raise both arms over your head keeping your elbows slightly bent.
- 5 Hold the position for 1 second.
- 6 Breathe in as you slowly lower your arms.
- 7 Repeat 10-15 times.
- 8 Rest; then repeat 10-15 more times.

**TARGETED MUSCLES**  
Shoulders and arms

**WHAT YOU NEED**  
Weighted objects or hand-held weights

**TIP**  
As you progress, use a heavier weight and alternate arms until you can lift the weight comfortably with both arms.

Go4Life Exercise—Overhead Arm Raise

0:00 / 1:28 YouTube

### ANY QUESTIONS? LIST THEM HERE

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## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

- 15** At the top of the [Overhead Arm Raise](#) page, you clicked on the [Stay Active](#) link and when the drop down menu appeared, you clicked on [See Success Stories](#). You came to this page, featuring exercise success stories from older adults. After reading the introductory paragraph for one story, you clicked on [Read Full Story](#) for more.

Screen Shot 15: **Success Stories Page**



## HANDOUT 5F: Screen Shots Exercise for Older Adults on NIHSeniorHealth and Go4Life®

**15** You clicked on the [Resources](#) link at the top of the page and when the drop down menu opened, you clicked on [Go4Life Tips Sheets](#). This took to the list of Tip Sheets and you clicked on one of them to read the information.

Screen Shot 16: **List of Tip Sheets**

**Go4Life Tip Sheets**

*Staying Motivated to Stay Active*  
*Be Physically Active without Spending a Dime*  
*Have Fun! Be Active with Your Dog!*

These are just a few of the tip sheets you can read on the *Go4Life* website. *Go4Life* tip sheets provide a wealth of information to help you add exercise and physical activity to your daily routine and have fun at the same time. And you can share these useful tips with others by simply printing copies for your family and friends.

Looking for our Spanish Tip Sheets? Visit our dedicated [Spanish Tip Sheet page](#) to download or print information in Spanish.

¿En busca de nuestra hojas informativas en español? Visite nuestra página específica para [hojas informativas en español](#) para descargar o imprimir esta información.

Organize by Topic | [Organize by Title](#)

**Health Benefits**

- [Building Up the Benefits](#) (660.29 KB)
- [Do Exercise and Physical Activity Protect the Brain?](#) (132.67 KB)
- [Exercise and Osteoarthritis](#) (707.89 KB)
- [Exercise and Osteoporosis](#) (115.21 KB)
- [Exercise and Type 2 Diabetes](#) (610.48 KB)
- [Exercise to Improve Your Balance](#) (112.79 KB)
- [Heart Health](#) (103.14 KB)
- [Preventing Falls](#) (396.8 KB)

Screen Shot 17: **Tip Sheet: "Biking Safely"**

**Go4Life** Everyday Fitness Ideas from the National Institute on Aging at NIH  
[www.nia.nih.gov/Go4Life](http://www.nia.nih.gov/Go4Life)

**Biking Safely**

Riding a bicycle is not only a fun family activity, it's also a great way for people of all ages to exercise. Some people even use their bicycle to commute to work, go to the grocery store, or visit friends and family. When you're out and about on your bike, it's important to know how to be safe.

**Getting ready to go:**

- Choose a bicycle that's the right size for you so you can control it.
- Make sure the brakes are working properly and the tires are inflated to the correct pressure.
- To make sure motorists can see you, get a flashing red light for the rear of your bike and a white light and/or reflectors for the front.
- Wear bright, neon-colored clothing with reflective stripes and patches so that motorists can see you at night and in low-visibility conditions.

**Riding safely:**

- Always wear a helmet that fits correctly.
- Avoid riding your bicycle at night.
- Obey all traffic laws, including stoplights, signs, signals, and lane markings.
- Ride your bicycle in the same direction as traffic, never against it.
- Stop at all intersections before crossing the street.
- Signal when you make turns.
- Be careful near parked vehicles; someone might suddenly open their door.
- Watch for vehicles going in and out of driveways.
- Yield to pedestrians.
- Alert pedestrians when you're close to them. Say "passing on your left" or use a bell or horn.

**Quick Tip**  
For more information about biking safely, visit the National Highway Traffic Safety Administration website at [www.nhtsa.gov/Bicycles](http://www.nhtsa.gov/Bicycles).

**VISIT**  
[www.nia.nih.gov/Go4Life](http://www.nia.nih.gov/Go4Life)

- Read tips for adding physical activity to your day.
- Print useful tools.
- Share your exercise story.