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ABSTRACT

Fifteen lessons contain low-vocabulary, high interest reading materials on health issues to enhance the learning of the new older reader. Each lesson is preceded by tutor guidelines with specific goals and objectives and review exercises. The materials are useful in either one-to-one or small-group tutoring. Reading selections in the lessons, which are written at a first- through third-grade level, deal with some of the older adults' most common health concerns. Each lesson defines the health concern, signs and symptoms of the problem, frequency of its occurrence, and ways in which older adults can avoid problems and concludes with a positive message. Topics include time well spent, a good health consumer, good food, foods bad for one's health, high blood pressure, strokes, heart disease, the flu, a winter danger, falls, constipation, skin, mouth, Medicare, and crime. (YLB)

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The National Council on the Aging, Inc. (NCOA), a non-profit national membership organization founded in 1950, serves as a resource for information, training and technical assistance, policy and standards development, advocacy, publications, demonstration programs and research into every aspect of aging.

Update On
Healthy Aging:
Reading Material on
Health Topics
for the New Reader
and Tutor

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PREFACE

Illiteracy is a widespread social problem in America today. It is particularly serious among today's elderly population, which comprises 38 percent of the total U.S. illiterate adult population (U.S. Department of Education, 1985). Many older persons cannot read or write well enough to fill out a form, write a simple letter or read a notice that may be critical to their survival. Many cannot even sign their own names. They live in an isolated world, dependent on others and highly vulnerable. Unable to communicate, understand essential information or make informed choices, they are functionally illiterate.

Though they represent such a large proportion of the U.S. illiterate adult population, few elderly people participate in adult literacy programs offered in the community. The programs are usually offered in places they seldom frequent (schools, learning centers, etc.) and in neighborhoods where elderly people fear to venture alone, especially at night. Many literacy programs focus on the young adult with employment potential and are, for the most part, irrelevant to older adults with special needs and interests.

The Literacy Education for the Elderly Project (LEEP), a two-year project sponsored by The National Council on the Aging, Inc., (NCOA) under a grant from the Fund for the Improvement of Postsecondary Education, (FIPSE) focuses on the needs of illiterate elderly citizens. LEEP has enabled NCOA to target literacy education programs to older adults in 27 sites nationwide and develop a strategy to:

- link the aging services network (i.e., senior centers, offices on aging, senior housing projects) with the volunteer adult literacy network (i.e., Literacy Volunteers of America affiliates, Laubach Literacy Action councils, libraries, public schools and church groups) at the local level.
- recruit and train older adults as volunteer literacy tutors and peer supports for other older adults who lack basic literacy skills;
- deliver literacy education to older adults at sites where they participate in large numbers.

The national demonstration has made possible the development and testing of methods, materials and

techniques useful in tutoring older adults and managing volunteer literacy programs involving older adults, including these publications:

ORGANIZING A LITERACY PROGRAM FOR OLDER ADULTS: A comprehensive guide for stimulating and assisting the growth of a literacy education program for older adults as students and tutors. An overview of literacy education for older adults, discussion of special management issues, program descriptions, results of the 27 demonstration sites nationwide, summary recommendations for program design and a resource list are included.

TUTORING OLDER ADULTS IN LITERACY PROGRAMS: A booklet designed to sensitize volunteer literacy tutors to the special needs and interests of illiterate older learners and give useful tips for creating successful and self-rewarding learning experiences.

UPDATE ON HEALTHY AGING: READING MATERIAL ON HEALTH TOPICS FOR THE NEW READER AND TUTOR: Low-vocabulary, high interest reading materials on health issues to enhance the learning of the new older reader.

The Literacy Education for the Elderly Project represents a starting yet significant effort to meet the needs of illiterate elderly persons by promoting the use of older volunteers as tutors and peer supports, creating new linkages between the aging services and adult literacy networks and developing materials based on demonstration experience that allow for program replication nationwide. LEEP has raised awareness of the illiterate elderly's special needs and a potential pool of older volunteers. We hope this initial effort will continue to expand literacy education for and by older adults.

INTRODUCTION

The ability to read opens the doors of life. An older adult just learning to read finds a new world waiting to be discovered. At a time in life often associated with many changes and losses, reading can add dimension and enrichment. Health was selected as the focus of these supplemental materials because of its high interest to older adults and because there is a paucity of low vocabulary materials on healthy aging.

Health education is a means of promoting, maintaining and restoring health. Good health is a way of maintaining independence. The ability to read is critical to promoting and maintaining good health. Learning about health issues can have a positive impact on older people's lives.

Each of the following lessons written at a first through third grade level deals with some of the older adults' most common health concerns. Each lesson defines the health concern, signs and symptoms of the problem, frequency of its occurrence, ways in which older adults can avoid problems and concludes with a positive message.

These lessons have two purposes:

- To begin the process of learning to read

- To understand and apply the content of the lesson

The intent, therefore, is to make the content interesting enough to motivate the older adult to read.

Each lesson is preceded by tutor guidelines with specific goals and objectives that should be achieved at the end of the lesson. The guidelines conclude with teaching techniques to advance the learning process. These materials are useful in either one-to-one tutoring or in small group tutoring.

Teaching the older adult can be a challenging yet rewarding experience. The above materials should be used after reading Tutoring Older Adults in Literacy Programs, a booklet to sensitize the tutor to the older learner's special needs and possible health problems. The materials also provide tips and teaching techniques for working with older adults with reading problems.

In tutoring an older adult who may be apprehensive about learning to read, success should start with the first lesson. Several methods may be used, depending on what is to be learned, the ease with which the student learns with a given method or the need for variety of

instruction. The techniques of teaching to read may be used in combination or separately. The techniques are:

- Language Experience (Experience Story) -- an expression in the student's own words of a personal experience, a retelling of a news item, a comment on a public happening or anything of interest at the moment.
- Sight Words -- identifying a stock of words that can be immediately recognized and understood by the reader.
- Phonics -- teaching the sounds that letters represent.
- Word Patterns -- teaching a word family that enables the student to readily see the relationships between clusters of letters and the clusters of sounds they represent. But this technique requires that a student understands rhyming. A sample of two word families or patterns is:

get	loss
set	toss
let	boss
wet	moss

Learning to read can be a succession of small successes, a challenging and exciting experience and a test in self-confidence. A tutor must be alert to student needs, interests and abilities, sensing when to change methods or materials and how to keep the lesson interesting. Try to keep your students' goals in mind as you try to keep their motivation high.

LESSON 1

TIME WELL SPENT

Tutor Guidelines

Goal:

Students will realize they are:

- never too old to learn
- experiences are valued knowledge

Objectives:

Students will recognize that:

- older adults can spend their free time in learning activities
- the widely held belief that older adults can no longer learn is false
- in the later stages of life, older persons have much to share and are still contributing to their families and society

Review Exercises:

Emphasize the positive aspects of new learning at an older age.

LESSON 1

TIME WELL SPENT

Old age can be a good time of life! Older adults find they have more free time, which can be spent doing useful things and learning about new things they always wanted to learn but did not have the time.

Old age can be the best time to learn new things. You can spend as much time as you like learning. It can open new doors for you. Reading is one way to learn and spend your time.

There are other ways to spend your time. Teaching what you have learned is one way, and it does not have to be done in a classroom. There are many things you can teach. When you teach, you give to others. Some of the things you can teach are child care, home repair, the Bible and your family history, to name a few.

ALL OF US HAVE SOMETHING TO LEARN AND SOMETHING TO GIVE!

LESSON 2

A GOOD HEALTH CONSUMER

Tutor Guidelines

Goal:

Students will realize the importance of asking pertinent questions regarding their health to maintain good health and well-being.

Objectives:

Students will:

- understand that doctors and nurses are there to help in meeting their needs
- be aware that asking questions and taking action are vital to maintaining and/or restoring health

Review Exercises:

Encourage students to ask questions covering any and all aspects of their health care, including the billing process.

LESSON 2

A GOOD HEALTH CONSUMER

You can be a good health consumer. Good health consumers learn about their health. You can learn when you talk to your nurse or doctor. Your doctor and nurse want to help you.

What should you ask them? Ask them what they think about your health. Ask for the name of your illness. If your doctor puts you on pills, ask why. Ask what each pill is for. When you should take the pills. With meals? Ask what will happen when you take these pills. Some pills act on more than one part of your body. What else can occur when you take them?

Ask how to stop smoking.

Ask how to change what you eat. What should you eat?

Ask how you can be more active, or should you do a treatment at home. How? Ask who can help you. Where can you get help?

How are you going to pay your bill? Ask your doctor about his/her payment plan. Ask him/her about other plans for older adults.

YOUR DOCTOR OR NURSE ARE THERE TO HELP YOU. JUST ASK!

LESSON 3

GOOD FOOD

Tutor Guidelines

Goal:

Students will recognize the foods that are good to eat.

Objectives:

Students will:

- understand that some foods are good and others are bad for the body
- recognize the five food groups
- understand that healthy foods should be eaten at least once a day

Review Exercise:

The tutor should impress on students that these foods are essential to maintain proper body function. To reinforce new vocabulary and learned content, have students devise a menu incorporating the five food groups.

LESSON 3
GOOD FOOD

Your body needs fuel to work. Food is its fuel. When you get food, your body gets the energy to work well. When you eat food that is good for you, you feel good!

All foods are not the same. Many taste good and are good for you.

The first group of food good for you is PROTEINS. Foods high in protein are chicken, veal and fish. Lean meats and eggs are high in protein, too.

The next group of good foods is VEGETABLES. Fresh or frozen vegetables are best. This group is high in fiber. Fiber keeps your digestive system healthy.

Another group of good foods is FRESH FRUITS. Fresh fruits taste sweet and are good for you.

A fourth group of good foods is DAIRY FOODS. Milk, cheese and yogurt are dairy foods.

The last group of food good for you is BREADS AND GRAINS. Some foods high in grain are whole wheat bread, cereal and rice.

Good foods from each group should be eaten at least once a day. Your meals should have some good food from each group.

GOOD FOOD MAKES A GOOD BODY!

LESSON 4

FOODS THAT ARE BAD FOR YOUR HEALTH

Tutor Guidelines

Goal:

Students will be aware that there are certain foods harmful to the human body.

Objectives:

Students will realize:

- the harmful effects of salt
- that many foods contain "hidden" salt
- that fatty foods are unhealthy for the body
- that foods high in sugar (sweets, desserts) are unhealthy for the body

Review Exercises:

Impress on students that certain foods can cause disease and are harmful to good health.

Explain to the student that there are many foods not included in this lesson that contain large amounts of salt.

To help improve students vocabulary and knowledge of these foods, print the following foods to review on a blackboard or piece of paper.

ham	TV dinners	snack foods
canned or store store bought soup	cookies	lunch meats
milk	store bought cake	soda

pizza	soy sauce	frozen dinners
meat tenderizer	bouillon	instant foods or drinks
smoked foods	breakfast cereals	

Use "SALT" and "SODIUM" interchangeably. They are the same substance.

Use the terms CHOLESTEROL and FAT interchangeably.

CHOLESTEROL is the substance that the body makes after eating fatty foods.

CHOLESTEROL is the substance that adheres to the body's veins and arteries and causes major diseases.

Foods high in fat to be included as extra vocabulary are:

marbled meat	gravy	butter
chicken skin	fried foods	lard
fried chicken	fried dough	bacon
fritters	eggs	

Foods high in sugar are high in empty calories. Older adults do not need the high calorie intake that younger adults need. This food group should be avoided as much as possible, because older adults' hunger may diminish with the intake of high sugar foods, and they may not eat nutritious food. Encourage the intake of good foods.

LESSON 4

FOODS THAT ARE BAD FOR YOUR HEALTH

Some foods can hurt your body. Foods high in SALT raise your blood pressure. Some foods high in salt are ham and lunch meats. Whole milk is high in salt, along with soups, T.V. dinners and cakes you buy in the store.

To make your food taste better, use spices other than salt.

Foods high in FAT are bad for your body. They can cause poor blood flow and are bad for your heart.

Some foods high in fat are butter, eggs and whole milk, also meats and fried foods.

Some foods taste good but do not help the body. Foods that do not help the body are SWEETS and DESSERTS. These foods should be eaten only once a day as a snack or dessert. If you like to eat something sweet, try a piece of fruit!

There are good foods.

There are bad foods.

You can choose what you want to eat.

Do something good for your body.

EAT RIGHT!

LESSON 5

HIGH BLOOD PRESSURE

Tutor Guidelines

Goal:

Students will be aware of high blood pressure and those people who are at greater risk of high blood pressure.

Objectives:

Students will:

- recognize that high blood pressure symptoms are often "silent"
- recognize the easy access for blood pressure checking and monitoring
- realize that high blood pressure is easily managed through diet, medication and/or a change in lifestyle

Review Exercises:

Impress that the term HYPERTENSION is the medical term for HIGH BLOOD PRESSURE.

LESSON 5

HIGH BLOOD PRESSURE

High blood pressure is a higher than normal blood pressure. How do you find out if you have high blood pressure? A doctor or nurse can measure your blood pressure. Some shopping centers have special machines to measure your blood pressure.

How might you feel if you have high blood pressure? Most people do not feel any differently. Some have headaches in the morning. Others feel dizzy and just out of sorts. But most people keep feeling the same.

Some people get high blood pressure more than others.

- Black people get high blood pressure more than others.
- Men get high blood pressure more than women.
- People who eat a lot of salt and fat in their food get high blood pressure more often.
- People who are heavy or overweight have high blood pressure more than those who are thin.
- People who do not exercise get high blood pressure.

There are ways to prevent high blood pressure:

Do not eat salty foods.

Do not eat fatty foods.

Do not eat greasy foods.

Eat a lot of fresh foods.

Stop smoking.

Cut down on alcohol.

See your doctor.

Take your pills as the doctor has ordered.

Exercise once a day.

Have your blood pressure checked often.

YOU CAN MANAGE WITH HIGH BLOOD PRESSURE!

LESSON 6

STROKES

Tutor Guidelines

Goal:

Students will be aware of the two different types of strokes and their warning signs.

Objectives:

Students will:

- recognize the two types of strokes
- understand what occurs in the body with a stroke
- recognize the warning signs of strokes
- identify the methods to reduce the chances of a stroke

Review Exercises:

Practice new vocabulary words such as stroke, numbness and warning.

LESSON 6

STROKES

A stroke occurs when there is not enough blood going to the brain. There are two kinds of strokes. The first is a clot in the brain, which stops the blood from getting to the brain.

The next type of stroke results from bleeding in the brain, also known as a hemorrhage.

Some people tend to have strokes more than others.

- People with high blood pressure have strokes more than others.
- Men have more strokes than women.
- People with heart ailments are more likely to have strokes.
- People who smoke, eat too much and do not exercise have more of a chance of a stroke than others.

There are some warning signs. One sign is a change in the way the person talks, a slurring of words. Another change can be loss of speech. Another sign is loss of feeling in an arm or leg. Numbness is another word for loss of feeling. Weakness on one side is another sign of a stroke.

There are ways to reduce the chance of having a stroke. Take the pills your doctor has ordered for

you. Ask your doctor or druggist to talk to you about the need for your pills. If you are heavy, lose weight. If you smoke, stop. Keep active, and take good care of yourself.

IF YOU HAVE ANY OF THESE WARNING SIGNS, SEE YOUR DOCTOR AT ONCE.

LESSON 7

HEART DISEASE

Tutor Guidelines

Goals:

Students will be aware of:

- the risk factors associated with heart disease
- the two types of heart disease: angina (an-jyna) and heart attacks

Objectives:

Students will recognize:

- the warning signs and the need to seek medical attention
- ways of decreasing the risk of heart disease

Review Exercises:

Emphasize that there are several risk factors strongly associated with heart disease:

- smoking
- high blood pressure
- obesity
- high blood levels of cholesterol
- personal stress
- diabetes
- alcohol abuse and misuse
- diet high in fat and salt
- inactivity and sedentary lifestyle

YOU MAY USE THESE TERMS FOR NEW VOCABULARY:

HYPERTENSION - the medical term for high blood pressure

ANGINA - pain in the chest, jaw, arm or shoulder directly associated with the lack of blood flow to the heart. Sometimes it is perceived as an "awareness" of an unpleasant or unusual feeling in the chest area. This pain or awareness is often related to physical stress or tension or over exercise but could also be an urgent sign of an impending heart attack.

LESSON 7

HEART DISEASE

You have heart disease when your heart does not work as it should. The two most common kinds of heart disease are angina and heart attacks.

ANGINA is a pain in the chest. Some people have this pain in the arm or jaw. It can be a strange feeling or hurt very much. The pain can be sharp or dull.

The pain is a warning sign!

You should see a doctor at once if you have this kind of pain.

Another kind of heart disease is a HEART ATTACK. Chest pain is a warning sign. Many people die from heart attacks.

Some people tend to have heart disease more than others.

- People who are heavy have heart disease more than others.
- Older people have heart disease more than younger people.
- Those who smoke have more heart disease.
- People who drink liquor have heart disease more than others.
- Those who eat too many fatty foods have heart disease.

- Those who do not keep active have heart disease.
- People who are tense have heart disease.

There are ways to reduce the chances of heart disease:

- Eat lean foods like chicken and fish.
- Cut the fat off your red meat and chicken.
- Eat fresh fruits and vegetables.
- If you are heavy, lose weight.
- Do not smoke.
- Cut down on alcohol.
- Stay active - exercise once a day.
- Learn what makes you tense. Find ways to relax.

SEE A DOCTOR IF YOU THINK YOU HAVE HEART DISEASE.

LESSON 8

THE FLU

Tutor Guidelines

Goal:

Students will be aware of the seriousness and danger associated with the flu.

Objectives:

Students will:

- recognize flu signs and symptoms
- understand how the disease is transmitted
- recognize those at risk, particularly older persons
- understand measures used to avoid the flu
- be aware of the seriousness of the flu

Review Exercises:

Urge students to seek medical attention if they develop flu-like symptoms.

LESSON 8

THE FLU

The flu is a virus. It infects the nose, throat and lungs. The older person is at great risk with the flu. The flu is a strain on the body that can lead to other illnesses.

Some signs of the flu are just like a cold:

- a fever
- weakness
- a cough
- aches
- a runny nose

A FEVER IS THE MAIN SIGN OF THE FLU!

The flu spreads fast. It can be spread by a cough or a sneeze. It can be spread by close contact with someone who has the flu.

Those who are at risk are older people. Those who have other health problem are also at risk.

If you think you have the flu, see your doctor at once.

You can reduce the flu risk. Ask your doctor about the flu shot. Stay away from those who have the flu.

WITH THE FLU AND A COLD, DRINK A LOT OF LIQUIDS -- JUICES, SOUPS AND WATER. REST. KEEP WARM. SEE YOUR DOCTOR.

LESSON 9

A WINTER DANGER

Tutor Guidelines

Goals:

Students will:

- be aware of the danger of cold weather and cold temperatures
- recognize that older adults are at an increased risk of hypothermia

Objectives:

Students will:

- be aware that a lower body temperature is an illness
- recognize the signs and symptoms of hypothermia
- understand ways to avoid hypothermia
- realize the methods of treating hypothermia

Review Exercises:

Impress on students that older adults need to respect the cold weather which includes the temperature in their homes.

Inform students that social workers are available to provide older adults with information and assistance on home heating costs. Also tell them that many states provide money and assistance for oil and gas bills for the elderly.

Practice new vocabulary words such as:

HYPOTHERMIA -- the medical term for a very low body temperature.

LESSON 9

A WINTER DANGER

Cold is a winter danger. Older people should avoid the cold. It can cause the body to lose heat and it can cause an illness called hypothermia.

People who tend to have hypothermia more than others are those who:

- live alone
- are older
- are poor
- are sick
- are not active
- live in cold homes

How do you know when someone gets this illness? Some people do not feel sick, but may act strange. They get mixed up and confused. Some people may shiver and shake. Those who drink liquor can lose heat faster and may have this problem.

What should you do? Call your doctor at once. Keep the person warm with blankets. Stay with the person until help arrives. Do not give him/her liquor because it makes the body lose heat.

There are ways to keep warm:

- Wear warm clothes in the cold.
- Keep the home warm.
- Eat good food.
- Avoid liquor.
- Stay active.

STAY WARM AND WELL!

LESSON 10

FALLS

Tutor Guidelines

Goal:

Students will realize the potential dangers associated with falls.

Objectives:

Students will:

- recognize the many common causes of falls
- identify high risk areas in the environment
- be aware of measures to ensure safety and avoid falls

Review Exercises:

Discuss this content with students. Formulate a list with them of potential dangers in the home and what actions may be taken to avoid falls.

LESSON 10

FALLS

Older persons fall more often than the young. Such falls also cause more damage. You can break your hip with falls. There are many causes for these falls including:

- poor sight
- electric or phone cords
- dirty eyeglasses
- pets
- dizziness
- poor lighting
- failure to use canes or walkers
- rugs

There are things in the home that cause falls such as throw rugs on which people trip. Night lights should be used at night in rooms and halls. Loose shoes and socks that slip cause falls. Dark steps, cats and dogs, toys and other things on the floor can make people trip and fall.

Avoid falls by not using throw rugs. Use white tape on stairs to make them easy to see. Keep pets from getting under foot. Keep floors free of things that could trip people. Avoid wet and shiny floors. Use a cane or walker if your doctor or nurse advises. Keep eyeglasses clean and wear them when moving from one place to another, inside or outside the house.

KEEP SAFE! AVOID FALLS!

LESSON 11

CONSTIPATION

Tutor Guidelines

Goal:

Students will identify the cause of constipation and understand methods used to relieve this problem.

Objectives:

Students will:

- recognize symptoms of constipation
- identify various home remedies
- understand ways to avoid constipation
- avoid overuse and abuse of laxatives

Review Exercises:

Impress on the students that constipation is a common disorder easily prevented and treated. A bowel movement on a daily basis is not always necessary, and lack of a daily movement does not constitute constipation. Frequent use of laxatives often compounds the problem of constipation and can hurt the person taking them.

LESSON 11

CONSTIPATION

We all have a need to be regular. Constipation is when you cannot pass a stool. It can also occur when the stool is hard and dry.

What are some causes?

- some drugs
- lack of fluids
- lack of fresh fruit
- lack of fresh greens
- lack of whole grains
- not staying active

There are ways to keep you regular:

- Drink lots of fluids.
- Eat lots of fresh greens.
- Eat lots of fresh fruits.
- Eat whole grain breads.
- Eat foods with bran.
- Stay active -- take a good walk.

The use of laxatives may hurt you. They can cause more harm than good. They are harmful when you take them for a long time. At times we all need some help. Ask your doctor what you should take. Ask him/her when you should use a laxative and how often.

DRINK LOTS OF WATER OR JUICES-----EAT RIGHT-----WALK
TO HEALTH!!!

LESSON 12

YOUR SKIN

Tutor Guidelines

Goal:

Students will recognize that the skin is the first major defense against infection.

Objectives:

Students will:

- understand the skin's protective mechanism
- recognize various ways to care for the skin, especially as one ages
- identify various skin changes that are not normal

Review Exercises:

Impress on students that the skin is a vital protective mechanism against infection. The five major signs of infection are:

- redness
- warmth
- pain or discomfort
- drainage
- swelling

LESSON 12

YOUR SKIN

Your skin is your body's first shield. The skin protects the inside of your body from infection.

As you age your skin can change:

- It can be dry.
- It may start to get thin.
- It can be weak.
- It is easy to bruise.
- It is easy to scrape your skin.
- It is easy to cut your skin.

To help your skin:

- Use a mild soap.
- Use creams and oils after a bath.

Do not use oils in the bathtub since they cause one to slip and fall in the tub or shower.

Look at your skin each day. Look for any changes in your skin. Changes are:

- a rash
- a cut
- a bruise
- a red patch

IF THEY LAST A LONG TIME, CALL YOUR DOCTOR.

IF THESE CHANGES CAUSE PAIN, SEE YOUR DOCTOR.

LESSON 13

YOUR MOUTH

Tutor Guidelines

Goal:

Students will realize the importance of good oral hygiene.

Objectives:

Students will:

- identify methods for care of the teeth
- recognize any abnormal changes in the mouth that may indicate disease
- understand the care needed for dentures and gums each day

Review Exercises:

Impress on students the importance of good oral hygiene. Encourage students to see a dentist regularly. Ask students for ways they think their oral hygiene habits can be improved.

LESSON 13

YOUR MOUTH

You must take care of your whole mouth. Your gums and teeth need care each day. Your teeth can last a lifetime. Good care keeps them in good health.

- Brush your teeth after each meal.
- Brush your teeth before you go to sleep.
- Floss your teeth once a day.

MOUTH WASH IS NOT THE SAME AS BRUSHING YOUR TEETH.

You must take care of your mouth even if you have no teeth. Your gums need good care. Rinse your mouth twice a day. Ask your dentist what care is best for your gums.

You must take care of your false teeth. It is part of good mouth care. Take them out of your mouth at least twice a day.

- Wash your false teeth.
- Use a toothbrush on your false teeth twice a day.
- Rinse your mouth before you put them back in.

Look for changes in your mouth. A change can mean disease. Some signs are:

- a sore on the gum
- a red spot

- a white patch
- bad breath
- gums that bleed
- pain in your mouth

SEE A DENTIST IF YOU NOTE A CHANGE. GOOD MOUTH CARE IS
A MUST! YOUR GUMS AND TEETH DEPEND ON IT.

LESSON 14

MEDICARE

Tutor Guidelines

Goal:

Students will understand what Medicare is and how to participate in it.

Objectives:

Students will:

- understand that Medicare is available to all people 65 years of age and older
- know how to participate in Medicare
- recognize that application for Medicare should be submitted at age 65 or as soon as possible
- realize there are staff persons available to help them with the long and often complex forms

Review Exercises:

Impress on the students the value of Medicare health insurance. Advise students to sign up as soon as possible if not already participating in the plan. In addition, encourage students not to be intimidated by the forms and application procedure but to use the staff at the agency to help them.

LESSON 14

MEDICARE

Medicare is health insurance to help those who are 65 years of age and older. How do you get this help? You need to sign up. Sign up at least three months before you turn 65 years old at your Social Security office. If you still work, you may sign up at work. You will need proof of your age.

Medicare has two parts:

- Part A is to help pay hospital bills
- Part B helps pay your doctor bills

Part A and Part B do not pay all of your bills. They help pay for part of the cost of your health care. Health care costs a lot. You may need Part A and Part B plus other health plans.

To sign up for Medicare, you must fill out some forms. They are long and may be hard to read. Staff at the hospital or doctor's office will help you read and fill out the forms.

YOU MUST ASK FOR THIS HELP. YOU WILL BE GLAD YOU HAVE THIS HELP. YOU DO NOT KNOW WHEN YOU WILL NEED MEDICARE!

LESSON 15

C R I M E! PROTECT YOURSELF

Tutor Guidelines

Goal:

Students will recognize the potential for crime and ways to avoid it in their lives.

Objectives:

Students will:

- identify the common areas in which crimes occur
- be aware of measures that can be used to avoid crime
- realize that caution must be taken

Review Exercises:

Impress on students that positive action can be taken in preventing crime. A common crime against elderly persons is the theft of their Social Security checks. Advise the direct deposit method to ensure income safety. Encourage students to ask questions about banking options for their finances.

LESSON 15

C R I M E!!! PROTECT YOURSELF

There is a high rate of crime against those who are old. You can protect yourself!

Some crimes that occur outside the home are:

- purse stealing
- theft
- checks stolen on the way to the bank
- physical threats and harm

Some crimes inside the home are:

- theft
- con games by salespersons
- threatening telephone calls
- repair frauds
- health care frauds
- abuse by grown children and relatives

There are ways to prevent these crimes:

- Do not carry much cash or many credit cards when you are out.
- Hold your purse close to your body.
- Keep your wallet in an inside pocket, not in a back pants pocket.
- Do not show off your gems and rings.
- Do not tempt a thief!

IF A THIEF ROBS YOU, DO NOT RESIST. IF YOU RESIST,
YOU RISK A GREAT CHANCE OF HARM!

Many people have their Social Security checks mailed to their bank. They do not have to worry about theft on the way to the bank. It is easy to do. Call your bank and ask about direct deposit.

Stay clear of gangs on the street. Walk with a friend. Walk in the daylight. Crime is highest at night.

You can protect yourself from crime in your home. Lock your doors and windows. Ask questions before letting someone in your home. Be wary of all door-to-door sales people:

- Do not give them cash.
- Ask for their cards.
- Check out the company first.

Do not tell strangers your routine. If you do, they will know when you are not there. If you get a prank phone call, report it. Report physical abuse to your doctor.

Be wary of quick health cures. Ask your doctor first!

YOU CAN PROTECT YOURSELF FROM CRIME.

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