

Accessing Health Information



Table of Contents

Section 1: Guided Tour: Introduction to this Guide

Section 2: Facts at Your Fingertips

Section 3: How to Start and Run a Program in Your Community

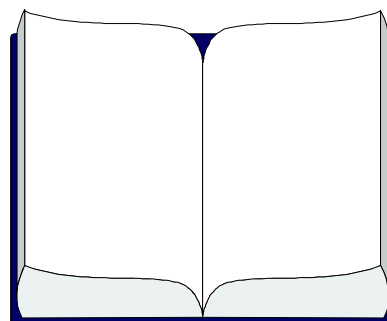
Section 4: Publicize Your Program

Section 5: Facilitators Materials

Section 6: Individual Session Guides
with Resources

Section 7: Evaluation Resources

Section 8: Supplementary Resource Materials



Guided Tour

Welcome to **Accessing Health Information!** This is a wonderful opportunity for you and your participants. Relax as we take you on a guided tour of this resource. Before we begin, however, please remember that the key word here is "guide". This means that we will introduce you to our suggestions, but know that you, as well, have many wonderful ideas to share. And so, in the course of reading or working with this guide, if another idea comes to mind, please use it and add it to the binder. We have used a "binder" so that the program can continue to grow & develop, based on the collective wisdom of all.

This program is based on beliefs such as the following:

- ▶ the best learning situation is one that totally involves seniors and their life experience; and
- ▶ learning takes place when people are enjoying the company of others and are comfortable with their environment.

Therefore, the atmosphere suggested is truly one of total involvement, comfort, and positive enjoyment of one another.

Let's just sit back and enjoy the ride as we begin our tour:

Facts at Your Fingertips - This section describes the privilege that you have to work with some of the most valuable people that contribute to our world today... the present seniors. This is a must read before the sessions begin and will give you some interesting numbers and facts about seniors today. As well, it gives you the background of this program to help you understand the "beginnings".

How to Start and Run a Program in Your Community - Based on our experience, working with seniors developing programs, these are tips that we feel may be valuable for you. Essentially, these are the key steps that need to take place in a simple and efficient manner.

Publicize Your Program - Once you decide to run the program, it is necessary to get the word out in the community. This section contains lots of useful information like samples of posters, public service announcements and press releases as well as public speaking notes and a slide presentation. You can personalize them for your community.

Facilitator's Materials - Just what it states... this will provide you with various resources for the facilitator such as checklists, speaking notes for the first session, a sample weekly summary report, etc. It also contains information on what we learned during the pilot phase of this program - what worked well and what didn't work well.

Individual Session Guides with Resources - This section starts with an Eight Week Session Overview which shows you at a glance what will be covered for each of the eight weeks. This is a wonderful handout to share with the participants and community.

As well, each week's session outline is initially presented, with helpful teaching materials following. The teaching materials are called "**Notes**". These "notes" are clearly named and placed in their order of presentation. Remember, please add others as you wish. Most especially, ask the senior participants, as well, to bring in materials they feel may be helpful. Very important for involvement!

Evaluation Resources - This section begins with the goals and objectives of the program. It is often times stated that "if we don't know where we are going, we can end up some place else". Having clear goals helps us get to where we want to go.

It is always interesting to find out how participants are coming along; this gives the facilitator an idea of what to do next. In this section, a few simple forms are suggested as follows:

- ✓ **Overall Temperature Check:** to use twice, once in *session 1* before it begins and once in *session 8*, after people have been involved. Individuals give honest responses to questions. This gives you and all an idea of what learning has taken place.
- ✓ **Weekly Evaluation:** to use *following each session*, again to learn what is working and how to improve for next time. These are completed by the individuals on their own. Very helpful!
- ✓ **Final Discussion Questions:** to use on the *last day* as a way of learning within the group. This is your final look at overall, what were the real positives of this learning experience and what would need to be different the next time.
- ✓ **Tell Us What You Think:** this training manual is a “work in progress”; we would like your suggestions for improvement.

Supplementary Materials - This section contains some extra Internet sites! Many will find these helpful for their own interest or to add to what is already available. You decide!

Again, they are properly marked according to the session or sessions they may benefit. However, if you find that something may be helpful in a way that we have not considered, great! Remember, as stated previously, this resource is a guide. You and the senior participants always have the opportunity to adapt or add to any of the sessions, truly making it your own learning experience. It is your learning experience and making this program your own is important.

Well, this is the end of the tour, ... hope you enjoyed it. Now, hope you enjoy the real adventure, **Accessing Health Information**.

Let's Begin!!!!

Now... just a little **“food for thought”** before we begin! These are some considerations prior to guiding people through these next eight weeks:

- ☺ **You are all peers....** always be learning from one another.

- ☺ **Discovering the senior participants real interests is key.....**
It is helpful to ask before each session, “What are 3 things you really want to learn?” This helps you guide the sessions better and maintain a valuable connection throughout with participants.

- ☺ **Invite people’s experiences...** adults learn best when they can relate life experience to new learning. For example, just imagine how much more effective learning about the Internet would be if a veteran was invited to tell a story about one of his medals, as the group looked at the medal’s page within the overall Veterans’ Affairs Canada Site. Many topics within this series will naturally invoke personal stories...invite this. This may be sensitive but it is important! A gentle guiding through will help a great deal.

- ☺ Finally, when we consider this overall series, just remember four words...**facts, fun, fellowship, and food.** This is a good formula for success to go by. On the last day, you get to add a fifth... the fiddle. Use these as a guide and you’ll never go wrong!

Moving on....☺☺☺☺

Facts at Your Fingertips

Your Opportunity

Yes! You have a wonderful opportunity before you. You have the pleasure of working with one of the finest group of people the world has known, today's senior population. Each has lived a very full life, contributing greatly to their families, their communities, province, and their world. Moreover, when we look around us, all the good that we see within our communities has much to do with their efforts and their ongoing contributions. Would you like some interesting facts?



Facts About Seniors

Source:

<http://www.@iyop-aipa.ic.gc.ca/english/facts.htm#demographics>

Demographics

In 1998, there were an estimated 3.7 million seniors; in that year, they represented 12% of the total population, up from 10% in 1981 and 5% in 1921. By 2041, an estimated 23% of the Canadian population will be over 65.

Women make up a relatively large share of the senior population, especially in the very oldest age range. In 1998, women constituted 57% of the population aged 65 and over and 70% of the population aged 85 and over.

Independence

The large majority of seniors live at home rather than in institutions. In

1998, about 93% of all people aged 65 and over lived in a private household. A substantial proportion of seniors, however, live alone. In 1996, 29% of all people aged 65 and over lived alone, compared with just 8% of those aged 15 to 64. Senior women, especially those in the very oldest age groups, are even more likely to live alone. In 1998, 58% of those aged 85 and over, lived on their own.

Health and Longevity

Canada's seniors are living longer than ever before. In 1991, a person aged 65 had an average continued life expectancy of 18 years, over one year more than 1981 and almost five years more than in the 1921 to 1941 period.

Among seniors, women have average life expectancies that are considerably longer than those of their male counterparts. A 65-year-old woman in 1991 could expect to live for another 20 years, on average, four years longer than a man of the same age. Seniors are living in better health, with increased vitality and quality of life. In 1994, almost three out of four seniors living at home rated their health as either good, very good or excellent.

Income

On average, seniors have lower incomes than people in most other age groups. Nevertheless, incomes for seniors have risen at a faster rate than other age groups over the past decade and a half. In general, Old Age Security (OAS) benefits, including Guaranteed Income Supplements (GIS), continue to provide the largest source of income for seniors. As in other groups, female seniors have lower incomes than their male counterparts, and unattached senior women have considerably lower incomes than unattached senior men.

Leisure

Seniors generally have more leisure time than people in younger age

groups. In 1992, people aged 65 and over had an average of 7.7 hours of free time each day, two hours more than the 15 to 64 age group.

Seniors devote an average of almost an hour and a half a day to active leisure pursuits such as sports, socializing, hobbies and driving for pleasure. Seniors also spend a significant amount of their leisure time travelling.

Physical Activity

Retirement from the workforce doesn't mean retirement from life for Canada's seniors. Seniors are physically active. In 1997, close to 50% of all people aged 65 and over engaged in regular physical activity, while 12% took part in physical activity occasionally.

Contributions to the Economy

Collectively, seniors are a powerful consumer force whose participation in the marketplace and the service sector helps provide businesses with a significant and stable consumer base. Seniors devote somewhat greater shares of their overall spending to basics such as food and shelter than people under the age 65. Gifts and contributions also account for a relatively large share of the overall spending of seniors. In addition, seniors are major contributors to our economy through income, property and sales taxes.

Contributions to Family and Community

Seniors make significant contributions to their families and communities with 69% of seniors providing one or more types of assistance to spouses, children, grandchildren, friends and neighbours. Seniors are also the largest per capita donors to charity.

Volunteer Work

An estimated 23% of Canadian seniors contribute some time each week

as unpaid volunteers. Many other seniors look after children. In 1995, just under 20% of seniors looked after children at least once a week.

The economic value of the volunteer work done by seniors is estimated at between \$764 million and \$2,3 billion annually. As care givers to spouses, family, friends and neighbours, seniors are also a vital force in reducing health care costs.

Canada's Veteran Population

In 1999, veterans represented just over 11% of Canada's senior population. One in four Canadian male seniors is a veteran.

Seniors and Computers

A growing number of seniors have computers in their homes. In 1997, for example, 13% of households headed by someone aged 65 and over owned a computer, compared with only 5% in 1990. Fewer seniors are familiar with the Internet but that, too, is changing. In 1996, for example, only 2% of households headed by a senior had access to an Internet service. One year later, that percentage had doubled.

Background of Project

Veterans Affairs Canada (VAC) initiated this project in the spring of 1999 because it has a responsibility for providing the veteran population with opportunities to maintain and improve their health and wellness.

Studies have shown that seniors are interested in computers and the Internet; but they often lack the necessary skills to use them effectively. As well, a recent departmental study had shown that veterans were experiencing difficulty accessing support and services in their local communities. In some instances they were not aware of available services and, in other cases, they did not know how to access services.

It was recognized, as VAC's clients age, that there is an increasing need for veterans and their caregivers to have easy access to information regarding available supports and services. It was the intent of this project to provide this access in two formats:

- 1) on-line through the Internet; and
- 2) through health presentations with representatives from their own communities.

The expectation was that veterans and seniors would access health information in a timely and efficient manner. Finally, this improved access would contribute to effective decision-making, adding to the health and well-being of themselves and their families.

The program was successfully piloted in Nova Scotia and Prince Edward Island and it is now being made available to seniors across the country.

☺ **How to Start and Run a Program in Your Community**

By choosing **Accessing Health Information** you are providing seniors and your community with a real opportunity. What are the benefits?

- You are increasing senior's awareness of health information; thus, helping them make better decisions.
- You are introducing or expanding seniors' knowledge of technology and helping them utilize it for their own and their families benefit.
- You are reminding people of available community supports that will continually assist them in contributing to their greatest potential.

Yes, this is a very good decision! Now, before developing your program, here are a few suggestions to consider regarding key steps, timelines, who to involve, and how to keep it simple but effective:

Step 1-

Decide to begin. To organize a program of this nature requires the commitment of a number of people, and is a fair amount of work. Actually making the decision that you want to see this happen in your community might be the most difficult challenge of all.

Step 2-

Once you've decided, it is time to recruit your committee. A strong core of four or five committed and energetic people should make up the organizing committee. Any more is hard to organize and get everyone to meetings, any less and there are not enough to carry the load without burnout or backup.

It would be good if half of the committee are seniors; moreover it would be very helpful if one of the seniors was connected to a local

seniors' organization. The other members ideally would be as follows: one from local home care service, one from education or technology service, and one person from a health agency. Again these are suggestions that may save you time.

Step 3-

Determine need or interest. Through a survey or a well-publicized meeting, determine if there is sufficient interest to run a course. As a rule of thumb, twenty interested people will probably generate 10-12 attendees. The first course is the hardest to run. If it is successful, word of mouth will make it easier to get participants for the next one.

In your survey or meeting, determine what days and hours are best for most potential participants. This is very important, as you will need to know when both participants and instructors can be available. Ask for first, second, and third choices. Also ask which issues and interests are most important to the group. This will help later when you review the curriculum.

Step 4-

Identify your resources. You will need at least two computers and preferably four or more, if your class is between 12-20 people. At least two should have Internet connection. It may be possible to get a school computer lab or a "Community Access Site" (CAP site) for part of the program. This would be ideal as everyone could have a computer to work on. Again, the scheduling is very important. Another consideration is a comfortable space, suited to the number of participants.

Step 5-

Determine the maximum number of participants you can accommodate. If classes are less than 10, it may be hard to get outside professionals

to come in and do the health presentations, as it is a large commitment on their part. If classes are too large (more than 20) there may not be enough computer hands-on time for everyone (unless you have secured a lab).

Step 6-

Review the curriculum with your committee. Is there anything that is not relevant to your group? Is there anything missing that is needed? The survey or meeting responses should be considered. Then decide who in the community could be brought in as an outside expert for each section you decide to run.

You will also need a computer instructor. This position lasts for the whole course and requires a fair amount of work. Sometimes a local computer teacher, or computer business owner will volunteer. Don't forget that there are often potential and qualified instructors in your community or seniors' organizations.

Step 7-

Contact the outside instructors and explain what you are doing and how they can help. Make sure you know exactly when you need them to be available and explain that you will confirm the final dates with them within a week. If they can't participate, ask them to recommend someone they know who might be willing to assist.

When the instructors are lined up, go back to your potential participants and ask them for a confirmation that they can attend on the dates set. It may take some juggling to match everyone's schedule. Once you have decided, set the date and let both participants and volunteers know. Ask for a confirmed commitment at this time.

Step 8-

You will need a program coordinator to organize the agenda each day,

plan and run the icebreakers, and generally keep things running smoothly. S/he should have an assistant to help with photocopying, organizing coffee and food and confirming the schedule with the volunteers. Some will need special equipment for their presentations.

Step 9-

Remember to evaluate. The feedback you get will tell you how to change the program as you progress, what works, what doesn't and any concerns participants and volunteers may have.

Step 10-

Launch! Remember, the objectives are to teach participants how to use the computers and Internet to get the information they want as well as to socialize, to meet new friends and to have fun. If they can do this, you have been successful and you should have no problem filling your next program! Good luck!

Getting Out the Word: Tips on Publicizing Your Program

Your program can be the best organized, best planned event of all time but it won't matter if nobody hears about it! Here are some ideas on how you can encourage participation and publicize your event:

Posters/Flyers: Do you need to find out how many veterans and other seniors would be interested in attending your program? Poster A in this kit is a simple way to encourage them to find out more about your program. Alternatively, you may want to host a local information session to tell people about your program. Poster B shows you how information about your meeting can be included on the poster. Place your posters in areas where your target audience will see them: your Legion branch, seniors' centres, libraries, places of worship, community bulletin boards or retail outlets. Make sure you ask permission to post your notice and remember to take it down when it is no longer needed.

Public Service Announcement (PSA)/Community Calendars: If you choose to host an information session about your program, you'll want to "broadcast" the news to as many people as you can. Paid advertising may be beyond your budget but don't lose heart! For example, many local radio and television stations run Public Service Announcements (PSAs) to call attention to community events. Local newspapers may also have a Community Calendar which lists upcoming activities of interest to their readers. Usually, there is no charge for these kinds of publicity. Unlike paid advertisements, however, the media outlet may decide not to run your notice. If it does run, you probably won't have any control on when, or how often, it appears. But you can increase your chances of having it accepted if you follow the format in the PSA Sample A and submit it to the media outlet at least three weeks in advance of the event.

Media Release: Local news organizations are always interested in what is happening within their community. One of the best ways to alert them

to your Program is to send them a Media Release. You can also include a Fact Sheet about the Program that media will find helpful. Designate one person on your organizing committee as the media contact and include this person's name and phone number on all media materials so that local journalists can call them for more information. Media releases should always be brief (1 page is ideal). Send the media release to the attention of the Assignment Editor or the News Editor. All media love their stories to be accompanied by pictures/video/audio so don't be shy about inviting local journalists to one of your weekly program sessions. Provide media with lots of notice (two to three weeks) and make sure you inform your participants about the media guests prior to their scheduled visit.

SENIORS

are invited to participate in a 8-week Learning Program:

Accessing Health Information

Learn How To:

- ☺ *Navigate the Internet*
- ☺ *Access Important Health Information*
- ☺ *Tap into Local Programs and Services*

Program Starts: (date)

(Place)

(Address)



**For more information, please contact:
(name, telephone)**

(Name of Your Organization)

invites You to learn more about a

New Seniors' Program

Accessing Health Information

This Program Helps Seniors Learn How To:

- ☺ *Navigate the Internet*
- ☺ *Access Important Health Information*
- ☺ *Tap into Local Programs and Services*

Learn How YOU can Participate in this Exciting Program

(Month, Day, Year)

(Place)

(Address)



**For more information, please contact:
(name, telephone)**

For Immediate Release

(Date)

SENIORS LEARN TO SURF THE INTERNET FOR HEALTH INFORMATION

(Seniorville) - Veterans and other seniors in Seniorville will soon participate in a unique educational program to learn how to surf the Internet for information on how to access health programs and services that can enhance their independence and well-being.

The program, *Accessing Health Information*, is a joint initiative of Veterans Affairs Canada and the Royal Canadian Legion. Locally, the program is being spearheaded by (your organization) in partnership with (name partners).

Approximately (#) veterans and other seniors will be participating in the eight-week program which begins on (date). Classes will be held at (place).

During the weekly, three-hour classes, seniors will learn how to use a computer to navigate the Internet for information about health-related programs and services that may be available to them. Health matters such as falls prevention, caregiver issues, depression and medication usage will be discussed and local health professionals will be on hand to provide participants with information about community support associated with these concerns.

"We're very pleased to be able to offer Seniorville seniors an opportunity to participate in a program that has been piloted very successfully in other parts of Canada. Giving seniors the tools they need to make informed decisions about important life choices is a key way to ensure they remain active, contributing members of our community," says (Program spokesperson).

For more information, please contact:

(designated media spokesperson)

(telephone/fax numbers)

When a member of the local media contacts you, they will obviously want to focus on

what is being done locally to advance the program. Among other things, they may want to know who is organizing the program, how many participants there are, where it will be held and what local resources are being used. They may also want some general or background information on the program. The Fact Sheet can be distributed directly to media. Alternatively, your media spokesperson can use the information to answer questions posed by the media.

FACT SHEET

Background:

Q1. How did the program, *Accessing Health Information*, get started?

A1. The idea for the program took shape in 1998 when Veterans Affairs Canada approached the Royal Canadian Legion with an idea to use surplus departmental computers as part of a health promotion and education learning tool for veterans. The Legion was extremely supportive.

Q2. What made you think veterans would be interested in such a program?

A2. Finding from the Department's Review of Veterans' Care Needs indicated that veterans and their families wanted better and more timely access to information about VAC's programs and services. Many also indicated that they had insufficient knowledge of how to access programs and services offered within their community. We also believed that veterans, like a growing number of seniors, would embrace new technology provided it was introduced to them in an unthreatening manner. For example, evidence of seniors' increasing interest in computers has been documented through Statistics Canada and the Department's own web site is being visited by a growing number of dedicated "Net Vets" and their families.

Q3. What are the program's objectives?

A3. We have five key objectives:

- improve veterans'/seniors' ability to use the computer to access the Internet;
- increase veterans'/seniors' access to health information;
- increase veterans'/seniors' knowledge of relevant local programs and services;
- decrease veterans'/seniors' social isolation;
- facilitate partnerships between government, local Legion branches and community organizations.

Piloting the Project

Q4. When did the program get off the ground?

A4. In May, 1999, the Department, in partnership with the Nova Scotia Provincial Command, branches of the Royal Canadian Legion and local community health organizations, spearheaded the first pilot program at four Legion sites: Sydney, Lower Sackville, Truro and Kingston. A second pilot program commenced in October, 1999 at two Legion sites in Prince Edward Island: Wellington and North Rustico.

Q5. How many veterans/seniors participated in the pilots?

A5. Approximately 80 in Nova Scotia and 40 in PEI.

Q6. Can you provide a brief profile of the participants?

A6. Yes. Participants were drawn from the local communities' veteran and senior population. Many participants were representatives from other Legion branches who, it was hoped, would apply what they had learned during the pilot to help advance the program within other communities. It's also important to note that prior to taking the program, a majority of the participants had little to no experience in using a computer, nor were they knowledgeable about the Internet or how to access information from it.

Q7. How much did the pilots cost?

A7. Training at the six pilot sites was carried out with an operating budget of approximately \$22,000 .

Evaluating the Pilots

Q8. What kind of feedback have you received from participants?

A8. Overall, graduates of the program gave the program a 4-star rating out of a possible 5, with all participants stating that they would recommend this program to others. Weekly evaluations completed by participants at each pilot site revealed that their satisfaction level with the sessions was "very good". As well, they ranked their improved understanding of particular health and computer topics in the "very good" range. Many participants said they enjoyed the friendship and comradeship of the sessions, adding that learning as a group made the introduction to computers less intimidating. Many of their comments have been noted in Participants Speak Out.

Q9. Did the program generate other positive outcomes?

A9. Yes. Many participants, once familiarized with computers, discovered that it was an excellent tool for communicating with family and friends that live at a distance, a benefit that may help to alleviate social isolation on an ongoing basis. Others discovered new areas of interest, such as genealogy, that promises to add to their ongoing enjoyment of life.

Looking Toward the Future

Q10 What is the current status of the Program?

A10 We're pleased to report that the Program is evolving at a national level and at the local level.

National: Based on the positive feedback from the pilot projects, Veterans Affairs Canada is planning to expand the reach of the program into other provinces.

Local: As a result of the "train the trainer" approach used during the pilot, the original 4 sites trained representatives from 26 additional Legion branches. Many of these "graduates" are now spearheading programs within their branches to partner with other local communities to provide health information to veterans and seniors.

Public Speaking Notes

- Slide 1: Hello. My name is _____. I'm (*title*) of (*organization*), and I'm here today to talk about an exciting new program that will help seniors within our community access information they may need to maintain their independence and well-being.
- Slide 2: The program I'm referring to is called *Accessing Health Information* and it was developed through a very unique partnership between Veterans Affairs Canada and the Royal Canadian Legion. The idea for the program originated in 1998 when VAC approached the Legion about using surplus departmental computers to establish a health promotion and education program for veterans and other seniors. The Legion was extremely supportive. Both organizations were well aware that many veterans, especially in rural areas, were finding it difficult to access information about services and programs that could help them "age in place" with independence and dignity. They were equally aware that a growing number of seniors either owned computers or were eager to learn how to use them.
- Slide 3: In 1999, to help celebrate the International Year of Older Persons, six pilot learning sites were established: four in Nova Scotia and two in Prince Edward Island. Approximately 120 veterans and other seniors participated in the pilot phase.
- Slide 4: The program had several key objectives. For example, on behalf of the veterans and seniors who participated in the program, VAC wanted to:
- improve their ability to use a computer and access the Internet;
 - expand their access to health information;
 - enhance their knowledge of local health-related programs and services;
 - promote their ability to exercise control over, and improve, their health and;
 - decrease potential social isolation they may be experiencing.
- From a departmental standpoint, VAC also wanted to facilitate partnerships between government, community and local legion branches.
- Slide 5: When asked to evaluate the program, participants from the pilot sites gave it a four-star rating out of a possible five. As you can see from some of their comments, they were extremely enthusiastic about the program. In fact, all those interviewed recommended that it be offered to other communities. Based on this positive feedback, Veterans Affairs Canada made a commitment to expand the reach of the program. Which brings us to (*insert the name of your community*).
- Slide 6: A few (*weeks/months*) ago, members of our (*insert name of your organization*) made a commitment to introduce this program to interested members of our seniors' community. As you know, we have a large and active seniors' population, most of whom continue to live

independently within our community. In addition to lending much needed support to family and friends, many remain active members of our business and volunteer community.

In return for all the wonderful support that seniors offer us, we believe that our community has an obligation to ensure that older residents have access to programs and services that will add value to the quality of their life.

Often, making the right decisions is the successful result of having access to the right kinds of information. That's where this program comes in. It offers seniors the opportunity to explore new and innovative ways of gathering information about matters that are important to them.

So let's discuss how this program will be carried out in our community.

- Slide 7: Let me begin by saying that this is an eight-week program and that classes will be held at (*insert location*). The weekly sessions will be led by a program facilitator, assisted by a computer training professional. During each three-hour class, participants will:
- receive hands-on instruction on how to use a computer and access the Internet;
 - participate in a health information discussion on specific topics of interest to seniors;
 - enjoy refreshment and social breaks.

- Slide 8: Despite the emphasis on using technology, let me reassure you that this program has been designed to help seniors who may have little, or no, knowledge of computers or the Internet. In addition to learning some very basic computer skills, we'll be exploring health issues that may be of particular concern to you or to someone you know. With some simple instruction and a few hours of hands-on training, you will soon navigating the Net with ease. For example, in the weeks to come we'll be surfing the Internet for information about falls prevention, caregiver issues, medication usage and mental health strategies. Our community is blessed with a wealth of caring professionals who deal with these kinds of concerns every day. We're fortunate to be partnering with some of these experts who will be on hand during the program to answer your questions and to provide you with information about local resources that you can tap into.

- Slide 9: Because we're all individuals, with different needs and interests, this program is bound to benefit different people in different ways. But there are two remarkable benefits that I'd like to bring to your attention. First:

1. The ability to navigate the Internet means that you'll be able to access important information, at your convenience, regardless of where you live, what disabilities you may have, how old you are or your level of income. As you'll discover, this is not an information tool that we should allow our children and our grandchildren to monopolize! Second:

2. A better understanding of programs and services that may be available within our community, or elsewhere, may help you to make more informed choices about how you live your life. Or it might help you to help someone you care about. Last year, for example, a participant who volunteered for Meals on Wheels planned to share the information he learned with the people he visited every month.

The common denominator, in both instances, is that access to more information, be it through the Internet or via one-on-one discussion with a local health care professional, can enhance your well-being and extend your independence within our community. That benefits both you and the community.

In addition to these key advantages, you may also find that this program benefits you in ways you never imagined. Once you become comfortable with computers and the Internet, for example, you might want to join the world's growing community of e-mail users. With e-mail, you'll be able to communicate regularly with family and friends who may live at a distance. I imagine how wonderful it would be to "talk" to your grandchildren every day and be able to receive pictures and letters that they mail to you electronically. Another participant is now using the Internet to research his family history. Others found it an excellent tool to bone up on some gardening tips or research their next vacation. The possibilities are endless.

To some extent, what you learn and how quickly you learn it will depend on your own skill levels, past life experiences and interests. For example, if you know how to type or you regularly use other forms of technology, such as an Automatic Teller Machine, you might find that you're very comfortable using a computer. By the same token, some of you will be very familiar with certain health matters, like Alzheimer's disease, while others will have a greater interest in learning about falls prevention or medication use.

Whatever you do, don't be alarmed if you feel that others are learning faster than you. This is not a competition. We're there to learn. But we're also there to have fun!

Slide 10: In fact, in their evaluations, many "graduates" have told us that the ability to meet and socialize as group was one of the most rewarding

aspects of the program. And because technology can be a bit intimidating, they also said that learning about computers was a lot less stressful when they could count on the support and encouragement of their classmates.

Slide 11: Ladies and gentlemen, your presence here today tells me that you value the opportunity to learn new skills and gather information that can help you or someone you care about. I want to thank you for your attention and I'll be glad to answer any questions you may have.

Much of the success of your Program will hinge on how well you communicate its objectives and benefits to your community, Program participants and the media. The Facilitators' Introductory Speaking Notes and Slide Deck A has been developed to help you introduce the Program to participants during Session 1. A modified version of these notes, Public Speaking Notes and Slide Deck B will assist you should you choose to host a community information session.

Facilitators' Introductory Speaking Notes

- Slide 1: Hello, everyone. Welcome. My name is _____ and I'm (title) of _____. I'm looking forward to being your host over the next eight weeks as we embark on an exciting new venture that will introduce you to new ways of accessing information that can help you to maintain or enhance your independence and well-being within our community.
- Slide 2: As you're aware, this program is called *Accessing Health Information*. It was developed through a very unique partnership between Veterans Affairs Canada and the Royal Canadian Legion. The idea for the program originated in 1998 when VAC approached the Legion about using surplus departmental computers to establish a health promotion and education program for veterans and other seniors. The Legion was extremely supportive. Both organizations were well aware that many veterans, especially in rural areas, were finding it difficult to access information about services and programs that could help them "age in place" with independence and dignity. They were equally aware that a growing number of seniors either owned computers or were eager to learn how to use them.
- Slide 3: In 1999, to help celebrate the International Year of Older Persons, six pilot sites were established: four in Nova Scotia and two in Prince Edward Island. Approximately 120 veterans and other seniors participated in the pilot phase.
- Slide 4: The program had several key objectives. For example, on behalf of the veterans and seniors who participated in the program, VAC wanted to:
- improve their ability to use a computer and access the Internet;
 - expand their access to health information;
 - enhance their knowledge of local health-related programs and services;
 - promote their ability to exercise control over, and improve, their health; and
 - decrease potential social isolation they may be experiencing.
- From a departmental standpoint, VAC also wanted to facilitate partnerships between government, community and local legion branches.
- Slide 5: When asked to evaluate the program, participants from the pilot sites gave it a four-star rating out of a possible five. As you can see from some of their comments, they were extremely enthusiastic about the program. In fact, all those interviewed recommended that it be offered to other communities.

Based on this positive feedback, Veterans Affairs Canada made a

commitment to expand the reach of the program.

Slide 6: Here, in our community, the program is being sponsored by _____ . We're also very fortunate to be partnering with some very special organizations within our community that will provide you with lots of practical information on programs and services that may be of benefit to you or to someone you know.

I know you're eager to roll up your sleeves and get down to business but before we do that, I want to take a few minutes to go over some key information about this program and how you can benefit from it.

Slide 7: First, let me reassure you that this program has been designed to help seniors, such as yourself, who may have little, or no, knowledge of computers or the Internet.

In addition to learning some very basic computer skills, we'll be exploring health issues that may be of particular concern to you or to someone you know. With some simple instruction and a few hours of hands-on training you will soon be navigating the Net with ease. For example, in the weeks to come we'll be surfing the Internet for information about falls prevention, caregiver issues, medication usage and mental health strategies. As you may know, our community is blessed with a wealth of caring professionals who deal with these kinds of concerns every day. As I've mentioned, some of these experts will be on hand over the next few weeks to answer your questions and to provide you with information about local resources that you can tap into.

Slide 8: Because we're all individuals, with different needs and interests, this program is bound to benefit each of you in different ways. But there are two remarkable benefits that I'd like to bring to your attention.

First:

1. The ability to navigate the Internet means that you can access important information, at your convenience, regardless of where you live or what disabilities you may have. As you'll discover, this is not an information tool that we should allow our children and our grandchildren to monopolize! Second:

2. In addition, a better understanding of programs and services that may be available within our community, or elsewhere, may help you to make more informed choices about how you live your life. Or it might help you to help someone you care about. Last year, for example, a participant who volunteered for Meals on Wheels planned to share the information he learned with the people he visited every week.

The common denominator, in both instances, is that access to more information, be it through the Internet or via one-on-one discussion with a local health care professional, can enhance your well-being and extend your independence within our community. That benefits all of us.

You may also find that this program benefits you in ways you never imagined. Once you become comfortable with computers and the Internet, for example, you might want to join the world's growing community of e-mail users. With e-mail, you'll be able to communicate regularly with family and friends who may live at a distance. Imagine how wonderful it would be to "talk" to your grandchildren every day and be able to receive pictures and letters that they mail to you electronically. Another participant is now using the Internet to research his family history. Others have found it an excellent tool for boning up on some gardening tips or researching their next vacation. The possibilities are endless.

To some extent, what you learn and how quickly you learn it will depend on your own skill levels, past life experiences and interests. For example, if you know how to "keyboard" or you regularly use other forms of technology, such as an Automatic Teller Machine, you might find that you're very comfortable using a computer. By the same token, some of you will be very familiar with certain health matters, like Alzheimer's disease, while others will have a greater interest in learning about falls prevention or medication use.

Whatever you do, don't be alarmed if you feel that others are learning faster than you. This is not a competition. We're here to learn. But we're also here to have fun!

Slide 9: In fact, in their evaluations, many "graduates" have told us that the ability to meet and socialize as a group was one of the most rewarding aspects of the program. And because technology can be a bit intimidating, they also said that learning about computers was a lot less stressful when they could count on the support and encouragement of their classmates.

On that note, let's begin with a little icebreaker that will help us to get to know one another....

(Handy worksheet for facilitator for those weekly reminders of jobs to be done to ensure that each session goes without a hitch!

Please photocopy this page for each week)

Jobs to be done!

Week _____

- Room Set-Up, Handouts, Food Ready
- Volunteers to Assist Resource People

- Evaluations are Read & Changes Occur
- Computers are checked, bookmarks are set
- Other: _____
- _____
- _____
- _____
- _____

To Help Group Discussion, I Can.....

- ✓ set a relaxed feeling in the group
- ✓ seat everyone in a circle so we can see each other
- ✓ make sure the task or problem is clear to everyone
- ✓ see each person's ideas as worth hearing
- ✓ hear each person as best I can, trying to understand

- ✓ feed back to each person what I think their message is
- ✓ ask questions of each other - allow equal time
- ✓ disagree with ideas - not people
- ✓ respect differing opinions
- ✓ speak to the point - briefly
- ✓ give others a chance to react to what I say
- ✓ allow time at the end to find out how it went, and how the group feels about the process
- ✓ thank everyone for participating and giving input

Staying comfortable and healthy while using your computer

- ✓ The top of your monitor should be at eye level
- ✓ The monitor should be between 15 and 22 inches from your head
- ✓ Don't let reflection give you a headache or fatigue your eyes - make your monitor perpendicular to the window, or make a hood or shade for your monitor out of cardboard (don't cover ventilation slats or holes)
- ✓ Fold up or roll an old hand towel and place it at the foot of your keyboard where you rest your wrists. You can also use that bubble wrap stuff. Try

taping down the towel or bubble wrap so it won't unfold or slip.

- ✓ Prop up a document on a clipboard so that the document is not laying on a flat surface and strain your neck
- ✓ Contours of your chair should support your lower and upper back and your feet should be able to rest flat on the floor
- ✓ You should have your desk just above elbow height.

Weekly Summary Report (Program Coordinator)

40. What worked well?
 - During the week (planning and organizing piece)
 - During the session (delivery piece)
41. What didn't work well?
 - During the week
 - During the session

42. What can be done differently/better?
43. What changes do I plan to carry out to make the next week better?
44. Were there any unexpected changes or unintended effects that resulted from the project this week? Describe.
45. If you have stories about how the project made a difference for a participant, volunteer or yourself, please describe.
46. General comments.

LEARNINGS FROM THE PILOT PHASE

1. Communication between all partners is essential.

- S** Sufficient lead time is needed to allow for good communication between all parties involved in the project.
- S** Someone knowledgeable about the program should speak to executive or general meeting to recruit suitable program participants. It is important for everyone to understand (especially participants) that there are two distinct parts to the training- computers and health information (both local and via the Internet).

2. Hire appropriate staff with sufficient lead time to prepare.

- S Facilitator needs to be well organized, enthusiastic, flexible, capable of leading a session if resource speaker fails to show and able to create a comfortable, enjoyable learning environment.
- S Computer instructor is key - needs to be patient, knowledgeable and able to work with adults in a learning situation.
- S Conduct meeting between Organization committee, facilitators and computer instructor to ensure program is clearly explained and any issues are resolved.
- S Allow sufficient time to facilitators and computer instructors for course preparation; ensure both instructors collaborate on weekly topics to be covered.
- S Contact health professionals/local community resources well in advance to give them lead time to prepare their presentation.

3. Facility for the course should be suitable.

- S Ensure computers and Internet connections are set up and working well; conduct a trial run to make sure all is in order.
- S Check any accessibility issues and resolve.
- S Contact local school or community college to arrange to use their computer facility, if possible.
- S Check logistics if two facilities will be used (ie. transportation issues).

4. Preplanning for Participants is Important

- S Register participants and complete participant profile with their level of computer knowledge; this allows for appropriate computer groupings.
- S Written contact with participants containing course outline, telephone number of facilitator etc. at least one week before course start date; follow-up telephone call to answer any questions.
- S Timing for the course is crucial; check conflicts with other community events; hold program on the same afternoon or evening for each of the eight consecutive weeks.

5. Computer Training

- S Conduct initial sessions in a computer lab (school or community college) where each participant has a computer.
- S The computer/student ratio should be 1:1 or 1:2 (or as close as possible to this ratio). If the ratio is higher, the learning results will be compromised.
- S All computers should be connected to the Internet.

- S Use an organized buddy system where you match one computer literate participant with a novice.
- S Where the computer/student ratio is high (greater than 1:2), have assistants to help the instructor.
- S Have computer instructor on hand before and after each session to answer questions.
- S Prepare a computer manual with all the detailed steps written out for each week so participants can practice during the week.
- S Limit course to 20 participants.

6. General

- S Make session very interesting from the start as once seniors are hooked, they tend to participate to the end.
- S Nutrition lunch break is important for networking and making contact with presenters.

**“Accessing Health Information”
Series Overview**

<i>Weeks</i>	<i>Session A-Computer</i>	<i>Session B-Face-to-Face</i>
Session 1	“Computers Don’t Byte”	“Health Promotion”

Session 2	"Surfing the Net"	"Healthy Living"
Session 3	"Let's Review-Favorite Sites" Highlight DVA / Other Federal Government Departments	"Overview of Resources"
Session 4	"Care-giving Sites"	"The Care-giving Experience"
Session 5	"Understanding Depression/Dementia & Emotional Health"- Sites	"Depression/Dementia & Emotional Health"
Session 6	"Falls Prevention & Active Living"- Sites	"Learning about Preventing Falls/ Active Living"
Session 7	"Medication Awareness & Holistic Health"- Sites	"Wise Medication Usage & Holistic Health"
Session 8	"Celebration"	"Final Summary & Discussion. Celebration & Certificates"

Week 1
(Format 1- Group Divides in Two)

1:00-1:05 Welcome and
Introduction to the Day

"Temperature Check"(Evaluation Resources)

1:05-1:20

Overall Group Ice Breaker
-You choose! See Ice Breaker Ideas.

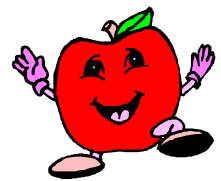
1:20-2:10

Group Divides into Two
Session A: "Computers Don't Byte"
(Notes 1-A)
-Introducing the Computer
-Meeting the Mouse

Session B: "Health Promotion"
-What creates health & well being?(Notes 1-B)
-Tips to share

2:10-2:15

Overall Group Exercise Stretch Break-
-You choose! See Facilitators Materials



2:15-2:35

Nutrition Break

2:35-3:25

Group Divides into Two- (Groups Reverse)
Session A: "Computers Don't Byte"
-Introducing the Computer
-Meeting the Mouse

Session B: "Health Promotion"

-What creates health & well being?

-Tips to share with one another.

3:25-3:40 Question & Answer Period
Brief Evaluation (See Evaluation Resources)

3:40-4:00 Summary
Appreciation
Introducing Next Week's Topic

Great Job!

You now know more about the Computer,
basic buttons, and how to move the Mouse.

As well, you may understand health better and for this, we are glad!

Week 1

(Format 2- Group Stays Together)

1:00-1:05 Welcome and Introduction to the Day
"Temperature Check"(Evaluation Resources)

1:05-1:20 Overall Group Ice Breaker
-You choose! See Ice Breaker Ideas.



1:20-2:10 Computer Session:
"Computers Don't Byte"
(Notes 1-A)
-Introducing the Computer
-Meeting the Mouse

2:10-2:15 Overall Group Exercise Stretch Break-
-You choose! See Facilitators Materials



2:15-2:35 Nutrition Break

2:35-3:25 Health Session:
"Health Promotion"
-What creates health & well being?(Notes 1-B)

-Tips to share

3:25-3:40 Question & Answer Period
Brief Evaluation (See Evaluation Resources)

3:40-4:00 Summary
Appreciation
Introducing Next Week's Topic

Great Job!

You now know more about the Computer,
basic buttons, and how to move the Mouse.

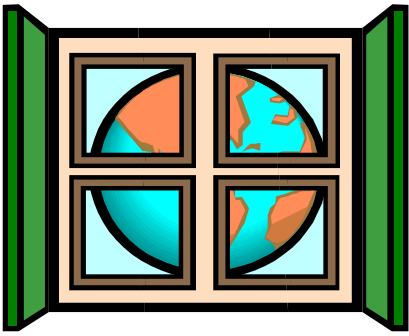
As well, you may understand health better and for this, we are glad!

Computer Facilitator Notes 1-A

To ensure that the learning experience is smooth and hassle-free, some set-up may be required on your part. First make sure that the computers are running properly with all the necessary hook-ups and programs installed. Quickly pre-run through everything before the session begins although Murphy's Law is always present in the best of times....

Below, are some suggestions for setting up the computers prior to the first

session:



- Preset the keyboard so that the keys won't repeat itself if someone has a heavy or shaky hand (done through control panel or settings and keyboard icon);
- Set the mouse speed also to moderate until participants get a feel for "clicking". (done through control panel/settings and mouse);
- The size of the print on the screen can be set to be large type and is much easier on the eyes (done through control panel/ settings, font);
- Some background colours are easier on the eyes and you may want to try a dark background with light type i.e. white type on blue background (similar to what title bar is now) done through control panel/settings and display.

Session 1 - Computer Basics

Prior to introducing computer basics, a mouse exercise should be minimized so that participants are not frustrated at getting to a program before they even begin. Solitaire is always popular, although some seniors will not play cards of any sort. A simple jigsaw puzzle program can be installed or downloaded and is good for learning moving, dragging and some clicking and the puzzles are age appropriate. Try www.downloads.com for programs that teach the use of the mouse.

Also minimized, should be a simple word processing program that has a toolbar is also handy to learn parts of the screen window and mouse movements. Although you do not have time to learn much about the computer, most computer users use a computer for writing information and or documents and if time allowed more in the third session, you may want to go into opening, editing and saving documents.

By the end of the computer session, participants should know parts of the computer, how to move the mouse, know screen and button features, and may be able to open and exit programs. This is a lot to introduce to new users and the goal is to establish a comfort level of computers. Take it slow and feel your group out. You can build time for review and progression in each session to follow.

In the extra resources section there is a fun quiz about computers and an easy to understand dictionary of computer terms.

Good Luck and **HAVE FUN!**

Introducing the
Computer



Main Menu

Learning the Lingo

- G** Identifying the computer parts
- G** Terms to know
- G** Test yourself

Using the Mouse

- G** Pointing, clicking and dragging the critter
- G** Practice playing solitaire, put a jigsaw puzzle together

What's on your window screen?

- G** Minimize, maximize and close
- G** Bars and buttons
- G** Terms to know

How to get in and out

- G** Starting, editing and closing

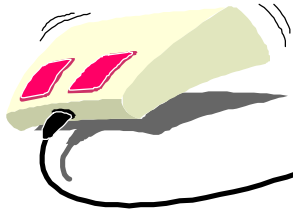
Let's practice and play!!!!

Learning the Lingo:

(What are we looking at??)

itor
scre

Lets you see a display

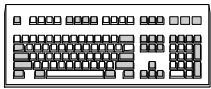


Mon
or
n:



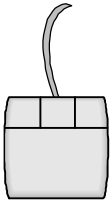
Keyboard : Similar to typewriter but has a row of function (f) keys and a number pad attached.

Allows you to type in text. See Reference page to learn individual keys.



Mouse:

We use a mouse to give the computer ccommands. A mouse has two or three buttons ddepending on the job it has to do. It runs on a llittle ball underneath and needs a smooth surface to move (usually a mouse pad). We will be learning more about the mouse later.



Hard Drive: This is the guts of the computer, a giant storage and memory bank. It can also be called your "c" drive.



Disk Drives: These hold smaller amounts of storage either as a floppy 3 1/4 disks or cd's. Usually termed as "a" drive or "d" drive.



This is all you need to run a computer. Printers, speakers, scanners, zip drives, modems etc... are extras.

Using the Mouse

We use a mouse to give the computer commands. Mouses come in all shapes and sizes but usually have two or three buttons termed "left", "centre" and "right" buttons. It can be changed to suit either left or right handed people.

"**Left**" button is where you do most of your commands

"**right**" button is for shortcuts

"**centre**" button is for games when you have to run, jump, and fight at the same time.

The mouse in your hand runs on a little track ball underneath it (it's okay, you can peek) and it needs a smooth surface to run freely, although it is tethered by a cable, which feeds commands on to the screen. It looks like an arrow most of the time but can change shape into an indicator (I) beam or double or quad headed arrows too depending on the job it has to do.

Pointing: pointing is simply moving the mouse where you want to.

Clicking: left mouse button two types:

Single clicking: highlights or selects something.

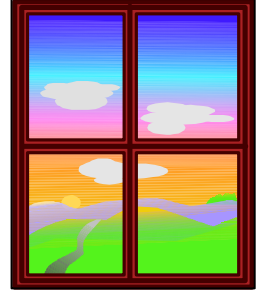
Double clicking: makes something happen, runs a tiny program

of its own and is used to open up programs. A little hour glass may appear which means "wait, I'm doing what you are asking me too, I'm just a little slow."

Dragging: puts things in and out of view by clicking and keeping the mouse button down while moving it across the pad. Also used to highlight text and then carrying out a command.

Practice: (Instructor should have a mouse exercise such as solitaire, or jigsaw puzzle minimized at the bottom of the screen.)

What's on your window screen?



Take an example of a word processing program (i.e. wordpad)

The top row is the **title bar** (usually blue when in use) and there is a title on the left hand side. On the right hand side are three symbols:

(box with dash): means to *minimize* or make the screen smaller. You want to do this when you get another program or if the spouse is coming and you don't want to be caught playing cards. The program is still available to use but not visible. It shrinks down to the bottom of the screen. To bring it back to full screen you would click on the title of it.

(Middle box): Is the *maximize* button when it looks like a full square which makes the screen a full size so you don't see any background or it is a *restore* button when it looks like two squares for you to see two programs at once, maybe you want the word pad program and the calculator at the same time.

(Box with X): This is to close or exit out of the program.

Practice: (Try all three commands by minimizing, maximizing, restoring and exiting.)

The next row is called the **menu bar** because it has a row of menu choices, just like at a restaurant. By single clicking on any word will drop down a menu of commands or functions. Standard menu items are: file, edit, view and help. Anything in between pertains specifically for the program you are using.

Practice:(Click on file, then run your mouse down or across the bar.)

The next row (and there may be two or more rows) is the *tool* or *button bar* and this is a graphic representation of what you will find in the menu bar but is more accessible and people like to click on pictures rather than having to search and read them. It just makes life a little easier.

Most programs today, if you run the mouse over the picture will also give you text as to what the buttons will do. You usually have to highlight what you want done before you carry out the command. You can customize this bar to suit your needs.

Practice: Type your name and address and phone number. Bold your name, make your address in bigger print (font) and change the style of font in the phone number.

Other things on your screen:

status bar: on the bottom of the screen and may tell you what line/position/page you are on

scroll bars: on the side on the screen to indicate where you are on the page (top to bottom). Clicking on the arrows will scroll the page. Sometimes there are left-to-right scroll bars too.

Other tool bars: can be customized such as rulers, paint, etc.

How to get in and out and about

Getting In:

There are three ways to get to a computer program.

The first thing you see when the computer starts up is a background screen with small pictures called *icons*. These icons are easy access to programs by double clicking on them, which will open up the program and you can instantly start working or playing. You want to have on your front screen or *desktop* as it is called all the programs you don't want to be rooting around for. Four icons are already in place for you when you start your computer: (my computer, network neighbourhood, recycle bin, and inbox) all others are of your choosing.

The second way to get to a program is through your *start* button. By selecting it (clicking) it brings up a menu of choices. By running the mouse up to "programs" will lead you to actual programs or categories of programs. Just follow the arrows until you've reached your destination program and single click.

The third way to get to a program is similar to the second way but at the bottom of the program menu is "Windows Explorer" and this is where the computer's filing cabinet is. It stores all the programs and files that you see on the desktop and in the start menu plus others. You may store programs here that you don't use often or don't want others to have easy access to or would just clutter up your desktop.

Getting Out:

Getting out of a computer program is simply a matter of clicking on the "x" at the top right hand corner of the program, or you can select "file" and select "exit" usually the last menu item. Some programs may have an exit command that you click.

To end your session on the computer, you go to start (sounds strange, but you do). The start button is in the bottom left corner. Select it, then select "shut down", then make sure the command that you want (shut down the computer) is selected and click ok.

The start button is on a bar called a "task bar". "Start" will always be in the left corner and the time will be in the right corner. Some programs that run automatically or continuously will also show up next to the time but you don't have to worry about them (similar to breathing, it just happens). If you leave your mouse on the time, the date will appear (a handy feature). In between the two ends are any open programs that you may have minimized so you can switch between programs. This is called "multi-tasking" - the computer can do several things at once. But beware, before exiting the computer for good, these programs have to be exited as well or information may not be saved and programs may not open properly the next time.

Look at that! You now know your computer basics...and the computer didn't blow up!!! Good for you!

Bookmarks for Session 1

Computer Basics:

Your computer comes with a help section and most come with a basic tutorial which are easier and easier to understand these days. They have a quick index which pinpoints your questions quickly. There are also downloadable computer tutors that will help you in "computerese," Windows 95 or particular software programs.

www.bbc.co.uk/education/cdb/

- good site from Britain that has a computer tutorial, introduction to Windows, how to get online and search the Web.

www.seniornet.org

- bringing wisdom to the Information age. This site offers educational programs which promote and support the use of computer and Internet by older adults; articles, resources and links.

Health Promotion:

www.canadian-health-network.ca

- network which provides access to resources of leading Canadian health organizations on prevention and health promotion; good information to help you take care of yourself and those you care about.

<http://www.hc-sc.gc.ca/>

- this is Health Canada Online. Excellent site full of information in easy to use manner. It is available in both languages... just click on français box on top of page. Helpful to all ages and professional groups.

<http://activeliving.ca/activeliving/alc.html>

- site is dedicated to the promotion and development of active living in Canada ; it has resources and sharing of ideas and information about active living.

<http://healthyway.sympatico.ca>

- this site links to thousands of the best sites and resources on the Internet, including listings of Canadian health and medical associations, wellness magazine, recipes, etc.

www.cpha.ca

- this is the Canadian Public Health Association site. Very good plain language information on all aspects of health.

www.chebucto.ns.ca/CommunitySupport/CHPNA/docs.html

- this is the Canadian Health Promotion Network Atlantic website which has a clearinghouse of community health resources.

<http://www.hirc.pe.ca/auth.html>

- this is an excellent plain language collection of health information in all areas. It is provided by the Health Information Resource Centre in Prince Edward Island. Very easy to use.

Note:

- Please check URLs at the top of Internet Resources in the reference material at the end of each session. You may wish to look up further information at those sites.
- Also please refer to the Resource List in the Supplementary Section of this binder.

Presentation Notes 1-B

Health Promotion

A. Introduction of Speaker & Topic (5 min)

Suggestion: Public Health Nurse or Community Health/Health Promotion Person

Your Ideas:

B. Presentation (35 min) - "What really determines health"

Suggested Outline:

- Brainstorm on "What is Health?"
- Present holistic health: physical, mental, emotional, spiritual and Health Determinants (See Resources)
- Discuss "Health Tips" using participants' ideas and resources.

Your Ideas:

C. Final Discussion & Questions (10 min)

(Format 1 - Group Divides in Two)

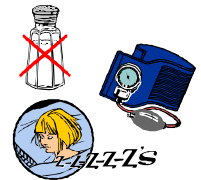
1:00-1:05 Welcome and
Introduction to the Day

1:05-1:20 Overall Group Ice Breaker
-You choose! See Ice Breaker Ideas.

1:20-2:10 Group Divides into Two
Session A: "Surfing the Net"
Notes 2-A
-Introducing the Internet
-Surfing



Session B: "Healthy Living"
Panel: Notes 2-C
-Seniors Tell Their Stories
-Discussion and Questions



2:10-2:15 Overall Group Exercise Stretch Break-
- You choose! See Facilitators Materials

(See Week 1 for Format 2- Group Stays Together)

2:15-2:35 Nutrition Break

2:35-3:25 Group Divides into Two- (Groups Reverse)
Session A: "Surfing the Net"
-Introducing the Internet
-Surfing

Session B: "Healthy Living"
-Seniors Tell their Stories
-Discussion and Questions

3:25-3:40 Question & Answer Period
Brief Evaluation (See Evaluation Resources)

3:40-4:00 Summary
Appreciation
Introducing Next Week's Topic

Great Job!

You now know more about the Internet
basic buttons, and how to e-mail.

As well, you have learned from one another... that's great!

Computer Facilitator Notes 2-A

Session 2 - Internet:

First and foremost, make sure you are connected and logged in!

Best way to learn is hands on with a general search of their choice. Having a search engine as a home page is handy (Yahoo Canada - www.yahoo.ca) so that participants can practice with broad category searches or specific word searches and then they can use some of the button features i.e. back, home, and links. This will be your main exercise for this session so that participants can get a feel for "surfing". To get some assurance of success, you can have bookmarked sites i.e. DVA site or Canada 411 and they can look up their name and phone number or of their relatives. I would leave the e-mail section for another day, although many participants will be looking forward to this aspect of Internet.

The Internet - What is it?

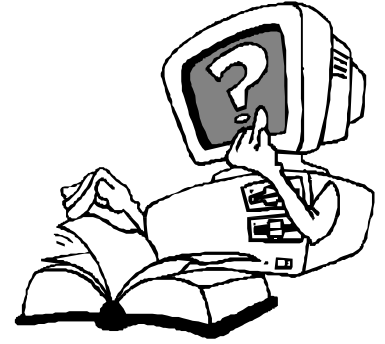
The Internet is a "collection of computers" that are located all over the world, and are "connected" to each other "through the phone lines" (and now through cable TV).



In 1969, the U.S. Dept. of Defense decided to try and connect major computer centres together in a network. In the event of a disaster in one part of the country the system could continue to communicate. It evolved to include universities and colleges and in 1994, the World Wide Web was born and Netscape. This took the Internet from text only to combining graphics, sound animation and video in an easy navigational manner.

Why use the Internet?

The Internet is not just about computers connecting to computers but more about people connecting with each other and sharing information. When you have access to the Internet you can do any number of things:

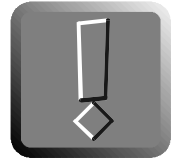


- ✓ research or look up information
- ✓ send and receive e-mail, chat, have discussions with people who can be anywhere in the world at the time
- ✓ buy stuff, sell, do banking on-line, transactions
- ✓ marketing, make a web page of yourself. The WWW is the biggest publishing network in the world

The World Wide Web (www) (or Web for short) is the software system that runs on the Internet and is just one of the many ways of exchanging information over the Internet, but it is the most popular and the easiest to use.



BUTTONS of the Net:



The buttons on the toolbar at the top of your screen allow you to perform some common tasks while connected to the Internet. Clicking once on a button performs the task written on the button. The tasks are as follows:

BACK If you click on a link and it loads a page you don't really want to look at, you can do a single click on the back button and go back to where you were before.

FORWARD The forward button works in the same way, so you could then do a single click to take you forward again.

HOME takes you to the beginning page that appears each time you connect to the Internet. If you get lost, come on home. Click on the house and you return to the start page. You can begin again. It is good practice to come home when you are ending your session on the Internet just so you are not left hanging in cyber space.

SEARCH takes you to a list of search engines. A search engine is a web site which has lists of other pages on the Internet organized by subject. We will explain how to find web sites you are interested in from these lists shortly.



PRINT lets you print out the web page you are looking at on whatever printer you use.

STOP stops a page from loading - if you realise you've made a mistake or don't want to wait for a slow web page to load.

REFRESH (RELOAD) Gives a kick in the behind to get a connection - will reload the page you are on.

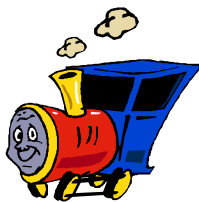
FAVOURITES (BOOKMARKS) Click here to get your favourite site addresses. Click on a name to go directly to that address. Saves on searching for the site each time.

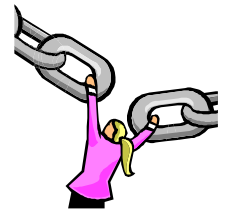
Search Engines:

The amount of information available on the Web is so vast that it can be daunting, especially if you are looking for specific facts rather than just casually 'surfing' around to see what you come across. To help you sift this huge array of information there are web sites called search engines which make it much easier to find what you need. They work on the principle of tracing through the mountain of material using keywords or subject categories that you have entered on screen. Some work on a keyword system, some by subject category and some do both.

Names of some Search Engines

- ★ Yahoo
- ★ Webcrawler
- ★ Excite
- ★ Lycos
- ★ many others...





Finding your way about - Linking

A **home page** is the first screen you see when you connect to the Internet. A home page is like the front page of a newspaper and will normally have links to all the areas within the web site.

Each page of information, thereafter, is called a **web page**. A collection of pages on the World Wide Web is called a **web site**.

Links:

Moving from page to page is easy. You just point your mouse at certain words or pictures and click. These special words or pictures are called links, or hyperlinks. They are usually underlined in blue and your mouse pointer will turn from an arrow into a hand. By clicking, this will automatically link you to the next page of information.

A tip to remember is only do a single click on a link, even if it's taking some time to load the new page. A double click will sometimes open more copies of the same page, or even take you to a different page, so be patient, the Internet is not like TV (well not yet).

Once you have visited the link, it then "turns colour" so that you know that you have visited that site but you can visit again if you liked it.

Addresses

You can visit a web site by typing in its address which is called a Uniform Resource Locator or URL. In English this is normally pronounced as separate letters. When you hear on T.V. or radio to "visit us at WWW....." this is their address. You type the address in the "Location" tool bar at the top of your screen.

For example, the URL (address) for Department of Veterans Affairs is:

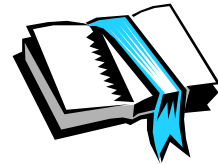
<http://www.vac-acc.gc.ca/Department/department.htm>

Addresses are set up similar to people's addresses. They indicate where the page is coming from, the country, the organization and the document.

There are two other common types of Internet addresses which you may come across, for e-mail and about shortly.

newsgroups which we will talk





Bookmarks for Session 2

Internet Basics:

Your Internet Service Provider has a home page with help pages to get started on the Internet which is easy to understand and answers frequently asked questions (FAQ). Again there are downloadable programs that you can tutor yourself in Internet Basics.

Netscape or Internet Explorer also have help online to assist you

www.aarp.org/comptech/

- this is a user-friendly guide to the world of computing and the Web that was developed by the American Association of Retired Persons.

www.northernwebs.com/bc/

- Beginners Central

www.imaginarylandscape.com/helpweb/

- The Help Web

- these are two additional sites dedicated to helping beginners learn to use the Internet.

www.ask.com

- is a search engine that you just ask a question and it will find the answers for you and is good if you have any Internet questions.

Community Access Sites are also an excellent physical resource where friendly staff/volunteers will answer your questions and offer community access to computers and Internet.

Healthy Living:

www.fifty-plus.net/

- home site of Canadian Association of Retired Persons (CARP), provides useful information on 50-plus lifestyle and links to key resources and sites such as Active Living Coalition of Older Adults.

www.aarp.org/

- home site of American association of Retired Persons(AARP).

www.elderweb.org

- online community of older adult computer users where you can talk with other people of similar backgrounds.

www.hc-sc.gc.ca/

- another reminder of site featured in session 1, Health Canada Online. Excellent for all and easy to use.

www.paguide.com/older-aines/english/index.html

- Physical Activity Guide to healthy active living for older adults.

www.cwhn.ca

- this site provides easier access to information and resources to improve women's health.

www.infoseniors.com

- this site provides Canadian seniors and their families with easy access to valuable information on programs, services and events.

Presentation Notes 2-B

Healthy Living

A. Introduction of Panel & Topic (5 min)

Suggestion: - 2 Seniors... One Male, One Female or
- a Community Health Nurse

Your Ideas:

B. Presentation (30 min) - "Living in a Healthy Day-to-Day Way"

Suggested Outline:

- Each person answers two questions (15 minutes each)
"What does healthy living mean to me?" &
"What do I do each day to achieve this?" or
- Nurse presents on Healthy Living and leads a discussion group with participants on healthy living in their lives

Your Ideas:

C. Final Discussion & Questions (15 min)

Suggested:

- Participants ask panelists questions
- Quick round of sharing asking participants to give one word referring to healthy living

Your ideas:

Week 3

(Format 1- Group Divides in Two)



- 1:00-1:05 Welcome and
Introduction to the Day
- 1:05-1:20 Overall Group Ice Breaker
- You choose! See Ice Breaker Ideas.
- 1:20-2:10 Group Divides into Two
Session A: "Let's Review + Favorite Sites"
Notes 3-A
-Quick Review
-Let's Surf-Favorite Sites

Session B: "Overview of Resources"
Notes 3-B
-Getting Familiar with DVA or other Federal or Provincial
Government Departments
-Learning about Community Resources
- 2:10-2:15 Overall Group Exercise Stretch Break-
-You choose! See Facilitators Materials.

(See Week 1 for Format 2 - Group Stays Together)

2:15-2:35 Nutrition Break

2:35-3:25 Group Divides into Two- (Groups Reverse)

Session A: "Let's Review + Favorite Sites"

-Quick Review

-Let's Surf - Favorite Sites

Session B: "Overview of Resources"

-Getting Familiar with DVA or other Federal or Provincial
Government Departments

- Learning of Community Resources

3:25-3:40 Question & Answer Period

Brief Evaluation (See Evaluation Resources)

3:40-4:00 Summary

Appreciation

Introducing Next Week's Topic

Great Job!

You now know more about Surfing

and Health Information that is just waiting for you.

Perhaps you better understand the supports you have... wonderful!

Computer Facilitator Notes 3-A

Session 3 - Review

This session is totally dependent on how far you got in the first two sessions and what the participants would like to do. Please ask them!! As most of the other sessions are based on Internet use, I would suggest you concentrate on becoming more comfortable with the Internet. If there are more than 3 people to a computer, time for hands-on use will be reduced and the learning process slower. A simple 3-item "scavenger hunt" will provide a good example of moving about the Internet. An example might be:

- 1) Search for "globe and mail newspaper" and tell me what one of their top stories of the day is?
- 2) Go to www.gov.pe.ca (insert your province instead) and find out if they have a department responsible for seniors.
- 3) Find a good joke to share with the group.
- 4) Come back home!

See Bookmarks for more Internet resources.

E-Mail



E-mail is a shortened term for "electronic mail". An e-mail is like a letter that you would write, but rather than mailing it through the post office, we mail it through our phone lines from one computer to another. A typical e-mail address will look something like this:

joehardy @ pei.sympatico.ca

joehardy is the name of the user

@ is pronounced 'at'

pei is location

sympatico is the name belongs to a company

ca means the name is on a computer in Canada

To use e-mail you need some software. You may have a program as part of the software supplied by your Internet Service Provider's software or you may use a shareware e-mail software (such as Yahoo or Hotmail). Whichever you use, they all work in a similar way.



Troubleshooting



Despite your best efforts, there will be times when you just can't find what you're looking for, but don't despair. If a link doesn't take you where you expect or you get the message "Error: URL not found", the chances are you're doing nothing wrong. Web sites grow, web sites move, and web sites cease to exist, but rest assured that there is always something new to be found on the Internet.

So now you know how to move around a web site, how to search for the sites you are interested in, and how to link to different pages so why not go off and explore? You may like to start with one of the web sites listed below:

Bookmarks for Session 3



Favorite Sites:

I recommend that you buy the latest copy of the Canadian Internet Directory and Research Guide by Jim Carroll and Rick Broadhead. This is the yellow pages of web sites.

Government:

www.canada.gc.ca

- Primary Internet site for the Government of Canada so Internet users around the world can obtain information about Canada and its government.

www.vac-acc.gc.ca

- This is a wonderful site from Veteran Affairs Canada and has sections on programs, client services, memorials, medals, etc. You will be very pleased to experience this site.

www.hc-sc.gc.ca/seniors-aines/

- Health Canada site for aging and seniors deals with issues like senior medication and alcohol abuse, injury prevention, statistics, funding for research and senior projects.

www.connect.gc.ca

- This site contains the Federal Government's plan to make Canada the most connected country in the world.

Enjoyable Sites

www.islandnet.com/~jveinot/cghl/cghl.html

- Canadian Genealogy and History

www.geocities.com/Heartland/4051

- Canadian Genealogy Made Easy

www.cna-acj.ca/newspapers/online

- Canadian Newspaper Association site with links to many Canadian newspapers and

connections to online newspapers worldwide.

www.wordplay.com/tourism/folklore.html

- Newfoundland Folklore

www.gov.pe.ca/bag/index.php3

- P.E.I. site of Island sayings.

www.ageofreason.com

- links to thousands of sites of interest to the over 50 age group.

Presentation Notes 3-B

Resources

A. Introduction of Speaker & Topic (5 min)

Suggestion:

Representative from Veterans Affairs or Other Federal Government
Department &
Home Care & Community Health Representative

Your ideas:

B. Presentation (35 min) -"Community & Veterans Affairs/ Federal Government Resources"

Suggested Outline:

- Overview of Community Health Resources
- Overview of Veterans Affairs or Other Federal
Government Department Resources
- Discussion of working relationship between above

Your ideas:

C. Final Discussion & Questions (10 min)

Week 4

(Format 1 - Group Divides in Two)

1:00-1:05 Welcome and
Introduction to the Day



1:05-1:20 Overall Group Ice Breaker
-You choose! See Ice Breaker Ideas.

1:20-2:10 Group Divides into Two
Session A: "Care-Giving Sites"

Notes 4-A
-Learning about Care-Giving
-Other related sites

Session B: "The Care-Giving Experience"

Notes 4-B
-Overview of Care-Giving
-Learning about Supports Available

2:10-2:15 Overall Group Exercise Stretch Break
-You choose! See Facilitators Materials.

(See Week 1 for Format 2 - Group Stays Together)

- 2:15-2:35 Nutrition Break
- 2:35-3:25 Group Divides into Two- (Groups Reverse)
- Session A: "Care-Giving Sites"
- Learning About Care-Giving
 - Care-Giving Sites
- Session B: "The Care-Giving Experience"
- Overview of Care-Giving
 - Supports Available
- 3:25-3:40 Question & Answer Period
- Brief Evaluation (See Evaluation Resources)
- 3:40-4:00 Summary
- Appreciation
- Introducing Next Week's Topic

Great Job!

You now know more about the overall experience of Care-Giving.

We hope you also realize the supports that are available.

Notes 4-A

Bookmarks for Session 4

Caregiving Sites:

<http://www.acsu.buffalo.edu/~drstall/hndbk3.html>

- This is an excellent "Caregiver's Handbook". Very practical and comforting advice for all caregivers.

www.caregiver.on.ca

- Canadian resource centre to help caregivers of the elderly by providing information on the Internet.

www.canadian-health-network.ca

- Excellent network which provides information, resources and links for caregivers.

www.chebucto.ns.ca/Community_Support/CHPNA/chpnot1_99.htm

- This is what we call a "CHPNote" from CHPNA, the health promotion network. Excellent concise look at care-giving that would benefit caregivers, all seniors, their families, and professionals.

www.vac-acc.gc.ca/providers/sub.cfm?source=caregiver

- This is a caregiver's resource inventory which lists projects, programs and products related to seniors and caregiving.

Presentation Notes 4-B

Care-Giving

A. Introduction of Speaker & Topic (5 min)

Suggestion: Home Care Nurse or Nurse in Community Health or a panel of 2 caregivers to tell their story or a video on caregiving (ex. Labour of Love, National Film Board)

Your ideas:

B. Presentation (35 min) - "The Experience and Supports Available"

Suggested Outline: (Depending on method of presentation)

- What is the Care-Giving Experience?
- Open Discussion: Care for the Care-Giver
- Outline of Community Supports
- Discussion on issues raised in the video

Your ideas:

C. Final Discussion & Questions (10 min)

Suggestion: Give people the opportunity to speak with resource people during break and at another time, as needed. Care-Givers need personal support and your assistance is essential to their personal health.

Your ideas:

Week 5

(Format 1 - Group Divides in Two)

1:00-1:05

Welcome and
Introduction to the Day



1:05-1:20

Overall Group Ice Breaker
-You choose! See Ice Breaker Ideas

1:20-2:10

Group Divides into Two
Session A: "Dementia/Depression/Emotional Health"

Notes 5-A

- Introducing the sites
- Choosing Areas of Interest

Give personal time as this is sensitive.

Session B: "Dementia/Depression & Emotional Health"

Notes 5-B

- Understanding the Difference
- Supports Available
- Your Emotional Health

2:10-2:15

Overall Group Exercise Stretch Break-
-You choose! See Facilitators Materials.

(See Week 1 for Format 2- Group Stays Together)

2:15-2:35 Nutrition Break

2:35-3:25 Group Divides into Two- (Groups Reverse)

Session A: "Dementia/Depression/Emotional Health"

-Introducing the Sites

-Choosing Areas of Interest

Give personal time as this is sensitive.

Session B: "Dementia/Depression/Emotional Health"

- Understanding the Differences

- Supports Available

- Your Emotional Health

3:25-3:40 Question & Answer Period

Brief Evaluation (See Evaluation Resources)

3:40-4:00 Summary

Appreciation

Introducing Next Week's Topic

Great Job!

You now know more about the dementia & depression.

As well, you may understand emotional health better... great!

Notes 5-A

Bookmarks for Session 5



Understanding Depression/Dementia and Emotional Health Sites:

www.cmha.ca

- This is the head office of Canadian Mental Health and has excellent resources. Resources are in english and french... a real plus.

www.mentalhealth.com

- A free encyclopedia of mental health information, an online magazine "Mental Health".

www.alzheimer.ca

- Alzheimer Society of Canada- useful resource for caregivers, physicians, and anyone wanting to know more.

www3.sympatico.ca/cmha.toronto

- Ontario site for the Canadian Mental Health Association- promotes mental health and aims to provide the best possible services for people with mental health challenges.

www.mentalhelp.net

- Online mental health directory guide.

www.yahoo.com/Health/Mental_Health

- One of the Internet's biggest directory's Mental Health site.

www.inforamp.net/~bfo/guide/

- Bereavement Self-Help Resources Guide - providing grief support, links and resources.

Presentation Notes 5-B

Understanding Dementia/Depression & Emotional Health

A. Introduction of Speaker & Topic (5 min)

Suggestions: Alzheimer Society Representative,
Community Mental Health Representative, Physician

Your ideas:

B. Presentation (35 min)

“Understanding Dementia, Depression and Emotional Health”

Suggested Outline:

- Dementia & Depression: Definitions and Differences
- Living & Caring for Someone with Dementia or Depression
- Tips for Your Emotional Health

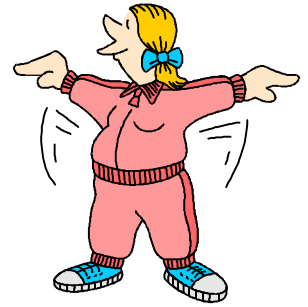
Your ideas:

C. Final Discussion & Questions (10 min)

Suggestion: Provide time for general discussion and also, allow time for people to approach resource people during break or at another time. This topic needs time and people need support.

Week 6

Format 1- Group Divides in Two



- 1:00-1:05 Welcome and
Introduction to the Day
- 1:05-1:20 Overall Group Ice Breaker
-You choose! See Ice Breaker Ideas.
- 1:20-2:10 Group Divides into Two
Session A: "Falls Prevention/Active Living"
Notes 6-A
-Introduction to Sites
-Choosing Personal Interest Areas

Session B: "Falls Prevention/Active Living"
Notes 6-B
-How to prevent falls
-Learning more about Active Living
- 2:10-2:15 Overall Group Exercise Stretch Break
-You choose! See Facilitators Materials.

(See Week 1 for Format 2- Group Stays Together)

2:15-2:35	Nutrition Break
2:35-3:25	<p>Group Divides into Two- (Groups Reverse)</p> <p><u>Session A:</u> "Falls Prevention/Active Living"</p> <ul style="list-style-type: none"> -Introducing the Sites -Choosing Personal Interest Areas <p><u>Session B:</u> "Falls Prevention/Active Living"</p> <ul style="list-style-type: none"> -How to prevent Falls -Learning more about Active Living
3:25-3:40	<p>Question & Answer Period</p> <p>Brief Evaluation (See Evaluation Resources)</p>
3:40-4:00	<p>Summary</p> <p>Appreciation</p> <p>Introducing Next Week's Topic</p>

Great Job!

You now know more about preventing falls.

As well, we have shared ideas about Active Living... thanks so much!

Notes 6-A

Bookmarks for Session 6



Falls Prevention and Active Living Sites:

www.hc-sc.gc.ca/seniors-aines/seniors/english/new.htm

- This is an excellent guide entitled "The Safe Living Guide" on the Health Canada site. The entire guide is available to you. It is very comprehensive and practical... one of the best available.

www.hc-sc.gc.ca

- Remember Health Canada Online. You can look up this topic very easily. As well, if you indicate the group as seniors, the information that you are looking for is at your fingertips. Excellent resource!

www.canadian-health-network.ca

- Again don't forget this excellent network which contains very useful information.

www.cmhc-schl.gc.ca/HealthyHousing

- Canadian Mortgage and Housing web site, contains information on healthy housing.

Presentation Notes 6-B

Falls Prevention & Active Living

A. Introduction of Speaker & Topic (5 min)

Suggestion: Community Health Nurse or Occupational Therapist

Your ideas:

B. Presentation (35 min) - "Preventing Falls & Active Living"

Suggested Outline:

- Just the Facts: Seniors and Falls - See resource sheet
- Open Discussion: Why do seniors fall?
- Presentation on Prevention

Choose one page from Home Safety Checklist & complete.

Discuss and share additional tips regarding prevention.

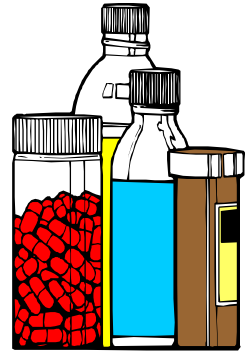
Your ideas:

C. Final Discussion & Questions (10 min)

-Suggestion: Respond to questions and complete with tips for active living.

Week 7

(Format 1- Group Divides in Two)



1:00-1:05

Welcome and
Introduction to the Day

1:05-1:20

Overall Group Ice Breaker
- You choose! See Ice Breaker Ideas.

1:20-2:10

Group Divides into Two

Session A: "Medication Awareness & Health"

Notes 7-A

- Introducing the Sites
- Choosing Personal Interest Areas in both
Medications & Holistic Health

Session B: "Medication Awareness/Holistic Health"

Notes 7-B

- Wise Medication Usage
- Overall Health for Each of Us

2:10-2:15

Overall Group Exercise Stretch Break

- You choose! See Facilitators Materials.

(See Week 1 for Format 2- Group Stays Together)

- 2:15-2:35 Nutrition Break
- 2:35-3:25 Group Divides into Two- (Groups Reverse)
Session A: "Medications/Holistic Health"
-Introducing the Sites
-Choose Interest Areas from both
Medications & Holistic Health
- Session B: "Medication/Holistic Health"
-Wise Medication Usage
-Overall Health for Each of Us
- 3:25-3:40 Question & Answer Period
Brief Evaluation (See Evaluation Resources)
- 3:40-4:00 Summary
Appreciation
Introducing Next Week's Topic

Great Job!

You now know more about medications.

As well, we are all reminded that health has many faces, i.e.
physical, social, emotional, and spiritual.

Notes 7-A



Bookmarks for Session 7

Medication Awareness and Holistic Health sites:

www.canadian-health-network.ca

- Excellent site which contains information on many health topics including complementary and alternative medicine and medications.

www.hc-sc.gc.ca/

- This excellent site, in French and English, provides wonderful information on medications and healthy living as a whole. A must!

www.intouchmag.com

- In Touch online magazine covers topics in health, personal growth, creativity and wellness.

www.hans.org

- Health Action Network Society - for information on current health issues and alternative medicines, treatments and practitioners in Canada.

Presentation Notes 7-B

Medication Awareness & Holistic Health

A. Introduction of Speaker & Topic (5 min)

-Suggestions: Local Pharmacist & Senior Peer Educator

Your ideas:

B. Presentation (35 min) - "Wise Medication Usage & Overall Health"

Suggested Outline:

- "Think of a Wise Medication Tip" - Group Brainstorm
- Other tips to Add
- Presentation by pharmacist on medication issues for seniors
- Information on Local Medication Awareness Programs

Your ideas:

C. Final Discussion & Questions (10 min)

Suggestion: There will be several questions regarding medications thus, having resource people available during break and at other times following would be important. Also suggest that seniors could notify their pharmacist for personal appointment.

(Format 1 - Group Divides in Two)

1:00-1:05 Welcome and Introduction to the Day

1:05-1:20 Overall Group Ice Breaker

-You choose. See Ice Breaker Ideas.

1:20-1:55 Group Divides into Two

Session A:

- Temperature Check (See Evaluation Resources)
- Brief Discussion and Evaluation (Evaluation Resources - leading Discussion groups)



Session B:

- setting up the food, fiddle and fun!
- quick Surf through Favorite sites

1:55-2:30 Repeat of above - Groups Reverse

2:30-3:30 **Celebration**

- Pot Luck
- Certificates

3:30- 4:00 Summary/Appreciation/ Farewells

Thanks so much for Everything!

Please keep in touch

Bookmarks for Session 8

Celebration! Here are some interesting sites!

www.ageofreason.com/canada.htm

- wealth of information about Canada including governments, history, facts, cities, media, transportation, libraries, etc.

www.canadatourism.com

- offers travel and tourism information on Canada.

www.dis.on.ca/~kburt/humour.html

- Newfoundland Humour Page - need I say more?

www.archives.ca

- National Archives of Canada, contains resources for tracing genealogy and discovering family history.

www.cbf.ca

- Canadian Bridge Federation site.

www.toronto.com

- everything you need to know about Toronto.

www.chatelaine.com/food+recipes/

- this is Chatelaines's on-line library of triple-tested recipes.

www.snowbirds.org

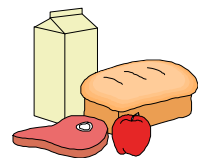
- site for the Canadian Snowbirds Association

Happy Surfing!!!

Goals & Expectations

Goals

1. To increase access to health information for seniors.
2. To enhance the learning of veterans and other seniors in their own community using technology and a grass roots approach regarding health education.
3. To develop and strengthen partnerships between government, community, and the volunteer sector.

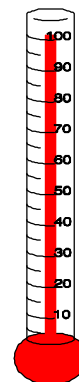


Outcomes

- A. That seniors will have greater access to health information through improved skill development with the computer and through a better awareness of health knowledge/resources in their own community.
- B. That veterans and seniors from the community will be able to make more informed decisions regarding health care through enhanced knowledge.
- C. That government, community, and the voluntary health sector will be more aware of one another's resources and work progressively in more collective partnerships.

Overall Temperature Check

Hi!



On a scale of 1-5, with 5 being "the most" and 1 being "the least" .

Please rate the following statements. Just be honest with how you really feel!

Thanks so much.

1. I am familiar with using computers. _____rating

2. I am comfortable with using computers. _____rating

3. I am aware of the following health topics...
 - ▶ Health Promotion _____rating
 - ▶ Falls Prevention _____rating
 - ▶ Dementia/Depression _____rating
 - ▶ Emotional Health _____rating
 - ▶ Caregiving _____rating
 - ▶ Medications Awareness _____rating

4. I know professionals (such as doctors, nurses, etc.) that I can go to for assistance regarding health issues. _____rating

5. I know community organizations or contacts (such as Alzheimer Association, Home Care and Support, etc.) that I can go to for assistance regarding health issues. _____rating

Weekly Evaluation

Week: _____

Topic: _____

Please rate statements below from 1-5 as follows: 5= excellent,
4= very good, 3= good, 2= somewhat good, 1= needs improvement

Please add comments.

.....

1. Overall, I have a better understanding of today's topic. ____rating

Comments:

2. The computer session was helpful to me. ____rating

Comments:

3. The health presentation session was helpful to me. ____rating

Comments:

4. What I liked best today?

5. I would like to suggest the following improvement(s).

Thanks so much!

Final Discussion Questions

The following are discussion questions for the participants to address during the last session. These questions refer to the most important goals of this learning series that organizers hoped to achieve. In the end, by welcoming a very open discussion on this overall experience, we can learn what worked for everyone and what could be improved for the next time. It may be a good idea to review weekly evaluation forms for specific issues already identified. With this focus on quality and improvement, there will always be a next time.

1. Overall, tell me how you feel about what you have experienced during the sessions? What did you like best?
2. What are your thoughts about coming together as a group to learn the computer/health information?
3. Do you have any improvements around teaching computer use?
4. Do you know more about community resources and health professionals available to you regarding health issues?
5. What was the most important benefit of this program to you?
6. Will it make a difference in how you take care of your health?
7. Would you suggest this program to others?
8. Do you have any general comments?

Thank You!

Tell Us What You Think!

Please accept our thanks for your interest in the *Accessing Health Information* Program. Like all

and feel more "at home" in a group. They invite people to form random groups and help individuals meet others in a non-threatening and fun way. They can set a tone for the time a group will be together, encourage people to feel "safe" and hopefully evoke lots of laughter and release tension. Icebreakers can happen at any time during the course whether it be for introductions, change of pace, stretch break, fillers, or as a closing. Below is a sample to try that have been senior tested and approved. We recommend 15 minutes for each of these. Have fun!

Part I - Group Games

" Take as many as you like": need: bowl of coloured candy i.e. jelly beans, gum drops, smarties, skittles, etc. A bowl of different coloured candy is passed around and everybody must "take as many as you like, but don't eat them yet." (Encourage at least one, but if they don't wish any or diabetic, etc. they can still contribute their name and why they are here). Depending on the colour they picked, they have to tell something different about them. i.e. red = family information (number of children, grandchildren, pets); green = hobbies, interests; orange = free category, something fun about yourself or nothing at all (free pass); etc. other colours, other topics...

Note: This is a good ice breaker for seniors, you may want to have colours on flip cart or cue cards.

"Story teller": need: old magazine or greeting card pictures and paper bag. Put pictures in a paper bag. First person pulls a picture out and starts to tell a story based on the picture. The next person picks out a different picture from the bag and continues the story where the first person left off. Usually, a lot of twists and turns for all.

Note- good activity near the middle of course

"Money Laundering" :need phoney play money, all the same denomination for each person participating (sample incl.)

Everyone is handed "a buck" and asked to go around the room and ask three set questions from different people i.e. name, location, reason for coming or number of children, favourite food, funny incident, etc. When they exchange the three questions/information they hand over the money (in essence, just trading money). everyone should still have the same amount at the end, as when they started but "They are far more richer after meeting these people"

Note: Can be done at first of course as introduction or at end of course to know a person better.

"Name Bingo": need: a bingo grid 5x5 or tic tac toe 3x3 depending on number of participants (sample incl.) part a (20 min) part b (10 min)

a) Have the grid sectioned with descriptives that each person must get the autographs of each person in the room, one signature to each block. This can be done as an exercise as is or...

b) once the grids have been completed, and can be done later in the session, either

names are drawn out of a hat or play game of hot potato and when music stops that person calls out his/her name and everybody crosses out the name. First person to get a straight line wins the bingo. Find out how many descriptives fit each person.

"Kim's Game": need a shoe box with everyday items, cut hole in side, or scarf over top. Without looking - reach in your hand and try to guess what the item is. Pull out and see if correct. Pass the box to the next person.

"What's in there" Have everyone pull out their wallet or purse, or pocket contents and pick two items they store away and explain why they keep them (pictures, tickets, receipts, etc)

Note: Best if done, when the group feels "safe".

"Imagine" Ask participants to imagine what the world will be like in a technological world. Are we already there? Will there be jobs for humans or will robots take their place? Does this mean more leisure? What will the children of tomorrow be like? Will they travel to school or be at home? Will there be a need to ever leave the home? What happens to that human contact? Is there too much automated services already? What are the positives? Health care? etc....

Part II - Musical Exercise/Stretch Breaks

Index

a) Bring back my bonney🎵 - must sit or stand with each "b" word sung

b) Chester have you heard about Harry - action song

c) Mules - action song

d) With your foot, make a "6" in the air and your hand makes an "8" at the same time - can switch to see if it's any easier

e) Grasp left ear with right hand and nose with left hand then switch so right ear with left hand and nose with right hand

f) exercise to letters of a word i.e. Internet: I - toes in, toes out; N - neck rolls; T - turn hips; etc...

g) pass a balloon around, keep it in the air

h) exercise to music tapes

Specific Exercises & Games

Chester, have you heard about Harry (sung to tune of Yankee doodle)

Chest--er , have you heard about Hair--y
He chest got back from the arm--y
They say he nose how to wear his clothes

Hip, hip, Hooray for the arm--y

Actions:

Chest - slap chest

heard - cup ear

Hair - rub head

back - touch back

arm - touch arm

nose - touch nose

clothes - brush clothes

hip - touch each hip

hooray - arm outstretched

Can be sung faster and faster

The mule song: (sung to tune of Auld Lang Syne)

On mules we find 2 legs behind

And 2 we find before

We stand behind before we find

What the 2 behind before

When we're behind the 2 behind

We find what these before

So stand before the 2 behind

And stand the 2 before

Actions: Go through slowly, without a tune at first and have the words and actions posted

mules - hands at head like ears

2 - two fingers up

behind - point behind

before - four fingers up

find - hands at brow "searching"

stand - at attention

Bingo/Tic Tac Toe example

Find Someone who:

has the same middle initial	has creative ability What is it?	looks happy and relaxed
has made a lifestyle change recently	has gone for a brisk walk sometime this week	Has eaten a leafy green vegetable with their meal this past week
is active in their church	likes to read	admits to singing in the bathroom

Advanced Searches

"If the information on the Internet is unlimited, why can't I find what I'm looking for?"

You are not alone and that is where the term “surfing” comes from...when you look and link, take this turn and that and it still leads you to a dead end or where you started from...very frustrating! Here’s a few tips to smooth the waves of cyber searching:

- ▶ Put your key words or phrase in quotes: “Prince Edward Island” has a better result in getting information on the province rather than Prince Charles, King Edward, and Carribbean Island.
- ▶ Using the key words (Boolean) *and*, *or*, *not*:
and means find this word **and** that word i.e. apples and oranges
or means find this word **or** that word i.e. apples or oranges
not means find this word **but not** that word i.e. apples but not trees
- ▶ Select “advanced search” option within the search engine. Each search engine works a little differently and you’ll soon get a preference for which ones you like to use or gets you the results you are looking for.
- ▶ Pick a specific type of search engine. i.e. If you are looking for medical terms, then find a medical search engine. The all-in-one search engine categorizes different search engines and is handy to start with although a little overwhelming in choices.
www.allonesearch.com
- ▶ Try similar phrases or synonyms for your search.
- ▶ Watch your spelling and whether it starts with a capital or not (case sensitive).

The Internet is still limited in that the information has to be posted at the sender’s end of things or entered with the keywords that you are looking for, to be picked up by a search engine. It is relatively easy to make a web page but it is another kettle of fish to get your page out there and noticed. Even if the information is on the Internet, it might not be catalogued in a search engine.

Search Engines may not be up-to-date. Give them a break! Web pages are born and die every day and it takes them a while to get into and out of circulation so expect “address (URL) not found” in your searching.

Watch out for commercials and commercialism. The Internet has become big business. Results may not be neutral. If the deal looks too good to be true, it usually is and it usually comes with a fee!

There are nasty people out there who get their kicks on some disgusting pages i.e. Searching for “apple pie recipe” and turns up “fruit of your loins” sex page.

For all the hype that you hear about the Internet, there are limitations. Always treat information you find with a grain of salt and don't depend on it as the only research tool.

Happy searching!