ABSTRACT
            This document consists of a final report and
curriculum materials from a project that designed a set of curriculum
packages to meet the needs and interests of senior citizens. The
curriculum presented topics that were critical to the daily lives of
older adults while integrating basic skills. Classes met for each
topic approximately six to eight sessions. Student learning gains
were assessed by oral and written testing. Findings indicated an
increase in creativity and knowledge in areas of interest to the
senior citizens led to an improvement in basic math, reading, and
writing skills. The senior life skills curriculum's eight packages
provide the following: objectives, course overview, materials list,
instructional approaches, recommended evaluation, lesson outlines,
and, in some cases, worksheets and a bibliography. Quicken 5 is a
computerized financial management course. Genealogy I and II are
computer courses that provide skills to trace ancestral roots.
Chemical Hazards in the Home covers topics relating to chemical
hazards found in the home and their potential toxicity. More Mileage
from Your Memory covers topics relating to memory concerns of senior
citizens and ways to improve one's memory. Creative Writing is
designed to stimulate the imagination and provoke creative thoughts
that can be translated into written word. Food Facts and Fallacies
relates to dietary concerns. Taking the Mystery Out of Medicine
covers medical problems, issues, and terms often encountered by
senior citizens. (YLB)

"Topics for Lehigh County Seniors II"

Final Report

by

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Jean Dyer, Coordinator/Instructor

Lora Lesak, Coordinator/Instructor

1993-1994

Lehigh Carbon Community College

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$17,176

Project #98-4021

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(NOTE: You may adapt space as needed for the sections.   However, limit the abstract to <u>one</u> page.)

<u>ABSTRACT PAGE</u>

Title: Topics for Lehigh County Seniors II

Project No.: 98-4021   Funding: $17,176

Project Director: Lauren Giguere   Phone No.: (610) 776-1998

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<u>Purpose</u>:

The project proposed to develop and produce a set of replicable, exportable curriculum packages which were designed to meet the needs and interests of senior citizens. The curriculum presented topics which were critical to the daily lives of older adults while integrating basic skills. Packages were then made available to similar agencies desiring to offer programming to older adults.

<u>Procedures</u>:

Classes met for each topic approximately 6 - 8 sessions during the fall and spring term. [handwritten illegible text]
Each teacher kept a record of specific details which were written into the curriculum packages.

<u>Summary of Findings</u>:

Participant and instructor feedback on curriculum and instruction were noted on evaluation forms and in verbal communication. The students learning gains were assessed by oral and written testing. The packages were evaluated against preset design criteria.

<u>Comments</u> (Conculsions, Findings, Barriers, if any):

The findings were in agreement with the original hypothesis and no major barriers to the overall success of the project were noted. [handwritten illegible text]

<u>Products</u> (if applicable):

A set of curriculum packages containing instructional objectives, series appropriate teaching strategies and content and recommendations for replication were produced.

<u>Descriptors</u> (To be completed only by Bureau staff):

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ACKNOWLEDGEMENTS

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This project was designed to develop a set of curriculum packages for Lehigh County older adults, as a cooperative effort between Lehigh Carbon Community College and the Lehigh County Senior Citizens Center.

These curriculum packages have been created so that they can be used by a variety of agencies, community colleges, basic skills and literacy programs area agencies on aging, senior centers and retirement homes.

This project addresses the needs of senior citizens by increasing their knowledge of the way their memory works, understanding better nutrition and medical terms, increasing their computer skills, and improving their creative writing skills. In addition, the courses provide an opportunity for the senior citizens to communicate with each other and to increase their self esteem.

The director of Adult Literacy, Lauren Giguere, and the project coordinators Jean Dyer and Lora Lesak, all from Lehigh Carbon Community College met with Jo Farkas, director of the Lehigh County Senior Center, to discuss and develop the curriculum needs of senior citizens.

The coordinators were responsible for setting up and coordinating the courses, which included finding the appropriate instructors.

The courses which were offered were as follows:

1. Quicken 5 - a computer course

2. Genealogy - a computer course designed to trace one's family tree

3. Chemical Hazards in the Home - a course focusing on increasing awareness of the hazards present in household chemicals.

4. More Mileage From Your Memory - focusing on memory and how to enhance it

5. Creative Writing - sparking the imagination and putting one's creative thoughts on paper in the form of essays, stories and poetry.

6. Facts and Fallacies about Food - making sense out of misleading information given on some food labels

7. Taking the Mystery Out of Medicine - focusing on aging, wellness and illness, understanding medical terms and some prescription information

The workshops were divided into two sessions, one being held in the fall of 1993, and the other in the spring of 1994. The course varied in length from two to eight classes, with normally two hours of instruction for each class.

The team members working on the project were:

Project Director	Lauren Giguere
Coordinators	Jean Dyer BS Ed. Natn.Teach.Cert. Lora Lesak BS Health Art RN,PNP
Instructors	Jane Desnouee Reading Specialist Diane Drabinsky BS Reg. Dietician Jean Dyer BS Ed. Karen Goode-Ferguson M.Ed. M.Rehab.Counciling David Lesak BS Health and Safety Lora Lesak BS Health Art,RN,PNP Jo Mountain M.Ed, Reading Specialist

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STATEMENT OF PROBLEM

Older adults often encounter difficulties when seeking educational training. That is why it is necessary to implement courses which are both easily accessible and relevant to their needs and interests.

These workshops provide seniors with opportunities to increase their creativity and knowledge in areas which are meaningful for them, and to improve their basic math, reading, and writing skills.

GOALS AND OBJECTIVES

The goals and objectives of the project are to produce a series of curriculum packages which will include:

1. Computer Literacy

2. A computer course using applied skills

3. Awareness of hazards of household chemicals

4. Memory and how to enhance it

5. Creative Writing

6. Nutrition

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PROCEDURES

Planning

In order to develop the curriculum, Lauren Giguere, Jean Dyer and Lora Lesak met with Jo FArkas, to discuss topics, availability of classroom space, and scheduling.

The curriculum was divided into the five major areas which follow:

1. Managing Your Life
2. Understanding Documents
3. Aging and Learning
4. Health and Nutrition
5. The Basics

Instruction

Twelve workshops were conducted in two phases, the first set occurring in the fall, and the second in the spring. The workshops described in the Introduction were taught in the following sequence:

Fall 1993

1. Quicken
2. Genealogy I
3. Chemical Hazards in the Home
4. More Mileage for Your Memory

1. Quicken - offered twice

2. Genealogy I & II

3. Creative Writing

4. Facts and Fallacies about Food - offered twice

5. More Mileage From Your Memory

6. Chemical Hazards in the Home

These classes were designed to meet the physical needs of the learner, and to interest this population group. They were generally learner centered in order to increase student participation, and to reduce the risk of frustration and inhibitions on the part of the seniors.

Instruction was slow paced, and information and explanations were given in a clear, concise manner.

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RESULTS

The objectives of the project which were reached were:

1. A set of curriculum packages was developed which had basic skills improvement embedded into the content.

2. A series of workshops were conducted with senior citizens to field test and modify the curriculum packages described in the introduction.

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EVALUATION

The project was evaluated as it progressed and measurement was based on:

The percentage of students who remained in the class.

The completed curriculum based on the various topics, plus notes and feedback.

These objectives were met and the project was a success.

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DISSEMINATION

This project will be available for dissemination through the following agencies:

1. Pennsylvania Department of Education
   333 Market Street
   Harrisburg, PA 17126-0333

2. AdvancE
   Pennsylvania Department of Education
   333 Market Street
   Harrisburg, PA 17126-0333

Specific questions about this curriculum may be sent to:

   Lauren Giguere
   Director of Adult Basic Education and Literacy
   Lehigh Carbon Community College
   609 Hamilton Mall
   Allentown, PA 18102

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RECOMMENDATIONS

We were pleased that the curriculum packages, designed to meet the needs and interests of senior citizens were successful. It is hoped that other adult education programs will use these packages to serve the senior citizens in their local area.

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SENIOR LIFE SKILLS CURRICULUM

1. Quicken 5

2. Genealogy I

3. Genealogy II

4. Chemical Hazards in the Home

5. More Mileage From Your Memory

6. Creative Writing

7. Food Facts and Fallacies

8. Taking the Mystery Out of Medicine

Quicken 5

Quicken 5 is a computer course designed to be delivered in eight one and one half hour or two hour sessions. The format uses the Quicken 5 computer program. This program offered to Senior Citizens provides them with a resource for which they can use the computer to enter financial data for keeping a simple home accounting system. The topics include learning to boot up the program, set up a balance sheet, income and expense accounts, charting a budget, reconciling a bank statement and printing out various accounting reports.

Program Overview

Terminal Objectives:

The student will be able to do the following:

1. Boot the Quicken 5 Program

2. Set up balance sheets, income and expense accounts

3. Use the amortization calculator for bank loans

4. Enter transactions in the Bank Register and use split transactions

5. Chart a Budget

6. Print various accounting reports

7. Reconcile a bank statement

8. Up-date securities

Topics Covered

1. Formatting a 3 1/2 inch disk

2. Setting up a new file and its data disk location

3. Opening balance sheet accounts and amortization

4. Chart of accounts and entering simple transactions

5. Entering split transactions and individual transactions

6. Setting up a budget

7. Transaction and printing ledger accounts

8. Bank reconciliation

9. Printing journal and ledger accounts

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Materials Used

1. Handouts pertinent for each session

2. Pocket folder for each student

3. Diskettes

4. 5" x 7" plain file cards

5. Chalkboard or flow chart

6. Computers

Instructional Approaches

1. Lecture

2. Practical use of the computer

3. Instructor facillitated question and answer sessions.

Evaluation and Recommendations

The class is very interested in learning about the computer. They show much enthusiasm and are able to grasp the concept of Quicken without too much difficulty. Due to the sequentially structured material, the students must be encouraged to attend class on a regular basis.

QUICKEN[5] - INTRODUCTORY COURSE

Eight-week course starting _____
                              ending _____

GOALS: To offer a resource by which participants can use the
computer to enter financial data for keeping a simple
home accounting system.

OBJECTIVES:

. Learn to boot up the Quicken 5 program.
. Learn to set up balance sheet and income & expense accounts.
. Learn to use the amortization calculator for bank loans.
. Learn to enter transactions in the Bank Register.
. Learn to use split transactions.
. Learn to chart a budget.
. Learn to print various accounting reports.
. Learn to reconcile a bank statement.
. Learn to up-date securities.

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QUICKEN[5] COMPUTER PROGRAM
FOR SENIOR CITIZEN CENTERS

CENTER REQUIREMENTS:
- Computer with at least a 640K RAM.
- Printers to accompany each computer.
- Quicken[5] or Quicken[6] using MS-DOS 2.2 or higher.
- Instructional manual for the computer program or USING QUICKEN5, QUE. Que Corporation, 11711 North College Avenue, Carmel, IN 46032.

GOALS: To offer a resource by which participants can use the computer to enter financial data for keeping a simple home accounting system.

Program Outcomes:

By the end of the program, participants will have
- Learned to boot up the Quicken[5] program.
- Learned to set up balance sheet and income and expense accounts.
- Learned to use the amortization calculator for bank loans.
- Learned to enter transactions in the Bank Register.
- Learned to use split transactions.
- Learned to chart a budget.
- Learned to print various accounting reports.
- Learned to reconcile a bank statement.
- Learned to up-date securities.

Packet Includes:
- Lesson plans for workshop for QUICKEN[5], home accounting system for the PC computer.
- Workshop format
- Handouts:
    Quicken[5] - Introductory Course
    Balance Sheet Accounts
    Entering Transactions in the Bank Register
    Split Transaction Entries
    Transactions
    Bank Reconciliation
    Shrinking Files
    Evaluation Form

Instruction Supplies Needed:

1. Attendance sheets
2. Diskettes
3. Pocket folder for each participant
4. 5"x7" plain file cards
5. Chalk or colored pens for classroom board
6. Registration forms for each participant (record for center)

Target Audience: Senior citizen.

7. Lesson Plans for QUICKEN[5]:
    Lesson 1 Orientation
    Lesson 2 Opening Balance Sheet Accounts & Amortization
    Lesson 3 Chart of Accounts and Entering Simple
            Transactions
    Lesson 4 Entering Split Transactions
    Lesson 5 Setting Up a Budget and Entering Transactions
    Lesson 6 Bank Reconciliation
    Lesson 7 Year-End Procedures
    Lesson 8 Updating Financial Investments & Evaluation

These workshops take 1-1/2 hours each over an eight-week period. It is necessary that the participants attend regularly because of the sequential structured material.

The lesson plans should be given in sequence for adequate comprehension of the program.

Teaching senior citizens this accounting program was a rewarding experience for this instructor. You will find your class to be one of eager and happy learners. Have fun!!!

Jo Mountain
Instructor
1993

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SESSION 1

Session 1

Course Overview

I. Introduction

   A. Course Welcome

      1. Course Name

      2. Instructor Introduction

         a. name

         b. background

         c. experience

      3. Participant Introductions

   Have all participants provide the following information:

         a. name

         b. background

         c. course expectations

   B. Administrative information and requirements

      1. Emergency exits

      2. Lavatories

      3. Drinking fountains

      4. Smoking policies

      5. Completion of appropriate forms

      6. Other pertinent information

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LESSON 1

1. Pass around the attendance sheet.
2. Have students make a name card using file card. Place on monitor.
3. Distribute 3-1/2" disk and have class format them.
4. Have students boot up Quicken from the menu listing.
5. From the main menu select SET PREFERENCES (press ENTER key
    . Select File Activities (press ENTER key)
    . then select SELECT/SET UP FILE (press ENTER key)
    . then select SET FILE LOCATION (press ENTER key)
       ... have class enter A: for their data disk drive
    . then use ESC key to return to SELECT/SET UP FILE
    . have class select SELECT/SET UP FILE (press ENTER key)

6. When setting up the file have each participant use their last name.

7. Default Categories - select 3 both home and busines:.

8. Set up the bank account for checks and deposits. You can use a local bank name and the balance in the account is $10,000.00.

9. Remind class **never** to turn computer off before exiting the the program properly. Data is saved only when you exit from the main menu.

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SESSION 2

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LESSON 2

1. Have class boot up Q^5 program and pull up their account file.

2. Give each student a Balance Sheet and enter accounts in the
    Select Account menu.
    . Have student enter the SELECT ACCOUNT from the main menu.
    . Follow directions from monitor for entering Asset,
       Investment and Liability accounts.

3. Print a balance sheet. Use CREATE REPORTS from the main
    menu.

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BALANCE SHEET ACCOUNTS
as of January 1, 1993

Asset Accounts		Balance
Meridian Bank (checking account)		$ 10,000.00
Home Property (value on home)		60,000.00
Investments	Nicholas	23,679.23
	(496.524 shares @ 47.690)	
	Vanguard GNMA	15,826.62
	(1,514.509 shares @ 10.450)	

		$109,505.05
		===========

LIABILITIES	Balance
Jones Landscaping (home improvement)	$ 2,400.00
First National (home mortgage)	11,814.29
Faith Church (4-yr pledge)	2,000.00

Total Liabilities	$ 16,214.29
Equity	
Total Liabilities & Equity	
	===========

1. Create New File
   - Follow info for Set Up a File (use your last name for FILE.
   - Location for data files: A:

2. Select Standard Categories window (select a category list: 3
3. Set Up an Account (Choose an account type: 1)   use Meridian Bk
4. Enter balance from Balance Sheet $10,000.00 as of 1-1-93.
5. Go to Select Account - Set up New Account (use Balance Sheet)

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SESSION 3

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LESSON 3

1. Review Account List and how it was set up.

2. Review Chart of Accounts from the Bank Register. (CTRL C)
   . Delete those accounts not to be used.

3. Hand out ENTERING TRANSACTIONS IN THE CHECK REGISTER
   . Have class do the transactions together with the instructor.

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ENTERING TRANSACTIONS IN THE BANK REGISTER

.. Boot up the Quicken5 Program
.. From the Main Menu select the **Register**

<u>Date: current date</u>

1. Check #343 - paid Bell Telephone $35.00 (telephone)

2. Check #344 - paid PP&L $100.00 (utilities)

3. Check #345 - paid Hess's $25.00 for holiday gifts. (gifts)

4. Received a pension check from Pinebrook - $1,856.00 (Pension)

5. Check #346 - paid $500.00 to Faith Church.   (Faith Church)

6. Check #347 - paid Scott's Pharmacy $30.00 for medication. (medical)

7. Check #348 - paid Morning Call yearly sub $200.00   (subscriptions)

8. Received check from Nicholas Fund - $206.00 (Nicholas Fund Income)

9. Received a check from Vanguard - $91.29 (Vanguard Income)

* * * * * * * * * * * *

NOTE:

.   Some transactions are the same each month - use the **CTRL M** to memorize the transactions.

.   Next month when you enter a **MEMORIZED TRANS..** use the **CTRL T** and select the transaction you want and it will appear in the Register.

.   Use the + or - keys to advance or decrease dates and check numbers.

MOUNTAIN 1993

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SESSION 4

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LESSON 4

1. Review previous lesson on transactions involving just two accounts (cash plus an expense or income account.

2. Split transactions occur when more than two accounts must be used. For example when paying a mortgage it involves the principal as well as the interest payments. Or split transactions are used when making deposits involving several accounts. Making split transactions is a time saver when only one transaction can be used involving several accounts.

4. Today's lesson will involve purchasing a automobile. The car costs a loan were arrange at a bank.
   Have class

5. Hand out the SPLIT TRANSACTION ENTRIES.
   . Have the class do each transaction together with the instructor.

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USING THE LOAN CALCULATOR

The simplest use of the loan calculator is using it to calculate loan payments. If you know the loan amount, annual interest rate, years the loan will be outstanding, and the number of payments made in a year. Quicken will produce a payment, or amortization, schedule. It will show the portion of your payments that goes to paying interest and the portion that goes to reducing the principal you owe.

In todays lesson you will borrow from the bank $10,000 to purchase a car. The loan is made at 6% interest for three years.

To calculate payments follow these steps.

1. From the Register select the Activities menu (ALT-A)
2. Select the **Loan Calculator** option. The calculator box window appears.
3. With the cursor at the **Principal** field, enter the loan balance amount.
4, Press ENTER or TAB to move cursor to **Annual** Interest rate. Enter rate.
5. Press ENTER or TAB to move cursor to TOTAL years field. Enter number of years.
6. Press ENTER or TAB to move cursor to PERIODS per year field.   Enter *12*.
7. Press ENTER when four input fields are calculated. Look for Monthly payments, principal and interest payments. Print **(CTRL-P)**
8. OPTIONAL. To see payment schedule for loan, press **F9.** Print schedule.

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SPLIT TRANSACTION ENTRIES

<u>Use current date for checks</u>

1. Received a ACME Annunity Check - $693.09

   ACME gross amount $727.17
   Less Federal Tax   34.08
   Enter date, ACME Annunity, and amount received
   In the Memo space below ACME press **CTRL-S** (for split trans.)
   A split transaction window will appear.
   In category frame type in account you want to use

<u>CATEGORY</u>	<u>MEMO</u>	<u>AMOUNT</u>
ACME Annuity		$727.17
Tax:Federal		-34.08

   (CTRL- ENTER or F10) to return to register)
   When back in Bank Register you are ready to record entry.
   Since this entry will reoccur it is best to memorize it by using **CTRL-M**.
   To view this entry use **CTRL-T.**

2. Paid home mortgage for this month.
   . Check #349 to First National Bank $539.84
   . **Principal $451.23   - Mortgage Interest $88.61**
   . CTRL S (follow procedure for entry #1 and memorize trans.)

3. Made a deposit for a total of $420.00
   . Refund check for car oil purchased earlier $ 5.00
   . Birthday check   25.00
   . Nicholas dividend   300.00
   . Vanguard interest   90.00

4. Received pension check from Atlas Power for $200.00

5. Check #350 for $150 to pay off Master Card
   . Car repair $ 100.00
   . Gas   20.00
   . Groceries   30.00

6. Check #351 for first payment to American Bank on car loan. consult amortization
   sheet.

NOTE: Use **CTRL S** to enter more than one Category Account.
             Use **CTRL M** to memorize a transaction.
             Use **CTRL T** to view the list of memorized transactions.

SESSION 5

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LESSON 5

1. Review split transactions.

2. Review Category accounts.

3. Discuss budgets and why they are helpful in maintaining a good cash flow.

4. Give out the handout on making budgets.

5. Give out the handout on entering more transactions.

LESSON 5

SETTING UP A BUDGET

1   From the REGISTER select the ACTIVITIES menu (ALT A)

2. From the ACTIVITIES Menu select SET UP BUDGETS (using the
    directional arrows select and highlight SET UP BUDGETS.
    now press ENTER.

3. Work with class to fill in budget figures for a YEAR.

4. Print budget (use CTRL P) and follow print directions.

5. Return to REGISTER.

6. From the REGISTER select the REPORTS Menu (ALT R).

7. From the REPORTS Menu select BUDGET.

8. Print your YEARLY budget.

9. From handout(TRANSACTIONS) enter transactions dated TODAY.

Mountain 1993

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LESSON 5

TRANSACTIONS

Month Later

1. Check 351 - paid Telephone bill $35.00

2. Check 352 - paid Thompson for winterizing pool $75.00

3. Received Pinebrook pension check - $1,856.00   (look in the Memorized trans CTRL T)

4. Check from Nicholas Fund received $205.00

5. Check from Vanguard received $90.00

6. Received Annunity check from Acme - $693.09
   Gross $727.17
   Fed Tx   34.08

7. Check #353 Paid mortgage to First National Bank $539.84
   Principal $454.62
   Int   85.22

8. Made 2nd payment of car loan to American Bank (look at your amortization table for Principal and Interest

9. Received Atlas Power pension check for $200.00.

10. Check #354 paid $50.00 to Hotel Delux for dinner.

11. Check #355 paid Clean Clean for dry cleaning - $10.50.

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SESSION 6

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LESSON 6

1. Review with class split transactions and chart of accounts.

2. Have class finish any transactions not recorded from last session.

3. Hand out Bank Reconciliation Statement and do a step-by-step reconcilation with class.

4. Print all Reconciliation Reports.

BANK RECONCILIATION

MERIDIAN BANK

Last statement date: 9/25/93   Beginning Balance: $10,000.00
This statement date: 10/25/93   Ending balance: 9,885.18
                                       Interest earned: 4.64

===

Total Payments: $1,729.84
Total Received: 1,610.38

===

Payments:	(8)		Deposits:	(5)	
343	$	35.00	1993	$	206.00
344		100.00	1993		91.29
345		25.00	1993		693.09
346		500.00	1993		420.00
347		30.00	1993		200.00
348		200.00			
349		539.84	ATM Withdrawals:		
350		150.00	1-2-93 College Park		50.00
			1-10-93 Lehigh Street		100.00

===

Steps in Reconciling Bank Statement:
1. From the Register select ACTIVITIES menu (ALT A)
2. From the menu select RECONCILE
3. On the monitor see Reconcile Register with Bank Statement.
   Ending bank balance, ending date, bk charges or bk interest.
   . When finished press ENTER key.
4. Place an asterisk next to all transactions that cleared the bank. You will
   notice that the bank interest has been listed as **already cleared**.

5. If you find a mistake or an omission of a transaction press the F9 key and you
   will return to the **REGISTER**. There you can make all corrections or additions
   for any transaction.
   . To return to reconciliation press F9 and you will be back to the list of
     transactions you are clearing.

6. Look at the_bottom right hand corner_ of the monitor. Look for the **DIFFERENCE**
   amount.. This tells you whether or not your balance agrees with the bank. If not
   it gives you the difference to be reconciled.
   . Look at the Checks, debit...see if total agrees with the bank statement.
   . Look at Deposits, credit...see if total agrees with the bank statement.
   . These two listings help you to either check with deposits made or with
     checks written or OTHER WITHDRAWALS (ATM's)

7. When you balance with the bank press **CTRL F10**. Quicken changes asterisk marks to
   an X, and asks whether you want to print a reconciliation - Press Y. Follow
   directions on monitor.

To print a reconciliation report: **Press Y.** Follow directions on monitor. Move the
cursor by using either the TAB key or the ENTER key. Check printer to make sure it is
turned on.

SESSION 7

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LESSON 7

1. Have class print the January and February General Journal Entries.

2. Print up a Balance Sheet and Profit and Loss Statement.

3. Print up a Cash Flow Statement. (a good look at use of cash)

4. Print up all Ledger Accounts.

5. Discuss reason for doing a year-end closing. Do the Year-End Closing of Income and Expense Accounts. (have class use the Main Menu/Preference and follow monitor directions)

6. Print another Balance Sheet.

7. Have class bring in the Financial Report Section from paper for lesson 8.

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SHRINKING FILES

WHEN TO SHRINK FILES: For most users, the most convenient time to shrink the files is after completing the annual income tax return and after any year-end reporting. At this time, all transactions from the prior year should have cleared the bank, and you have printed all necessary Quicken reports. Now, an archive copy of the files can provide a permanent copy of the data you used to prepare the year's financial reports. A fresh copy of the file also enables you to start a new year without a load of old, unnecessary data.

HOW TO SHRINK FILES: To shrink files, use the **Year End** option on the File Activities menu. Because you can shrink only the currently selected account, you need to use the **Select/Set Up File** option to select an account to shrink. If you do not select an account before using the **Year End** option, Quicken warns you before shrinking the files.

Follow these steps:
1. From Quicken's Main Menu, select **Change Setting** option. Set Preferences menu appears.
2. From the Set Preferences menu, select **File Activities** option.
3. From the File Activities menu, select **Year End** option. The Year End screen appears.
4. Identify the year-end action you want to take. (1) to Archive; (2) Start New Year.

If you type a 2 to create a fresh file copy, Quicken may include some transactions from previous years, such as investment transactions and any uncleared transactions. You need to keep these transactions in a working copy of a file because the investment transactions are needed for investment record-keeping and the uncleared transactions are needed for bank reconciliations.

5. If you select **archive** option, the Archive File screen appears. By default, Quicken names the archive file with the current file name and the previous year, locates the file in the Quicken program directory, and includes transactions only through the end of the previous year. If any of these default settings are incorrect, move the cursor to the incorrect field, and then make the necessary corrections. When the screen is complete, press ENTER when cursor is on the last field . Quicken creates the archive file copy and then displays an on-screen message that asks if you want to work with the archive file or the current file. Using arrow keys, indicate the file.

6. **Start New Year** option. Enter file name you want Quicken to use for the new file in the Copy all transactions to file field. Indicate the date that, if a transaction date falls after, controls the transactions that get copies to the new file in the Include transactions with dates after field. Specify the location for the new file in the Location of New File field. When the screen is complete, press ENTER when cursor is on the last field. Quicken creates the new file copy and then displays a message that asks if you want to work with the archive file or the current file. Use arrows to select file.

SESSION 8

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Genealogy I

Genealogy I is a computer course designed to be delivered in eight two hour session. The format uses the Family Tree Maker computer program. This program offered to Senior Citizens provides them with skills to trace their ancestral roots through the use of the computer. The topics covered include learning to enter data, printing family trees, making calendars and doing basic word processing in order to complete their family tree.

Program Overview

Terminal Objectives:

The student will be able to do the following:

1. Boot up the Family Tree Maker Program

2. Learn how to enter data about each family member

3. Learn to print four basic styles of tree

4. Learn how to start researching those ancestors for whom you do not have pertinent information

Topics Covered

1. Formatting data disk

2. Entering and saving data

3. Entering data on family cards

4. Using index names to locate an individual

5. Writing interesting information on an individual

6. Printing various form of a family tree

7. Recording personal data

8. Printing family calendars

9. File organization

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FAMILY TREE MAKER PROGRAM²·⁰
FOR SENIOR CITIZEN CENTERS

CENTER REQUIREMENTS:
- Computer with at least a 640K RAM.
- Printers to accompany each computer.
- Family Tree Maker Program²·⁰, MS-DOS 2.2 or higher.
- Instructional manual for the computer program.
- <u>Family Tree Maker</u>, User's Tutorial and Reference Manual, Banner Blue Software Incorporated, PO Box 7865, Fremont, CA 94537-7865, Telephone 510-794-6850; Fax 510-794-9152

GOALS: To offer a resource by which participants can compile their history in an easy to learn genealogical computer program.

Program Outcomes:

By the end of the program, participants will have
- Learned to boot up the Family Tree Maker²·⁰ computer program.
- Learned to enter data for each family member.
- Learned to print basic styles of tree: ancestor, photo, descendant, and direct descendant.
- Learned to research ancestor for birth and/or death records.
- Learned to record stories, habits, etc. that make ones trees come to life.

Packet Includes:
- Lesson plans for Family Tree Maker Program²·⁰ workshop
- Workshop format
- Handouts:
    Family Tree Maker Program²·⁰ - Introductory Course
    Goals and Objectives
    Family Tree Maker - Getting Started
    Filling Out Other Family Cards
    The Individual Cards
    Printing a Family Tree
    Recording Personal Tree
    Printing a Calendar
    The Command Menu
    Evaluation Form

4 9

Instruction Supplies Needed:

1. Attendance sheets
2. Diskettes
3. Pocket folder for each participant
4. 5"x7" plain file cards
5. Chalk or colored pens for classroom board
6. Registration forms for each participant (record for center)

   Target Audience: Senior citizen.

7. Lesson Plans for Family Tree Maker Program$^{2.0}$:
   - Lesson 1 Orientation
   - Lesson 2 Booting up program and entering data
   - Lesson 3 Using the Individual Cards and entering data
   - Lesson 4 Printing a Family Tree
   - Lesson 5 Recording Personal Tree data
   - Lesson 6 The Command Menu
   - Lesson 7 Individual data entry
   - Lesson 8 Evaluation of program and data entry

These workshops take 1-1/2 hours each over an eight-week period. It is necessary that the participants attend regularly because of the sequential structured material.

The lesson plans should be given in sequence for adequate comprehension of the program. Students have expressed and continuation of this course to further their need for research techniques and available resourses.

Teaching senior citizens this genealogy program was a rewarding experience for this instructor. You will find your class to be one of eager and happy learners. Have fun!!!

Jo Mountain
Instructor
1993

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SESSION 1

Session 1

Course Overview

I. Introduction

   A. Course Welcome

      1. Course Name

      2. Instructor Introduction

         a. name

         b. background

         c. experience

      3. Participant Introductions

   Have all participants provide the following information:

         a. name

         b. background

         c. course expectations

   B. Administrative information and requirements

      1. Emergency exits

      2. Lavatories

      3. Drinking fountains

      4. Smoking policies

      5. Completion of appropriate forms

      6. Other pertinent information

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LESSON 1

1. Class orientation:
   - Pass around the sign-in sheet. Each student should be instructed to check his name on the list or write in name if it does not appear on the class listing.

   - Each student will make a name card to place on monitor of computer.

2. Hand out double-pocket folders. Place a mailing label on the upper, right hand side of the folder. Students should print their name on label and the title of the course. The folders are to contain all handout materials for the class.

3. Pass out the GOAL AND OBJECTIVES sheet. Have class fill in the dates for the beginning and ending of the course.
   - Discuss with the class the objectives for the course.

4. Hand out a Diskette to each student.
   - Have class format their disk.
   - Have class write their name on disk.
   - Instruct class that they will be responsible for their disk and should have it for each class session.

5. Hand out Lesson 1.
   - Have class boot up the <u>Family Tree Maker</u> program.
   - Follow steps for creating a new family tree.
   - With step-by-step instruction follow <u>Entering Family Information</u>.
   - With the class follow procedure for <u>saving information</u> on their data disk.

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FAMILY TREE MAKER
(GENEALOGY COMPUTER COURSE)

Course begins: _____

        ends: _____

GOALS: To offer a computer program by which you can create family trees and have a detailed permanent record of your family history.

OBJECTIVES:

1. Learn how to enter data about each family member.

2. Learn to print four basic styles of tree: ancestor, photo, descendant, and direct descendant.

3. Learn how to start researching those ancestor you do not have pertinent information on.

4. Learn how to record stories, habits, recipes or even jokes that will make your tree come to life.

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FAMILY TREE MAKER
GETTING STARTED

1. Boot up program from menu.
2. You should see the Family Tree Maker on monitor.
   a. Press F10 or any other key to start.   b. Choose "**Create new.**"

The Family Card appears: it is made up of **LABELS** and **FIELDS**. A _field_ is a place to type information. A label tells the purpose of a field. Tabs at the top of the card (FAMILY CARD 2, FAMILY CARD 3 and F2-Index of names) name other cards that you'll learn to use later. The line at the bottom of the screen (F9-Menu, PgDn-Individual cards, and so on) names keys you can press to make certain things happen. You'll learn what these keys do as we go along.

CREATING A NEW FAMILY TREE

1 Press F9 to bring up the Command Menu
   . The Command Menu appears. This menu is a list of commands that you use to tell Family Tree Maker what you want to do.
   . To go back to the Family Card press ESC key.
2. Press the **down arrow** to see what happens. Try the **up arrow**. Try the **Right arrow**, and then the **left arrow**. To make a selection from a menu, you move the highlight over your choice and press **ENTER** key. Or, simply type the first letter of the command. (that is faster)
3. Press F to select **F-File**.
4. Press C to select **C-Create** new card file: A card file is the file in which you store all the information about your family, including all relatives. Family Tree maker takes all the information from this file to create your family tree.

PART I: Entering Family Information
Filling Out the Family Card
On Family Card enter some facts about Lincoln's immediate family (his **NUCLEAR** family, including himself, his wife, and his children.) starting with Abraham.

Husband: Abraham Lincoln   Date born: February 12, 1809 in Hardin County, Kentucky
Died: April 15, 1865 in Washington, District of Columbia
Wife: Mary Ann Todd   Date born: December 13, 1818 in Lexington, Kentucky
died: July 16, 1882 in Springfield, Illinois
Marriage date: November 4, 1842   Divorced: N   Marriage location: Springfield, Illinois

1. Robert Todd Lincoln   M   November 8, 1843
2. Edward Baker Lincoln   M   March 18, 1846
3. William Wallace Lincoln   M   December 21, 1858
4. Thomas "Tad" Lincoln   M   April 4, 1853
(You don't have to enter children in their order of birth as shown here—you will find out about the Arrange by Birth date command later in the course.)

SAVING INFORMATION -
1. Press F9 to bring up the Command Menu.
2. Press F to select F-file and to move the highlight to the top of the file submenu.
3. Press S to select **S-Save** card file to disk.

The Save Card File to Disk window appears with the cursor at the start of the "Card file name" field. A Window is a boxed area on the screen that is used for a special purpose, such as saving card files.

4. Type **Lincoln** and press ENTER key.

SESSION 2

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LESSON 2

1. Have class boot up Family Tree Maker program.

2. Review the entries made the previous lesson. Setting up the Nucleus family card.

3. Add information to Abe Lincoln's parents' family card.

4. With the class follow the steps in filling out the card PARENTS OF ABRAHAM.

5. Next fill in the information card PARENTS OF TOM (Lincoln's grandparents).
   . With Abraham class will encounter entering a second spouse.
   . Press the F3 key for additional spouses. This can be used for either husbands or wives.

6. Discuss and show the use of the F2 key for locating other names used in the family tree.

7. Enter data for the maternal grandparents of the president.

8. Using the Index of Names F2, return to the president's card. If further practice is needed, return to the Index of Names and select another one and press ENTER key.

9. Have class save their data by returning to the Command Menu F9.

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FILLING OUT OTHER FAMILY CARDS

Look at the top of the screen--the tabs now have different information in them. The tab for the **current Family Card** says **"Abraham & Mary,"** and the old **"Family Card 2"** and **"Family Card 3"** tabs now say **"F4-Parents of Mary"** and **F5- Parents of Abraham."**

So the current Family Card is actually the Abraham & Mary Family Card. Each card holds two generations--a husband and wife, and their children. To have a real family tree, you need to fill out several Family Cards, going backward or forward in time.

Lincoln" Parents' Family Card - Fill out the Family Card for Lincoln's parents:
1. Press F5 to go to Lincoln's parents' Family Card.
   The Family Card title "Parents of Abraham" comes up.
   This Family Card is already partially filled out--one of the lines in the "Children" section has Abraham Lincoln's information already on it.

2. Fill out information for Thomas and Nancy Hanks and the "Marriage" sections using the following information:

Thomas Lincoln
born	Feb 6, 1778	in	Rockingham County, Virginia

Nancy Hanks
born	Feb 5, 1784	in	Campbell County, Virginia
died	Oct 5, 1818	in	Spencer County, Indiana
Married	12 June 1806		

(You don't have the information for the death of Thomas Lincoln, or for the location of Thomas and Nancy's wedding, so you could leave those fields blank or type "Unknown" in them)

Lincoln's Paternal Grandparents' Family Card
In this section you'll type brief information about Abraham Lincoln's paternal grandparents, and you'll learn how to add information if either the husband or wife has had additional marriages:

1. Press F5 to go to Thomas' parents' Family Card. The Family Card titled "Parents of Thomas" comes up.

2. Enter the information about Lincoln's grandparents into the appropriate field.

Lincoln's parental grandfather was also named **Abraham Lincoln**, and was also born in **Kentucky**. His paternal grandmother was **Bathsheba Herring**. (That's all the available information; leave blank the field for which you have no information. Ordinarily, when you don't know the date of a person's death, you should enter "UNKNOWN" in the date of death field.)

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3. Press **F3** to add information about Grandfather Abraham's other wife. It turns out the Grandfather Abraham was married before. You can enter up to 99 spouses for each individual in Family Tree Maker.

4. Press **H** to select **H-Create** another spouse for Abraham. (The "H" is for "Husband.") The cursor appears in the "wife" field of a new Family Card.

5. Type in the name of Abraham's first wife, **Mary Shipley**. There are no children to list on this card because Thomas was the child of Abraham & Bathsheba not Abraham and Mary.

6. Press **F3** to bring up the "Other spouses" selection window. The selection window looks different than it did a moment ago—it now lists two Family Cards for Abraham.

7. Press **1** to go to the Abraham & Bathsheba Family Card. Now there's additional information at the end of the "Husband" field—a new label that say "F3—Other spouses" to let you know that Abraham has (or hand) another wife.

Lincoln's Maternal Grandparents' Family Card

In this section you'll fill in information about President Lincoln's maternal grandparents, and learn how to go from card to card quickly in Family Tree Maker.

To enter information about Lincoln's maternal grandparents, first display the Family Card of his mother, Nancy Hanks. This is because Lincoln's grandparents are not already entered, and Nancy is the closest relative who is entered.

To find Nancy's Family Card, you'll use the **Index of Names**.

1. Press **F2** to display the Index of Names. The Index of Names appears listing all the names in this card files.

2. Press down arrow until the name "Hanks, Nancy" is highlighted. It happens to be the first name on the list, by chance, so you don't have to move at all!

3. Press **ENTER** key to go to her Family Card. the Family Card of Thomas & Nancy appears.

Now you are ready to fill in information about the President's maternal grandparents. The only information you have is the name of his maternal grandfather—Joseph Hanks.

1. Press **F4** to bring up the Family Card "Parents of Nancy."
2. Type **Joseph Hanks** into the "Husband" field.
3. Use the Index of Names to return to the President's Family Card (two generations earlier). There are **two** Abraham Lincolns in the Index of Names; the President is the one who was born in 1809.
   . You end up back at President Lincoln's Family Card. Go to Command Menue F9 and Save your new data.

SESSION 3

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LESSON 3

1. Review the use of the F3 key (for entering additional spouses)

2. Review the use of the F2 for the Index of Names.

3. Hand out Lesson 3 sheet.

4. Show class where the Page Up and Page Down keys are located on the key board.
   . Have students place the highlight on a person's name.
   . Illustrate Page Down. The first information card for that individual will appear. Page Down again for three more times to show how the four different information cards appear.

5. Have class highlight Abe Lincoln and Page Down to the fourth card.
   . This card is like a mini word processor. Here you can write about this is individual and then print it for your records.

6. Students will use Card 4 and write the two paragraphs designated for this lesson.
   . Follow the directions for the lesson.

7. After the paragraphs are typed, instruct the class on editing procedures.
   . Follow each step of editing with the students.
   . Discuss with class how similar this procedure is most word processing program.
   . Have each student type their name several lines below the last paragraph.
   . Have class print their paragraphs.

8. Have class save their data.

9. With time permitting...have class setup a new file.
   . This file will be for their own family tree.
   . Have them enter information for the nucleus file. Husband/Wife/Children.

10. Hand out the Genealogy tree diagram.
    . For their use they will start recording information they have about members of their family.

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THE INDIVIDUAL CARDS

Entering brief information: add a bit more information about Lincoln - specifically, that he was a rail splitter in his youth:

1. Press **PGDN** key to bring up the Individual Cards selection window.

   The Individual Cards selection window lists the names of all the people on this Family Card. Ordinarily, you would type the number to the left of the name you wanted to select; but in this case, the President's name is already highlighted so you only have to press ENTER key to select his Individual Card.

2. Press **ENTER**. The first Individual Card for <u>Abraham Lincoln</u> appears.

   This is the first of four cards for individual information; you want the card that has a space for "Occupation" on it.

3. Press **PGDN** key again to go to the next Individual Card.

   The second Individual Card comes up - it's the one you want.

4. Type **Rail splitter** into the "<u>Occupation</u>" field.

   There is a third Individual Card for adding physical and medical information but you will skip over it for now. Press **PGDN** key twice to go to Individual <u>Card 4</u> - Notes.

Entering Lengthy Information Into Individual Card 4 - Notes

Individual **Card 4** is just like a mini word processor. On it you can enter and organize virtually any information you would like, including a family member's favorite recipes, jokes, or even their complete biography. You can enter up to 5 pages of free-form, typewritten text. Then you can print it out on a separate piece of paper for easy filing.

COPY FOLLOWING TWO PARAGRAPHS

He volunteered and became a Captain in the Black Hawk War of 1832. He commented afterwards that he saw no live, fighting Indians, but had a good many bloody struggles with the mosquitoes.

Abe Lincoln had a passion for learning. He only had one year of formal schooling, but he would walk for miles to borrow books to teach himself math, science, and law.

Changing Text - you may want to change notes after entering them. In the following steps, you will make a simple text change and find that FTM automatically reformats your notes for you.

1 Use you <u>arrow keys</u> to move the cursor underneath the "l" in "learning." Look in the first line of the second paragraph.
2. Press **Insert** key to turn on <u>insert mode</u>. Notice the cursor is now larger.
3, type **knowledge**   (Notice that the words "of formal" have jumped down to the nest line. FTM reformats each paragraph for you as you insert or delete words.
4. Press **DELETE** key until all of "learning" is deleted.

Moving Paragraphs - The paragraphs in our ex. are really in the wrong order. The next few steps how you how to rearrange them.

1. Press **ENTER** key to position the cursor at the beginning of the second paragraph, under the "A" in "Abe."
2. Make sure your **NUMLOCK** key is off.
3. Press and hold **SHIFT** with your left hand.
4. With your right hand, press **RIGHT ARROW** key three times. (Hold down SHIFT as you do so). Notice, that characters become highlighted, or **selected**, as you press **ENTER**.
5. Press **DOWN ARROW** <u>two times</u>.
6. Press **RIGHT ARROW** repeatedly, until the cursor appears after the period at the end of the paragraph.
7. Release **SHIFT key**, being careful not to hit another key.
   . The second paragraph should be completely highlighted. If it is not, start over from   step #1.
   . You may also use the Mouse to highlight. Press and hold the mouse button while you drag the mouse until the cursor appears after the period at the end of the paragraph. Release the mouse button.
8. Press **F9** key to display the Notes menu.
9. Select **E - Edit Note**.
10. Select **T - Cut**
11. Press **UP ARROW** to position the cursor at the top of the screen, under the "H" in "He."
12. Press **ENTER** key twice to make space for the paragraph you are about to paste in.
13. Press **UP ARROW** to move the cursor up one line.
14. Press **F9** to display the Notes Menu.
15. Select **E - Edit note**.
16. Select **P - Paste**.

Adding a Title

1. Press **UP ARROW** to move cursor to top of screen, on blank line just on top of first paragraph.
2. Type the title: **A Self-Motivated Man**
3. With you left hand, press and hold **SHIFT** key.
4. With your right hand, press **LEFT ARROW** until the title is completely highlighted.
5. Press **F9** to display the Notes menu.
6. Select **T - Text styles**.
7. Select **B - Bold**.
8. Make sure your cursor is still blinking on the line with the title. If it is not, move it back up there.
9. Press **F9** to display the Notes Menu.
10. Select **A - Align paragraph**
11. Select **C - Center**.

12. Press **RIGHT ARROW** to position the cursor at the end of the current line, just after the "N" in "Man"

13. Press **ENTER** key to add another blank line between the title and the first line of text.

Saving Your Notes - It's a good idea to save your work about every half-hour. To save your notes, just save your card file.

1. Press **F9** to display the Notes Menu.
2. Select **F - File**
3. Select **S - Save** card file to disk.
4. Press **ENTER** key to accept the highlighted name as the name of the file you are saving information.

Printing Your Notes

1. Turn your printer on.
2. Press **F9** to display the Notes menu.
3. Select **F - File**
4. Select **P - Print** individual notes.
5. Press **F10** to begin printing your notes.
6. Press **ESC** key to return to Lincoln's Family Card.

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make two of these

| Parents | Grandparents | Great-Grandparents | 2nd Great-Grandparents |

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SESSION 4

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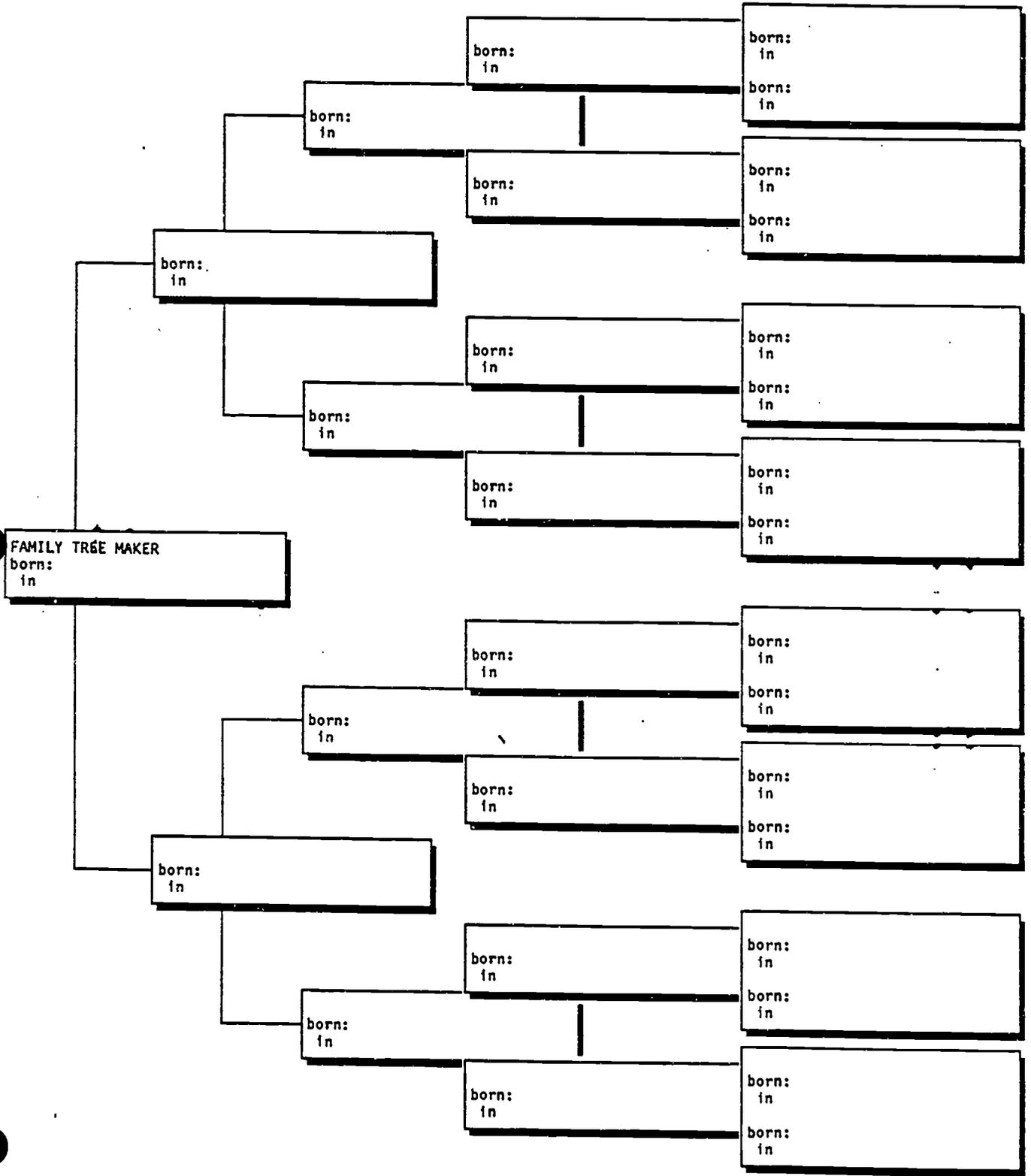
LESSON 4

1. Have class boot up the program.

2. Give handout for Lesson 4 - PRINTING THE FAMILY TREE.

3. Instruct class on the procedure for printing the trees. Have class print several different tree and format.

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PRINTING A FAMILY TREE

Printing the Tree

1. Press **F9** from Family Card to bring up the Command Menu.

2. Press **P** to select **P - PRINT TREE** and to move the highlight to the top of the proper submenu.

3. Press **A** to select **A - ANCESTOR TREE**.
   The screen ANCESTOR TREE - STEP 1 OF 5 appears so that you can select the primary individual. This is the person whose ancestors will be printed.

4. Press **ENTER** to select Abraham as the primary individual.
   The screen ANCESTOR TREE - STEP 2 OF 5 appears. You can choose to print a tree on one page or across several pages. For this lesson choose one page.

5.. Press **F10** to select the highlighted choice SINGLE PAGE and to go to the next screen.

6. Press **F10** to select 3 - INDIVIDUAL THROUGH GRANDPARENTS and to go to the next screen.

   The screen ANCESTOR TREE STEP 4 OF 5 appears. The choices on this screen bring up printed around the outside edges to the kind and amount of information that is printed for

   You can come here and experiment later. For this lesson, you will take the quick way out.

7. Press **F10** to preview how the tree will look when you print it on paper.
   Use the directional arrows to move the preview screen to see other parts of the tree.

   Even if you print a tree with mistakes in it, you can always make corrections later.

8. Press **F10** to print the tree.

SESSION 5

LESSON 5

1. Have class boot up the program.

2. Give handout for Lesson 5 - RECORDING PERSONAL TREE

3. Read and discuss the procedure for putting information on the family tree cards.

4. Stress the importance of recording the sources for data that is located. Give handout RESEARCH LOG.

5. For fun and time permitting, have students print up a calendar for the year. Follow directions on the handout.

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RESEARCH LOG

Ancestor's Name		Today's Date

Collection or Call Number	Description of Source (Country, Book or Film, Author, Title, Type of Document)	Results

PRINTING A CALENDAR

You can print monthly calendars to help you keep track of family members' birthdays and anniversaries. You can even include their ages and how long they've been married.

To print a calendar, from any Family Card:

1.   Press F9 to display the Command Menu.

2.   Select L-Print list.

3.   Select C-Calendar. - If all the settings are to your liking, you can continue to the next screen by pressing F10. Otherwise, change what you want to and then proceed.

4.   The Preview screen now appears. You can preview your entire calendar before printing.

5.   If you are happy with the appearance of your calendar [press F10 to begin printing. If not, press ESC to go back to "Calendar - Step 1 of 2" to make changes.

Previewing Your Calendar
. To go to the primary individual, press HOME.
. To move a full screen in any direction, press directional arrows.
. To move a little bit to the left or right, press CTRL+left arrow or CTRL+right arrow.
. To move a little bit up or down, press CTRL-PgUp or CTRL-PgDn.

If you want to change what you see here, press ESC to go back to the screen labeled "Calendar" to make the proper adjustments.

Family Tree Maker uses the most recent print settings unless you decide to change them.

When you are satisfied with what you see press F10 to print your calendar.

Changing Print Settings
You can control many aspects of the calendar's printing to suit your liking.

Print - Use this option to tell Family Tree Maker what you want printed in the calendar. You can print birthdays, anniversaries, or both. If too many events fall on a single day, "***More***" prints at the bottom of the day and the rest of the events will print on the next page.

For the year - Use this option to tell FTM which year you wish to print.

For the month - Use this option to choose the months you want to print.

Print age for birthdays, years of marriage for anniv. - You can have FTM automatically calculate the age of the birthday person, or the number of years the couple has been married. This number will be displayed next to the names in parentheses. If a "?" prints, it means that there is no info in a date field. If "est" prints it means that you entered an uncertain date.

Print only if still alive - Use this option to print birthdays and anniversaries for everyone in your card file or only those who are still living. Choose **Yes** to print only those people who are still alive. Choose **No** to see how old a deceased individual would be in the year for which the calendar is printed, or to see which ancestors have the same birthdays as your living relatives.

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RECORDING PERSONAL TREE

Follow directions used for Lessons 1-4.

Recording Sources: One of the first commandments of genealogy is to document the sources of family information. That wa / you can return to the source if you have to. You can record a source for most date/location fields.

1. Press **ALT-S** from anywhere in the Family or Individual Cards to bring up the Sources selection window.
2. Use the **UP ARROW** and **DOWN ARROW** to highlight the name of the person for whom you want to enter sources. Highlight Marriage Source if you want to enter source info for the marriage.
3. Press **ENTER** key to display the source info screen for selected person.
4. Use the cursor keys to move to the field you want to type into.
5. Type your source information into the appropriate fields.
6. When you are finished, press ESC key to return to the Family Card.

THE INDIVIDUAL CARDS

There are four Ind Cards. The info on cards 1, 2, and 3 can either print in family trees, or separately. Individual Card 4 always prints separately because there is too much info to fit on a tree.

To display someone's Cards:
1. From the Card, press PGDN to bring up the Indiv Cards selection window.
2. Use **UP** or **DOWN** ARROWS to highlight the name of the person you want to work with.
3. Press **ENTER** key.

(NOTE) Each individual has four cards. Use PGDN and PGUP keys to move among the cards. The tab in the upper left corner of screen shows what card you are on, and whose card it . You can also use the **THE MARRIAGE CARD**. You can get to this card by pressing PGDN from the **Family Card**, and selecting **Marriage Card** from the selection window. (to return to Family Card press ESC key)

To print a person's lst three Individual Cards, display Individual Card 1 for that person and press ALT-P. To print blank Individual Cards, display any Individual Card 1, press ALT-P, then press ALT-F10.
To print Individual Card 4, display it and press ALT-P.

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CARD I: summarizes all events recorded about an individual.

```
  Kenneth Lafferty Hess
      Card 1 of 4

                  Dates                      Locations
  Born:      January 22, 1953___   Warren, Trumbull Co., OH_____
  Died:      _____   _____

  Event 1:   _____       _____
  Event 2:   _____       _____
  Event 3:   _____       _____
  Event 4:   _____       _____
  Event 5:   _____       _____

  Sex (M)ale, (F)emale:                 M

  Reference number (optional):          ___

  Individual is (N)atural child, (A)dopted, (F)oster, (?)Unknown:    N


 Esc-Return to family card                    PgDn-Next page    F1-Help
```

CARD 2: contains fields to record biographical information. Enter comments or phrases here that you can later print in your trees.

```
  Kenneth Lafferty Hess
      Card 2 of 4

  Occupation:            Businessman: software developer_____

  Personality/Interests: History; physics; trains_____

  Place of residence:    Fremont, California_____

  Ethnic group/Religion: _____

  Comment 1:             _____

  Comment 2:             _____

  Comment 3:             _____

  Comment 4:             _____


 Esc-Return to family card       PgUp-Prev page    PgDn-Next page    F1-Help
```

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CARD 3: contains fields where you can record physical and medical information.

```
         Kenneth Lafferty Hess
            Card 3 of 4


    Adult height:              6 feet 8_ inches

    Adult weight:              155_ pounds

    Cause of death:            _____

    Medical Information (Y)es, (N)o, (?)Unknown

    Heart disease:        N        Addictions:         N

    High blood pressure:  N        Alzheimer's:        N

    Stroke:               N        Mental illness:     N

    Cancer:               N        Diabetes:           N




  Esc-Return to family card        PgUp-Prev page   PgDn-Next page   F1-Help
```

CARD 4: You can enter and organize any information you'd like, including a family member's favorite recipes, jokes, or even their complete biography. Than you can print it out on a separate piece of paper for easy filing.

```
          Abraham Lincoln
        Card 4 of 4 - Notes

                    A Self-Motivated Man

    Abe Lincoln had a passion for learning.  He only had one year of formal
    schooling, but he would walk for miles to borrow books to teach himself
    math, science, and law.

    He volunteered and became a Captain in the Black Hawk War of 1832.  He
    commented afterwards that he saw no live, fighting Indians, but had a
    good many bloo( , struggles with the mosquitoes.




                                                           Row   9  Col 48
  Normal
  F9-Notes menu    Esc-Family card    PgUp-Prev page    PgDn-Next page    F1-Help
```

SESSION 6

76

LESSON 6

1. Have class boot up the program.

2. This lesson will reinforce the COMMAND MENU in the FTM computer program.

3. Give handout for Lesson 6- THE COMMAND MENU.

4. With the class discuss the various options for using this menu - use handout.

77

THE COMMAND MENU

F-FILE: select File for commands that affect the program itself or that affect your card file as a whole.

S-SAVE CARD FILE TO DISK: Select this command to save your card file to disk. Do the periodically while you are entering information, and always one last time before you quit the program or turn off your computer.

G-GET CARD FILE FROM DISK: Select this to get your family's card file from disk.

C-CREATE NEW CARD FILE: Select this to start a new card file from scratch.

P-CHANGE PROGRAM SETUP: Select this to change any of the information you originally told Family Tree Maker about your computer system.

U-UTILITIES: Lets you perform miscellaneous seldom-used tasks such as erasing files from your disk and changing Family Tree Maker's date format and field labels. A menu appears with five choices.

> **E - Erase card file**: Select card file to erase from list that appears. FTM asks you to confirm the deletion. Once a file is deleted, it's gone forever!

> **D - Change date format**: what you select from the list that appears determines what the date looks like in all date fields throughout FTM.

> **L - Change field labels**: Press PGDN or PGUP keys to move between lists of field labels. Move cursor down list until you come to label you want changed; then type over the old label. Repeat this for all of the labels you want to change.

> **S - Save selected descendants**: Select this to save part of your family tree to a new card file.

> **J - Join card files**: Select this to combine two card files into one.

E - EDIT CARD FILE:

> **A - arrange by birth date**:
> 1. Press F9 to display the Command Menu.
> 2. Select **E-Edit card file**, the select **A-Arrange by birth date**.
> 3. Message appears telling you that the children of this marriage will be arranged in order of birth. Press **F10** to continue or **ESC** key to cancel and return to Family Card.

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I - Insert individual:
  1. Place cursor on row where you want new child's name to appear.
  2. Press F9 to display the Command Menu.
  3. Select **E-Edit card file**, then select **I-Insert individual**.

M - Move individual:
  1. Place cursor on individual's name in children list on Family Card.
  2. Press F9 for Command Menu.
  3. Select **E-Edit card file**, then select **M-Move individual**. An asterisk will appear next to name of person to be moved.
  4. Place cursor in list where you want individual to end up.
  5. Press F9 for Command Menu.
  6. Select **E-Edit card file**, then select **M-Move individual** again.

D - Delete individual
  1. Place cursor on individual to delete.
  2. Press F9 for Command Menu.
  3. Select **E-Edit card file**, then **D-Delete individual**. You are asked to confirm.

K - Kinship: Pick two people and FTM will tell you how closely, or distantly, they are related.

P - Print tree: Use to print tree.
  A - Ancestor tree: prints tree showing person's ancestors moving backwards in time.
  D - Descendant Tree: prints tree showing person's ancestors moving forward in time.
  P - Photo tree: prints tree with enough blank space for photos.
  R - Direct descendant tree: prints tree showing person's direct descendants.

L - Print list: print lists of family members, Group Sheets and calendars.
  List produces list of all family members in card file.
  Family group sheet produces detailed report on single family.
  Calendar makes calendar showing your relatives' birthdays, anniversaries, or both..

Q - Quit Family Tree Maker

SESSION 7

LESSON 7

Guest lecturer, Genevieve Bodnder, will introduce the format for genealogy research. The importance for obtaining first hand information on the births and deaths of members on the tree. She will show how to organize ones work and keeping good records. Materials will be distributed to get the students started on a more detailed organization of information. This lecture is an introduction to Genealogy II, a more advanced course for those who have learned the Family Tree Maker Computer Program.

Materials used for handouts:

- . Pedigree Chart (two to each student)
- . Vital Statistics (five to each student)
- . Collateral Ancestor
- . Husband and Wife Sheet
- . Research Log (five to each student)

(These materials were not listed in the Handout section of the introduction to Family Tree Maker Course. These materials will be used in the advanced course. Ms. Bodner will be assisting this instructor in the advanced course.)

81

PEDIGREE CHART

NAME OF PERSON SUBMITTING CHART

STREET ADDRESS

CITY

STATE

NO. 1 ON THIS CHART IS

THE SAME PERSON A3 NO.

ON CHART NO.

1
BORN
WHERE
WHEN MARRIED
DIED
WHERE

2
BORN
WHERE
WHEN MARRIED
DIED
WHERE

3
BORN
WHERE
DIED
WHERE

NAME OF HUSBAND OR WIFE

SOURCES OF INFORMATION

4
BORN
WHERE
WHEN MARRIED
DIED
WHERE.

5
BORN
WHERE
DIED
WHERE

6
BORN
WHERE
WHEN MARRIED
DIED
WHERE

7
BORN
WHERE
DIED
WHERE

8
BORN
WHERE
WHEN MARRIED
DIED
WHERE

9
BORN
WHERE
DIED
WHERE

10
BORN
WHERE
WHEN MARRIED
DIED
WHERE

11
BORN
WHERE
DIED
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12
BORN
WHERE
WHEN MARRIED
DIED
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13
BORN
WHERE
WHEN MARRIED
DIED
WHERE

14
BORN
WHERE
WHEN MARRIED
DIED
WHERE

15
BORN
WHERE
DIED
WHERE

16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31

B-36

PEDSOO40   7/82   1MM   Printed in USA

VITAL STATISTICS ENTRIES

THE IDEAL :

BIRTH: Antwerp; Belgium; Civil Registry; year 1861; 29
March; entry No. 931; photocopy of original entry
procured on FHL film No. .... (in file)

MARRIAGE: Nice; Alpes-Maritimes; France; Etat-Civil; year
1885; 23 November; entry No. 412; to Amelie
Augustine DESRAMEAUX; extract of original
certificate sent by Nice City Hall (in file)

ENTER ALL INFORMATION, including folio No., page.
With locations, start with the smallest unit, on to the
largest: Allentown; Cambria County; Pennsylvania; USA

TEMPORARY:

BIRTH: – about 18.. according to age given on death
        certificate; in Poland
    – 18.., according to Father; we always celebrated
        his birthday on March 3; probably Johnstown PA
    – 18.., according to date on grave located at..
    – 25 October 17.., probably in Bedford PA, according
        to family bible located at ....
    – about 1862; Great-aunt Susie always said that he
        was ten years older than she, also that he was
        born before their parents moved to .....
    – 18 April 1865, in Podunk IOWA, according to
        marriage certificate

DO KNOW THAT ONLY THE ORIGINAL ENTRY IN OFFICIAL RECORDS IS
CONSIDERED DEFINITIVE (and even then, relatives declaring the
birth may have been in error; you can't even trust names;
maybe the father, known as John, was really born Joseph.
Maybe their last name is Smythe, not Smith, etc...
Photocopies of official entries are next, if clear. Extracts
written by clerks are subject to errors.

Dates and places culled from personal notes, verbal
information, etc. should be ENTERED IN PENCIL in your
papers, converted to ink when officially confirmed.

REMEMBER: PRECISION, PRECISION, PRECISION. Do learn to
establish the difference between "known" and PROVED. You
know that your grandmother was born on September 7, 1870,
because your mother said so and you always celebrated her
birthday on September 7. But can you prove it ? And are
you sure that your great-aunt Abigail was her full sister ?
Could she have been her half-sister from another marriage ?
Don't you vaguely remember hearing something about another
marriage ?

VITAL STATISTICS

NAME: _____

BIRTH: _____
_____
_____
_____

BAPTISM: _____
_____
_____
_____

MARRIAGE: _____
_____
_____
_____

DEATH: _____
_____
_____
_____

BURIAL: _____
_____
_____
_____

CHURCH AFFILIATION: _____
_____

PROFESSION(s): _____
_____
_____
_____

MILITARY: _____
_____
_____

KNOWN ADDRESSES: _____
(where and when) _____
_____
_____
_____
_____

OTHER MARRIAGES:
(briefly - enter
them on separate _____
Family Group Sheets) _____
_____

Collateral Ancestor No(s) _____

Sources

HUSBAND _____

Born _____ at _____

Baptized _____ at _____

   Church _____

Married _____ at _____

   Church _____

Other wives _____

Died _____ at _____

   Church _____

Buried at _____

Will _____

_____ Father _____

_____ Mother _____

WIFE _____

Born _____ at _____

Baptized _____ at _____

   Church _____

Other husbands _____

Died _____ at _____

   Church _____

Buried at _____

Will _____

_____ Father _____

_____ Mother _____

CHILDREN	BORN		DIED		MARRIED		
	When	Where	When	Where	To Whom	When	Where

HUSBAND _____

Born _____ Place _____
Chr. _____ Place _____
Marr. _____ Place _____
Died _____ Place _____
Bur. _____ Place _____

HUSBAND'S FATHER _____
HUSBAND'S MOTHER _____
HUSBAND'S OTHER WIVES _____

WIFE _____

Born _____ Place _____
Chr. _____ Place _____
Died _____ Place _____
Bur. _____ Place _____

WIFE'S FATHER _____
WIFE'S MOTHER _____
WIFE'S OTHER HUSBANDS _____

| CHILDREN List each child (whether living or dead) in order of birth | | SEX M F | WHEN BORN | | | WHERE BORN | | | | DATE OF FIRST MARRIAGE | | WHEN DIED | | |
Given Name	Surname		DAY	MONTH	YEAR	TOWN	COUNTY	STATE OR COUNTRY		TO WHOM	DAY	MONTH	YEAR
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														

OTHER MARRIAGES

SOURCES OF INFORMATION

To indicate that a child is an ancestor of the family representative, place an "x" behind the number pertaining to that child.

B-40

PFGS0018 6/81 Printed in USA

RESEARCH LOG
==

Ancestor's Name(s):   Researcher's Name:

==

Location of Search	Description of Source	Date of Search	Results

==

SESSION 8

50

LESSON 8

1. Have class fill out evaluation form - designate one student to collect all forms and place in manila envelope.

2. Review use of F6 key and personal card files.

3 Students will continue to enter data into their own file.

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Evaluation _____   _____
                    (course title and number)   (date)

1. Did you learn the basic concepts outlined in the goals for the course? explain...

2. Were the lessons presented in an easy to follow format? explain...

3. Were the handout materials and asset in your learning about the computer course?
    In what ways were they helpful?

4. Did the course meet your needs? In what way?

5. What comments do you have about this program?

6. What other things would you like to learn on the computer?

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Genealogy II

Genealogy II is a computer cou se designed to be delivered in eight two hour sessions. The format uses the Family Tree Maker Program. This program is for Senior Citizens who have completed the Genealogy I program. Students will be learning how to do more in depth research when trying to locate information about family members. Topics for this course include researching and organizing data, learning how to write letters for records and documents concerning their ancestors, and learning how to use research facilities in the local area.

Terminal Objectives

> The student will be able to do the following:
>
> 1. Use various genealogy worksheets
>
> 2. Set up a research file
>
> 3. Use the research facilities in the local area
>
> 4. Write letters for records and documents concerning their ancestor

GENEALOGY II

FOR SENIOR CITIZEN CENTERS
pre requisite Family Tree Maker Course

CENTER REQUIREMENTS:
- Computer with at least a 640K RAM.
- Printers to accompany each computer.
- Family Tree Maker Program$^{2.0}$ or newer version, MS-DOS 2.2 or higher.
- Instructional manual for the computer program.
- Family Tree Maker, User's Tutorial and Reference Manual, Banner Blue Software Incorporated, PO Box 7865, Fremont, CA 94537-7865, Telephone 510-794-6850; Fax 510-794-9152

GOALS: To offer a program by which participants can systematically gather and file information concerning their ancestors.

Program Outcomes:

By the end of the program, participants will have
- Learned how to use various genealogy worksheets.
- Learned how to set up a research file.
- Learned how to organize research data.
- Learned how to use the research facilities in the local area.
- Learned how to write letters for records and documents concerning their ancestor.

Packet Includes:
- Lesson plans for Genealogy II workshop
- Workshop format
- Handouts:
    - Family Tree Maker Program$^{2.0}$ - Introductory Course
    - Goals and Objectives
    - Genealogy II students questionnaire
    - Pedigree Chart
    - Family Group Record
    - Research Log
    - Family History Publications List
    - Vital Statistics Work Sheet

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Vital Statistics entries
Collateral Ancestor Work Sheet
Evaluation Form

Instruction Supplies Needed:

1. Attendance sheets
2. Diskettes
3. Pocket folder for each participant
4. 5"x7" plain file cards
5. Chalk or colored pens for classroom board
6. Registration forms for each participant (record for center)

    Target Audience: Senior citizen.

7. Lesson Plans for Family Tree Maker Program[2.0]:
        Lesson 1 Orientation
        Lesson 2 Preparing Genealogy File
        Lesson 3 Field trip to the Family History Library at
            the local Church of Jesus Christ of Latter-Day
            Saints
        Lesson 4 Preparing the Pedigree and Family History
            Sheets
        Lesson 5 Field trip to local library or Historical
            Center.
        Lesson 6 Preparing a personal letterhead and a letter
            of inquiry.
        Lesson 7 Viewing student's Genealogy file organization
            while other students are entering data onto
            their data disk
        Lesson 8 Evaluation of program and data entry

These workshops take 1-1/2 hours each over an eight-week period.
It is necessary that the participants attend regularly because of
the sequential structured material.

The lesson plans should be given in sequence for adequate
comprehension of the research process. Students have expressed a
desire for the continuation of this course to further their need
to meet and discuss their research finding or lack there of.
They like the support that the group situation provides them.

Teaching senior citizens this genealogy program was a rewarding

experience for this instructor. You will find your class to be
one of eager and happy learners. Have fun!!!

Jo Mountain
Instructor
1994

BIBLIOGRAPHY

Books

    Doane, Gilbert H. <u>Searching for your Ancestors</u>. University of Minnesota Press.

    Ira Wolfman. <u>Do People Grow on Family Trees</u>? <u>Genealogy for Kids & Other Beginners</u>. Workman Publishing

Libraries

    The Family History Library, 35 NW Temple St., Salt lake City, UT 84150. (*Write the central library for the branch nearest you, or consult local telephone directory for the Church of Jesus Christ of Latter-day Saints.*

Other Resources

    Family Tree maker, Banner Blue Software, Box 7865 , Fremont, CA 94537; 510-794-6850. *A MS-DOS software program designed to organize genealogical records.*

    WHERE TO WRITE FOR VITAL RECORDS, U.S. Department of Health and Human Services Publication No. PHS 93-1142, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

    Genealogical Publishing Company, 1001 N. Calvert St., Baltimore, MD 21202-3897; 800-296-6687. Write or call for a catalog.

(Note: this list will grow as you continue with instruction in Genealogy)

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SESSION 1

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Session 1

Course Overview

I. Introduction

   A. Course Welcome

      1. Course Name

      2. Instructor Introduction

         a. name

         b. background

         c. experience

      3. Participant Introductions

   Have all participants provide the following information:

         a. name

         b. background

         c. course expectations

   B. Administrative information and requirements

      1. Emergency exits

      2. Lavatories

      3. Drinking fountains

      4. Smoking policies

      5. Completion of appropriate forms

      6. Other pertinent information

C-8

100

LESSON 1

1. Class orientation:
    . Pass around the sign-in sheet. Each student should be instructed to check his name on the list or write in name if it does not appear on the class listing.

    . Each student will make a name card to place on monitor of computer.

2. Pass out the Registration forms and have students fill them out and return them to the instructor.

3. Pass out the GOAL AND OBJECTIVES handout. Have class fill in the dates for the beginning and ending of the course.
    . Discuss with the class the objectives for the course.

4. Give out VITAL STATISTICS ENTRIES handout. Discuss importance of establishing the difference between "known" and **PROVED** data.

5. Starting a data file: (maintain a file for each person you're obtaining data)
    . Manila folder
    . Vital Statistics Entries
    . Vital Statistics Work Sheet
    . Pedigree Chart
    . Family Group Record
    . Research Log
    . 3-ring loose leaf paper (for notes, etc.)
    . Collateral Ancestor Record

6. Have class fill out the Pedigree Chart and Family Group Record, if unable to finish during class...assign as home work.

7. Remind class to always bring these records to each class session.

VITAL STATISTICS ENTRIES

THE IDEAL :

BIRTH: Antwerp; Belgium; Civil Registry; year 1861; 29
            March; entry No. 931; photocopy of original entry
            procured on FHL film No. .... (in file)

MARRIAGE: Nice; Alpes-Maritimes; France; Etat-Civil; year
            1885; 23 November; entry No. 412; to Amelie
            Augustine DESRAMEAUX; extract of original
            certificate sent by Nice City Hall (in file)

ENTER ALL INFORMATION, including folio No., page.
With locations, start with the smallest unit, on to the
largest: Allentown; Cambria County; Pennsylvania; USA

TEMPORARY:

BIRTH: — about 18.. according to age given on death
           certificate; in Poland
         — 18..., according to Father; we always celebrated
           his birthday on March 3; probably Johnstown PA
         — 18.., according to date on grave located at..
         — 25 October 17.., probably in Bedford PA, according
           to family bible located at ....
         — about 1862; Great-aunt Susie always said that he
           was ten years older than she, also that he was
           born before their parents moved to .....
         — 18 April 1865, in Podunk IOWA, according to
           marriage certificate

DO KNOW THAT ONLY THE ORIGINAL ENTRY IN OFFICIAL RECORDS IS
CONSIDERED DEFINITIVE (and even then, relatives declaring the
birth may have been in error; you can't even trust names;
maybe the father, known as John, was really born Joseph.
Maybe their last name is Smythe, not Smith, etc...
Photocopies of official entries are next, if clear. Extracts
written by clerks are subject to errors.

Dates and places culled from personal notes, verbal
information, etc. should be ENTERED IN PENCIL in your
papers, converted to ink when officially confirmed.

REMEMBER: PRECISION, PRECISION, PRECISION. Do learn to
establish the difference between "known" and PROVED. You
know that your grandmother was born on September 7, 1870,
because your mother said so and you always celebrated her
birthday on September 7. But can you prove it ? And are
you sure that your great-aunt Abigail was her full sister ?
Could she have been her half-sister from another marriage ?
Don't you vaguely remember hearing something about another
marriage ?

VITAL STATISTICS

NAME: _____

BIRTH: _____
_____
_____
_____

BAPTISM: _____
_____
_____

MARRIAGE: _____
_____
_____

DEATH: _____
_____
_____
_____

BURIAL: _____
_____
_____

CHURCH AFFILIATION: _____
_____

PROFESSION(s): _____
_____
_____
_____

MILITARY: _____
_____
_____

KNOWN ADDRESSES: _____
(where and when) _____
_____
_____
_____

OTHER MARRIAGES:
(briefly - enter _____
them on separate _____
Family Group Sheets) _____

HUSBAND

Born _____ Place _____
Chr. _____ Place _____
Marr. _____ Place _____
Died _____ Place _____
Bur. _____ Place _____
HUSBAND'S FATHER _____
HUSBAND'S OTHER WIVES _____
HUSBAND'S MOTHER _____

WIFE

Born _____ Place _____
Chr. _____ Place _____
Died _____ Place _____
Bur. _____ Place _____
WIFE'S FATHER _____
WIFE'S OTHER HUSBANDS _____
WIFE'S MOTHER _____

Husband _____
Wife _____
Ward _____
Examiners: 1. _____ 2. _____
Stake or Mission _____

CHILDREN		WHEN BORN			WHERE BORN			DATE OF FIRST MARRIAGE		WHEN DIED		
SEX M F	List each child (whether living or dead) in order of birth — SURNAME Given Names	DAY	MONTH	YEAR	TOWN	COUNTY	STATE OR COUNTRY	TO WHOM		DAY	MONTH	YEAR
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												

OTHER MARRIAGES

SOURCES OF INFORMATION

To indicate that a child is an ancestor of the person submitting the sheet, place an "x" behind the number pertaining to that child

PLACES Sharon, Windsor VT
DATES 14 Apr 1794
ENTER ALL DATA IN THIS ORDER

RD
Y P

104   105

Sources

HUSBAND _____

Born _____ at _____

Baptized _____ at _____

    Church _____

Married _____ at _____

    Church _____

Other wives _____

Died _____ at _____

    Church _____

Buried at _____

Will _____

Father _____

Mother _____

WIFE _____

Born _____ at _____

Baptized _____ at _____

    Church _____

Other husbands _____

Died _____ at _____

    Church _____

Buried at _____

Will _____

Father _____

Mother _____

CHILDREN	BORN		DIED		MARRIED		
	When	Where	When	Where	To Whom	When	Where

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RESEARCH LOG
==

Ancestor's Name(s):   Researcher's Name:

==

Location of Search	Description of Source	Date of Search	Results
		107	

==

C-14

SESSION 2

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LESSON 2

1. Remind class to sign in and place their name cards on the monitor of their computer.

2. Have class bring out their Pedigree charts. Discuss any questions they may have about the chart.

3. Pass out the Family Group Record.
   . Fill out a Family Group Record for each couple on your pedigree chart.
   . On these forms you can list the children of each couple and other family information. (Use only the maiden name for the wife),

4. Pass out file folders for each couple on Pedigree chart.
   Tab of Folder: Use Nos. for each, dash, Husband's surname and wife's maiden name in Capital Letters.

   . ex.   4-5   BRUNER/SMITH

5. In each folder place:
   . Pedigree Chart
   . Family Group Record
   . Research Log
   . 3-ring loose leaf paper for notes, etc.
   . Vital Statistics Work Sheet and Vital Statistics Entries
   . Collateral Ancestor Record

6. Have students choose an ancestor they would like to learn about.
   . It's usually best to search for just one ancestor at a time.
   . Identify what you want to learn, i.e., when and where he was born.
   . Start with an ancestor for whom you have some information, i.e., surname and some idea of when and where he lives.

7. Research Log:
   . Write name you select and your research objective at top of log.
   . You will then use the log to list each record you search and the info you find.

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SESSION 3

1, 0

LESSON 3

1. Filed trip to the Church of Jesus Christ of Latter-Day Saints Family History Library.

    . Lecture will be given by the librarian of the Family History Library.
    . Tour of the facility and instruction of the library will be given.
    . Students will be able to use the Computer CDRom disks; micro firm and microfiche machines.

111

Family History Publications List
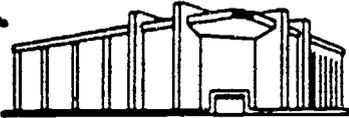
FAMILY HISTORY LIBRARY
SALT LAKE CITY, UTAH
THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

JUNE 1993

The Family History Library publishes the following material to help family history centers and their patrons. *These publications are not available to vendors for resale.* This list is arranged according to the subjects in the Family History Center Reference File and may be used as a partial table of contents for that file. At the Salt Lake Family History Library you can obtain the publications on the floor listed after each heading.

Ordering from the Distribution Center

Publications can be ordered from the Distribution Center in Salt Lake City, Utah. Individuals may also ask about the availability of these publications at their local family history center. Please fill out a Distribution Center order form (33360) and mail it to:

Salt Lake Distribution Center
1999 West 1700 South
Salt Lake City, UT 84104-4233   USA

To place an order by fax, use 1-801-240-3685.

You may also order by telephone. However, there is a $2.00 service charge for orders by telephone, except when all items are free.

- For family history center phone orders, have your unit number ready.

- For personal phone orders, be prepared to charge items to a Mastercard or Visa, and have the number and expiration date ready.

Numbers to use for phone orders:

- U.S. or Canada .... 1-(800)-537-5950
- Outside U.S. and Canada ..... (801)-240-1174
- Salt Lake City metro area 240-5274

This list is updated as necessary at least once a year. Publications may be added or withdrawn at anytime without notice. Prices on this list are in U.S. dollars and are subject to change without notice.

LIST OF TITLES

TITLE	PRICE	ITEM#
Ancestral File™ (All floors)		
Contributing to Ancestral File 4p	free	34029
Correcting Ancestral File 4p	free	34030
Using Ancestral File 4p	free	34113
Doctrine and Guidelines (All floors)		
Come unto Christ 44p	free	30988
Why Family History? 16p	$.15	30961
Family History Centers (Main, 2nd floor)		
FHC Address Lists (set of 11): 22p	free	32954
California 2p		
Mountain States 2p		
Nevada and Utah 2p		
North Central States 2p		
Northeastern States 2p		
Northwestern States and Hawaii 2p		
Southern States 2p		
Southwestern States 2p		
Australia, New Zealand 2p		
British Isles 2p		
Canada 2p		

TITLE	PRICE	ITEM#
Family History Library (All floors)		
Library Services and Resources 4p	free	32957
In a Granite Mountain	$.20	30960
Family History Library	$.20	30962
Family History Library Catalog™ (All floors)		
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Instructions to fill out form letter:

1. Fill in the date, your name and address in the Letterhead.

2. In the first paragraph, after the word "ueber" fill in the name of your ancestor after "geboren" his birth date, and after "in" his place of birth.

3. Enclose $3.00 in bank draft or money order such as American Express and two international Reply Coupons (IRC) which are available at the Post Office.

4. Address the envelope to: An das Pfarramt

_____

(zip code) (name of town)
Germany

Sehr geehrter Herr Pfarrer:

Zur Vervollstaendigung der Familiengeschichte meiner Vorfahren benoetige ich naehere Angaben ueber *(name of ancestor)* geboren *(birth date)* in *(place of birth)* .

Ich bitte Sie daher hoeflichst um die Uebersendung eines vollstaendigen Auszuges aus Ihrem Geburtsregister fuer den Vorgenannten.

Solite es Ihnen moeglich sein, mir gleichzeitig Auszuege fuer Geburt, Heirat oder Tod seiner Eltern zu beschaffen, die am selben ort gewohnt haben sollen, so waere ich Ihnen fuer diese Hilfe sehr dankbar.

Zur Deckung Ihrer Gebuehren lege ich drei Dollars, sowie zwei Coupons bei, die Sie auf Ihrem Postamt gegen Luftpostmarken eintauschen koennen.

Ich danke Ihnen im Voraus fuer Ihre Hilfe.

Mit vorzueglicher Hochachtung,
* * * * * *   * * * * * * * * * * * * *   * * * * * *

Dear Pastor:

To complete my family history, I would like to have information about my ancestor _____
_____, born _____ in _____.

May I please ask that you send me a complete extract from the birth record for the above named.

Should it be possible to send me extracts of the birth, marriage, or death records for his parents, who lived in the same town, I would be very thankful for this aid.

To cover your fees I am enclosing three dollars, as-well-as, two coupons that you can exchange for airmail postage.

Thank you in advance for your aid.

Respectfully,   1 1 4

SESSION 4

LESSON 4

1. Review class trip to Family History Library.

2. Listing names on the Pedigree and Family History Sheets:
   . Always print surname in Capital Letters.
   . Print surname as known in this country; if it had been changed through any circumstances after arriving in this country in Parentheses list prior surname. Always list other surnames for reference purposes.

3. Listing of places on the Pedigree and Family History Sheets:
   . Where names have changed, list those names that appear on the official documents. ex.: North Hampton now is Allentown.
   . Get maps where possible - from public libraries, Historical societies, etc.

4. Vital Statistics Sheet.
   . Record all data from birth and death certificates, baptism papers, etc.
   . If you are unsure about a date or other information say so on the sheet.

5. Pedigree Sheet.
   . Remember to use the numbering system as instructed. This is an International language.
   . These numbers help to keep your records in order.

6. Note Paper:
   . Three-ring paper. Always place name of person your writing about on top of paper.
   . Used for jotting down any information from another individual, what you have read, what you remember, etc. Useful in making history of person come alive.

7. Each file should contain:
   . Family Group Sheet
   . Research Log for husband and wife
   . Vital Statistic Sheet
   . Three-ring note paper
   . Collateral Ancestor Record (ancestor not listed on Pedigree Sheet)

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VITAL STATISTICS ENTRIES

THE IDEAL :

BIRTH: Antwerp; Belgium; Civil Registry; year 1861; 29
             March; entry No. 931; photocopy of original entry
             procured on FHL film No. .... (in file)

MARRIAGE: Nice; Alpes-Maritimes; France; Etat-Civil; year
             1885; 23 November; entry No. 412; to Amelie
             Augustine DESRAMEAUX; extract of original
             certificate sent by Nice City Hall (in file)

ENTER ALL INFORMATION, including folio No., page.
With locations, start with the smallest unit, on to the
largest: Allentown; Cambria County; Pennsylvania; USA

TEMPORARY:

BIRTH: —   about 18.. according to age given on death
             certificate; in Poland
         —   18..., according to Father; we always celebrated
             his birthday on March 3; probably Johnstown PA
         —   18.., according to date on grave located at..
         —   25 October 17.., probably in Bedford PA, according
             to family bible located at ....
         —   about 1862; Great-aunt Susie always said that he
             was ten years older than she, also that he was
             born before their parents moved to .....
         —   18 April 1865, in Podunk IOWA, according to
             marriage certificate

DO KNOW THAT ONLY THE ORIGINAL ENTRY IN OFFICIAL RECORDS IS
CONSIDERED DEFINITIVE (and even then, relatives declaring the
birth may have been in error; you can't even trust names;
maybe the father, known as John, was really born Joseph.
Maybe their last name is Smythe, not Smith, etc...
Photocopies of official entries are next, if clear. Extracts
written by clerks are subject to errors.

Dates and places culled from personal notes, verbal
information, etc. should be ENTERED IN PENCIL in your
papers, converted to ink when officially confirmed.

REMEMBER: PRECISION, PRECISION, PRECISION.   Do learn to
establish the difference between "known" and PROVED.   You
know that your grandmother was born on September 7, 1870,
because your mother said so and you always celebrated her
birthday on September 7.   But can you prove it ?   And are
you sure that your great-aunt Abigail was her full sister ?
Could she have been her half-sister from another marriage ?
Don't you vaguely remember hearing something about another
marriage ?

VITAL STATISTICS

NAME: _____

BIRTH: _____
_____
_____

BAPTISM: _____
_____
_____

MARRIAGE: _____
_____
_____

DEATH: _____
_____
_____

BURIAL: _____
_____
_____

CHURCH AFFILIATION: _____
_____

PROFESSION(s): _____
_____
_____

MILITARY: _____
_____
_____

KNOWN ADDRESSES: _____
(where and when) _____
_____
_____
_____

OTHER MARRIAGES: _____
(briefly — enter _____
them on separate _____
Family Group Sheets) _____

SESSION 5

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LESSON 5

1. Field to local library to investigate avenues of genealogical research using their computer and microfilm equipment.

   . The library will provide a historian for a lecture and tour of the research room.

1⌐0

SESSION 6

121

LESSON 6

1. Review previous trip to library.

   . Discus whether or not students have been able to use the Family Library at the Morman facility.

2. Today the instructor will view several students files.
   . Look for organization of pedigree and family history records.
   . Look for organization of family files and do they contain:
      a. Family Group Chart
      b. Research Log for husband and wife
      c. Note paper with notes taken from family members or from past memories.
      d. Vital Statistics Work Sheet - what are the entries.
      e. Records of birth certificates , etc.
      f. Does the file contain pictures, are they enclosed in archival clear plastic paper.

3. Have a general discussion and answer as clearly as possible all questions concerning their research.

4. Have those students who wish to enter data into their computer program do so.

5. Have students make their own letterhead paper.

6. Compose letters of inquiry for students using the centers word processing program.

SESSION 7

123

LESSON 7

1. Have students boot up the Family Tree Computer Program and insert their data disks.

2. Students will continue wo· .ing on data entry.

3. When students have completed all data entry into the nucleus file, start printing
   . Family Group Record
   . All data written in individuals card file.
   . Vital Statistic for husband and wife.
   . Use three-hole punch for these records so as to include them in binder.

4. Follow step three for the parents of nucleus family.

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SESSION 8

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LESSON 8

1. Hand out the class evaluation forms. Have one students collect them and place them in a large brown envelope. Seal and submit it to the center director.

2. Students may continue to use the FTM computer program to enter and print their data.

3. Continue to check students' files and assist where needed with the computer program.

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Evaluation _____   _____

1. Did you learn the basic concepts outlined in the goals for the course? explain...

2. Were the lessons presented in an easy to follow format? explain...

3. Were the handout materials useful in your learning about this computer course?
    In what ways were they helpful?

4. Did the course meet your needs? In what way?

5. What comments do you have about this program?

6. What other things would you like to learn on the computer?

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C-34

Chemical Hazards In The Home

Chemical Hazards In The Home is designed to be delivered in one two to four hour session depending upon the instructor's depth of knowledge in this area. The format uses interactive lecture covering multiple topics relating to the types of chemical hazards found in one's home and the potential toxicity of these household chemicals and products. The topics include cleaning and polishing agents, cooking oils, bathroom chemicals, pesticides, paints and solvents, fuel liquids and gases, and waste disposal.

During this session, basic informatio: is presented, not only to inform the participants, but also, to stimulate discussion and questioning. Discussions and questions help focus the delivery on issues and concerns specific to each participant. As a result, the instructor needs to exhibit flexibility and a relatively in depth knowledge of chemical hazards found in the home.

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Program Overview

Terminal Objectives:

The student will be able to do the following:

1. Identify basic hazardous properties of household chemicals.

2. Identify general types of chemicals that are flammable.

3. Identify general types of chemicals that are toxic.

4. Identify general types of chemicals that are incompatible.

5. Identify general types of chemicals that are reactive.

6. Identify basic precautions for use, storage and disposal of common household chemicals.

Topics Covered

1. Types of chemical hazards found in the home

2. Cooking oils

3. Cleaning and polishing agents

4. Bathroom chemicals

5. Pesticides

6. Paints and solvents

7. Fuel liquids and gases

8. Terminology associated with chemical reactions

9. How to prevent a potential dangerous situation from occurring

Chemical Hazards In The Home

This session provides an overview of potential chemical hazards found in the home. To accomplish this goal, the instructor should obtain various common household chemicals and bring them to the class.

Examples include;

1. Window washing ammonia and ammoniated cleaners (caustic liquid with toxic vapors. Can cause eye,skin and respiratory burns).

2. Liquid chlorinated laundry bleach (caustic liquid with toxic vapors that will release Extremely Hazardous Chlorine gas if mixes with an acidic material carbonated drinks).

3. Insecticide in a spray can (toxic substances in a flammable liquid mixture that can turn into a flame thrower if ignited by an open flame, cigarette, etc.).

4. Paint thinner (flammable liquid that emits flammable vapors).

5. Lye drain cleaner (Extremely Caustic solid or liquid, will produce severe tissue damage within seconds of contact).

6. Swimming pool chlorinators [calcium hypochlorite] (strong oxidizers that can cause combustible liquids such as antifreeze, glycerine, vegetable oil, etc. to ignite spontaneously).

7. Polyunsaturated cooking oil (capable of undergoing spontaneous ignition when soaked into rags, paper towels, kitty litter, etc.)

An important note to the instructor: DO NOT DEMONSTRATE THESE REACTIONS IN THE CLASS ROOM. THEY CAN LEAD TO SERIOUS INJURY, FIRES AND EVEN DEATH.

D-3

1.0

I. Introduction to chemicals found in the home

Start by asking the participants to give examples of chemicals. Then ask them to define what a chemical is. To provide examples to help them understand indicate that substances such as, water, air, food, milk and they are composed of chemicals.

Using the household chemicals you supply, describe and explain the POTENTIAL hazards associated with each. Continue to explain that although these chemicals are potentially dangerous, when used according to directions, they are safe and effective for the purpose they are designed. Point out that it is when these and all other chemicals are mishandled or misused that they become a problem.

Further indicate that chemicals are in large part the reason we have the standard of living we do in this county. If all chemical usage were stopped, there would be dire consequences to society. The key is to identify the potential hazards and handle the chemicals accordingly.

    A. General Types of potential hazards

        1. toxicity

            a. ability to damage or injury through chemical action.

            b. target tissue

            c. routes of exposure

        2. flammability

D-4

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a. ability of a material to burn

b. production of flammable vapors and atmosphere

c. probability of toxic effects

   1) narcotic effect - high or happy

   2) central nervous system depression and so on

3. reactivity

   a. ability of a material to undergo a chemical of physical action

   b. often involves combination of two substances sometimes called incompatibility

   c. examples:

      1) physical action such as dissolving - most common problem is the development of heat, e.g., crystal lye drain cleaner can cause water in trap to boil and eject caustic and water back out of drain.

      2) chemical action results in new materials after the reaction occurs - e.g., chlorine bleach and acidic cleaner generating chlorine gas.

B. General Grouping of Household Chemicals

   1. cleaning and polishing agents

   2. paints and solvents

   3. pesticides

   4. fuel liquids and gases

II. Cleaning and Polishing agents

   A. Soaps and detergents

      1. generally caustic

         a. break fats, oils, and proteins into water soluble materials

         b. slippery feeling on skin often due to break down

of tissues such as the production of lye soap
from animal fat and lye

    c. reason natural polymers (cotton, linen, etc.)
       breakdown from washing

    d.   can cause similar breakdown of living tissues

2. may incorporate acids for cleaning soap scum, iron
   stains, calcium deposits, etc.

    a. can also cause tissue damage or destruction
       (chemical burns)

    b. can react violently with caustic cleaners and
       generate toxic vapors

3. may include highly flammable liquids

4. Precautions

    a. follow directions

    b. do not mix with other cleaning agents

    c. wear protective gloves

B. Dry cleaning agents

1. often highly toxic liquids

2. some also highly flammable

3. precautions

    a. follow directions for use

    b. in well ventilated areas

    c. do not use near heat sources, flames, sparks,
       cigarettes, etc.

C. Store and handle properly

III. Paints and Solvents

    A. Lead Content

        1. new paints do not contain lead

        2. lead was white pigment used in old paints

        3. scrapping and sanding allow for exposure to lead

    B. Water Based Paints

        1. minimal problems

        2. low toxicity

        3. generally no flammability

        4. low vapor product

        5. some older paints may contain small amounts of mercury (heavy metal poison)

    C. Oil based paints

        1. paint itself minimal problem other than flammable

        2. biggest problems are thinners, cleaning agents and surface preparation materials

        3. are flammable, some are toxic, some provide narcotic (high) effect.

        4. Precautions

            a. follow directions for use

            b. use in well ventilated area

            c. do not use near flames, heat sources, sparks, etc.

            d. NEVER USE GASOLINE AS THINNER, CLEANING SOLVENT OR SURFACE PREPARATION MATERIAL! IT IS AN EXTREME FIRE AND EXPLOSION HAZARD.

IV. Pesticides

   A. Toxicity

      1. designed to kill living things

      2. are toxic to humans and animals if they are exposed

      3. must be treated as highly dangerous even if they smell nice

      4. potentially severe environmental toxin if mishandled or improperly disposed of

   B. Flammability

      1. many spray can use flammable substances as propellant

      2. pesticide may be flammable

      3. can create a blow torch is spray ignites

      4. can create a bomb if stored in a hot location or exposed to heat

      5. gases produced by combustion can also be highly toxic

   C. Precautions

      1. FOLLOW DIRECTIONS FOR USE - If a little is good, a lot maybe lethal

      2. do not expose children, pets, food or similar items

      3. store in appropriate location

V. Fuel liquids and gases

   A. Flammability is the primary hazard

      1. use for intended use

      2. do not use as cleaning solvent or agent

      3. store in proper containers and in appropriate locations.

   B. Toxicity and Health effects

      1. many highly toxic - gasoline suspected carcinogen

2. central nervous system depressants

3. narcotic effect

4. gases such as propane can be asphyxiants.

VI. Disposal

A. Original Purchase

1. buy only the amount needed

2. buy only products needed

3. buy only products for the use intended

B. Use

1. Follow all manufacturers recommendations for storage and use

2. Read all safety precautions before use

3. use all of the material for intended use and dispose of EMPTY container

C. Disposal

1. when product is used as intended disposal no problem

2. remnants contact waste disposal contractor or community coordinator for proper disposal or community disposal programs

More Mileage from Your Memory

More Mileage from Your Memory is designed to be
delivered in four, two hour sessions. The format uses
interactive lecture covering multiple topics relating to
memory concerns of Senior Citizens. The topics include
understanding memory, short and long term memory, ability
to recall information, and principles of memory
improvement. Additionally, the program incorporates the
use of memory cues, one's own senses, visualization, and
active participation.

During each class, basic information is presented,
not only to inform the participants, but also, to
stimulate discussion and questioning. Discussions and
questions help focus the delivery on issues of specific
concern to each participant. As a result, the instructor
needs to exhibit flexibility and a relatively in depth
knowledge of memory-associated concerns of the Sr.
Citizen.

E-1

Terminal Objectives

The student will be able to do the following:

1. Identify what is memory and how it works

2. Distinguish between short term and long term memory

3. Use association to improve memory retention

4. Utilize the following principles of memory improvement:

   a. use of senses

   b. verbal response

   c. over learning

   d. review

   e. active learning

   f. visualization

   g. serial position of information

   h. use of "secret brain"

5. Enhance their ability to recall information, especially names and dates by practicing the following methods:

   a. learn one thing at a time

   b. take frequent breaks

   c. eliminate mental and physical distractions

6. Utilize memory cues, such as rhymes, acronyms and creative sentences

7. Acknowledge and identify the role of attitude in memory improvement

E-2

Topics Covered

135

1. Name learning techniques using repetition, senses and association cues

2. Three stages of Memory

   a. sensory perception

   b. short term memory

   c. long term memory

3. Memory and aging in the healthy individual

4. Elements of the memory chain

5. The importance of attention and factors that may interfere with attention

6. Language and its effect on memory attitude

7. Visualization techniques

8. Peg system and practice

9. Recall and how it differs from recognition

10. Method of Loci practice

Materials Used

1. Handouts

   a. Get-acquainted interview

   b. Self-Assessment

   c. Drugstore shopping list

   d. Grocery list #1, #2

   e. Eleven States

   f. Visualization practice

   g. Memory stories

   h. A strategy for remembering names

   i. Method of Loci practice

   E-3
   j. Association of Capitals

k. Creative sentences

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Instructional Approaches

    1. Interactive lecture

    2. Group exercises

    3. Working in pairs

    4. Individual practice exercises

Evaluation and Recommendations

The classes are usually highly motivated and demonstrate a great interest in memory enhancement. The students show a special interest in the utilization of memory strategies. They enjoy working in pairs and in small groups. However, due to the large span in age, some of the students may require a little more time and attention in order to enhance their memory capabilities.

SESSION 1

Session 1

Course Overview

I. Introduction

   A. Course Welcome

      1. Course Name

      2. Instructor Introduction

         a. name

         b. background

         c. experience

      3. Participant Introductions

   Have all participants provide the following information:

         a. name

         b. background

         c. course expectations

   B. Administrative information and requirements

      1. Emergency exits

      2. Lavatories

      3. Drinking fountains

      4. Smoking policies

      5. Completion of appropriate forms

      6. Other pertinent information

II. Course Overview

   A. Course Goals

      1. Identify what is memory

                    E-7

      2. Develop an understanding of how memory works

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3. Learn and utilize memory enhancement tools

B. Course Agenda and Schedule

   1. Week #1

      a. Course Introduction

      b. Introduction to memory- definition, mechanics, memory retrieval

      c. Associative memory techniques

   2. Week #2

      a. Discuss the essential elements of the memory chain-how it can be broken and how to prevent it

      b. Discuss recognition vs. recall

      c. Introduce peg system

      d. Remembering names and faces- image association method

   3. Week #3

      a. Discuss recall vs recognition

      b. Discuss absentmindedness

      c. Introduce Loci method

   4. Week #4

      a. Discuss internal mnemonics- rhymes, acronyms, acrostics

      b. SQ4R a multisensory approach to reading

      c. Memory enhancement through extrinsic rewards

E-8

III. Introduction to Memory

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A. Discuss main intent of memory workshop

   1. To dispel myths concerning senior citizens and loss of memory and create a positive attitude toward memory.

   2. To introduce students to the mechanics of memory.

   3. To acquaint students with memory retrieval, especially associative memory techniques.

B. Get Acquainted Memory Exercise

   1. Each person chooses an animal with whom he or she wants to be associated.

   2. Every person, thereafter, must repeat his or her name and animal and the name and animal of each person who has gone before them (example of associative memory and repetition).

C. Get Acquainted Interview

   1. Pair off students

   2. Partners spend five minutes asking each other questions on the interview sheet.

   3. Each person reports their findings to the class

D. Assessment of Student Goals and Needs

   1. Hand out Profile to be completed during session break

   2. Collect Self-Assessment Profile

E. Discuss Importance of Memory

   1. Improvement necessary to so many people in all walks of life.

E-9

   2. Why memory is important to senior citizens

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a. daily activities

b. social life

c. maintenance of independence

3. Memory loss is only a stigma of aging

a. studies refute this

4. Hypochondria of memory- imagining the worst

a. positive attitude essential

b. "use it or lose it"

5. Three steps in learning and memory.

a. sensory memory- motivation, clear image, concentration

b. short-term memory

c. long-term memory

6. Memory Retrieval

a. recall

b. recognition

IV. Review key points of this session

V. Homework Assignment for students

A. Practice Shopping List- make own list

1. break into categories

2. rehearse out loud

3. review repeatedly

B. If you forget a name, remember something related to it, give yourself clues.

C. Bring in any memory aids you are already using to share with the class.

E-10

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"MORE MILEAGE FROM YOUR MEMORY"

GET-ACQUAINTED INTERVIEW

1. Name of Student

2. Where do you live?

3. Any hobbies or spare-time interests?

4. Any children or grandchildren?

5. Have you attended the Senior Citizens'
   Center before?

   If so, what activities?

6. What do you hope to learn from the memory
   workshops?

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"MORE MILEAGE FROM YOUR MEMORY"

Self-Assessment

Name _____

How would you rate your current memory?

Excellent_____

Good   _____

Fair   _____

Poor   _____

Which of the following do you remember best?

Events from years ago _____

Names of long-time friends _____

Events from last week _____

Names of people you recently met_____

Errands which you need to do this
        week   _____

Check if you would like to improve your memory
    of the following:

Names of people you have recently met_____

Shopping lists   _____

Recipes   _____

Telephone numbers or addresses   _____

Appointments   _____

Birthdays or anniversaries of
        relatives or friends   _____

Check if you would like to improve your memory of
      the following:

      Where to find keys or glasses   _____

      Lists of chores or errands to do   _____

      Verses from the Bible or other
            church materials   _____

      Names of T.V. shows or movies or
            books   _____

      Names of movie stars or musicians
            or sports figures   _____

      Turning off the stove or T.V. or
            lights at home   _____

      The main points from a newspaper
            article or other reading   _____

      Taking medication at the right time_____

      Information about the interests
            of grandchildren or family or
            friends   _____

      Other (please explain)   _____

What memory techniques or tricks do you use now?
      (if any)

PRACTICE: DRUGSTORE SHOPPING LIST

Vitamins

Toothpaste

Paper Towels

Hairbrush

Aspirin

Mouthwash

Toilet Tissue

Hair Shampoo

Prescription Refill

Toothbrush

Kleenex Facial Tissues

Hair Conditioner

150

PRACTICE #1

GROCERY   LIST

Hamburger
Eggs
Coffee
Toothpaste
Milk
Chicken
Tea
Soap
Yogurt
TV Dinners
Sugar
Shampoo
Cottage Cheese
Orange Juice
Mouthwash
Pork and Beans

SESSION 2

E-16

I. Discuss main goals for this workshop

    A. Explain why the memory chain can be broken and show the students how to prevent it.

    B. Make students aware of the importance of kindness to themselves in the face of occasional lapses of memory.

    C. Explain the layers of memory and show students how individually cued recall can reactivate a passive memory.

    D. Demonstrate the facility with which lists can be remembered by the practice of the peg system.

    E. Introduce and have students practice two techniques for remembering names and faces.

II. Review important points from Session 1. Field any questions.

III. Share any Memory aids of the students

IV. Discuss the Essential Elements of the Memory Chain

    A. Need, Interest, Motivation

    B. Attention, Concentration

    C. Organization

    D. Ways Chain can be Broken

        1. anxiety

        2. depression

        Note: Memory problems are really attention problems

E-17

    E. Techniques to adequately deal with "forgetfulness"

1. don't brow beat and say "I Forgot"

~ 2. instead, use the following statements if you forget:

    a. "I cannot think of it now."

    b. "I didn't listen."

    c. "I wasn't paying attention."

    d. "I didn't make it a point to remember."

3. be kind, don't seek perfection

V. Recognition vs. Recall

  A. Memory in the layer system

    1. blue- active, easy recall (daily useful information)

    2. rust (earth color)- passive, recognition if we have cues (geography, languages)

    3. gray- latent, unknown, unconscious, not easily recalled to consciousness (unusual mood, taste, smell bring back certain sensations; unpleasant memories may occur here).

  B. As we get older, we need to cue in rust layer through our own powerful associations (cued recall).

  C. Linking of items through visualization

    1. choose first one that comes to mind

    2. make it dramatic

VI. Peg System

  A. Hang ideas on ten pegs

  B. Example- peg 1 is sun, peg 2 is shoe

E-18

VII. How to Remember Names and Faces

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A. Few people remember names of people they just met or seldom see, regardless of age.

B. Technique

    1. listen to name

    2. ask for name to be repeated, spelled, pronounced slowly, if needed

    3. repeat the name to yourself and in conversation while looking at the person

    4. use the name every time you see the person

    5. write the name down soon after meeting the person- include notes on the person's appearance

    6. review your notes before seeing the person the next time

    7. arrive at a party, meeting etc. early so there are fewer names to remember and names are repeated as others arrive

C. Image Association Method

    1. look for one dominant feature on the face

    2. make the name concrete

    3. place image on the face with dominant feature

    4. make up story or associate with famous person

VIII. Student Homework Assignment

A. Have an important number memorized by peg method.

B. Have a list of ten locations in your house for method of loci (a way to remember names and dates)

C. Practice name-learning techniques

E-19

GROCERY LIST #2: POSTQUIZ

MILK
SUGAR
CANNED SOUP
APPLES
GROUND BEEF
CHEESE
CORN
BREAD
PLASTIC BAGS
LETTUCE
EGGS
COFFEE
ORANGES
BACON
NAPKINS
JUICE

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FROM THE LIST BELOW, CHOOSE THE ELEVEN STATES IN
THE MAINLAND U.S.A. WHICH ARE CLOSEST TO THE
PACIFIC OCEAN (WEST COAST).   CIRCLE THE CORRECT
ANSWERS.

NEW YORK

CALIFORNIA

UTAH

PENNSYLVANIA

OREGON

IDAHO

FLORIDA

MONTANA

WASHINGTON

MAINE

NEW MEXICO

ARIZONA

VIRGINIA

WYOMING

NEW JERSEY

MASSACHUSETTS

NEVADA

DELAWARE

MARYLAND

COLORADO

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E-21

RECOGNITION AND RECALL:PRACTICE EXERCISE

Name the eleven states in the mainland U.S. which
are closest to the Pacific Ocean:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

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VISUALIZATION PRACTICE

1) MR. NORMAN BAILEY

--Enjoys talking about football (especially the
Philadelphia Eagles)

--Has two teenage sons

--Appreciates a good joke

2) MRS. PHYLLIS HARRINGTON

--Graduate of Drew University

--Has a daughter who is a music major at college
(plays the violin)

--Enjoys gardening

3) MR. JAMES JOHNSON

--Gets upset when people are late for appointments

--Has two daughters on the Allen swim team

--Travels frequently to Florida

MEMORY STORIES

Example:

river
bear
stove
boots
motorcycle
collie
schoolhouse
widow
shotgun

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A STRATEGY FOR REMEMBERING NAMES

1. PAY ATTENTION (Be Sure to Get the Name)

   --Listen to name.

   --Ask for the name to be repeated, spelled, or
     pronounced slowly.

   --Repeat name yourself as you look at person's face
        (Use it at least three times in conversation or
        to yourself.)

2. Jot down name and your notes on person's appearance
        as soon as possible after the meeting.

   --Make the name meaningful to you
        (Use obvious meanings or rhyming or similar-sounding
        words.)

   --Focus on a distinctive feature of face.

   --Associate the name meaning with the face's
        distinctive feature--VISUALIZE!

3. Review the name and appearance notes immediately
        and frequently. (Use several senses.)

4. PRACTICE using the name every time you see the person.

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Phillip (Phil) +
Pill =
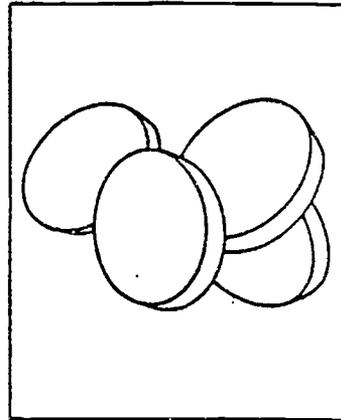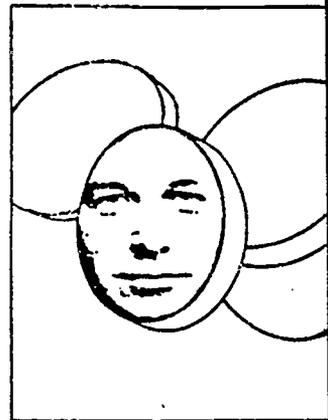
Richard (Rick) +
Richard Nixon =

Robert (Rob) +
Robber =
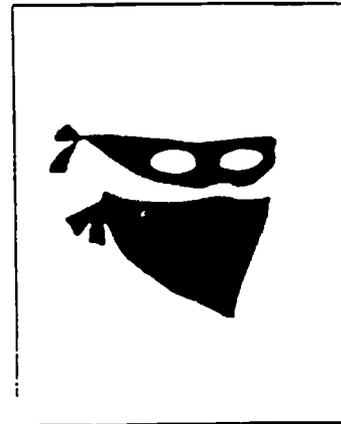
ancy (Nan) +
ancy Reagan =
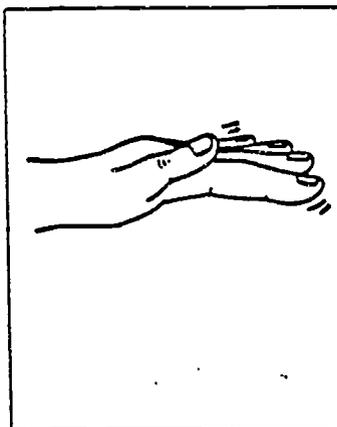
'atricia (Patty, Pat) +
'at on the Head =

Ruth ÷ Tooth =

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FIRST TRY

Henry

Raymond

Phyllis

Norman

Mary

James

Elizabeth

Christine

Janice

165

164
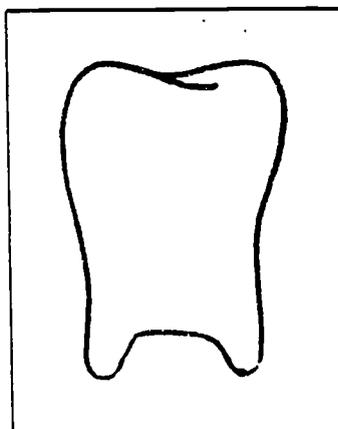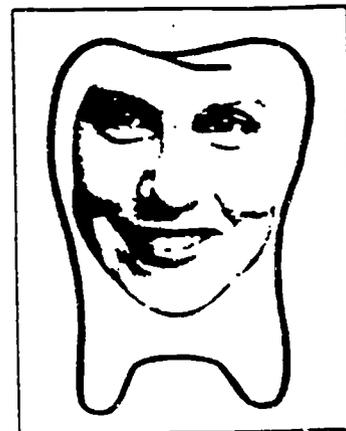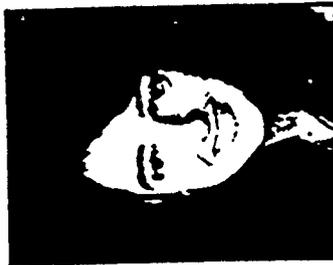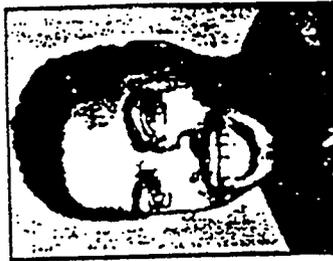
SESSION 3

I. Discuss main goals for this workshop

    A. Demonstrate how associative techniques can preempt problems with unaided recall.

    B. Explain the causes and cures for absentmindedness.

    C. Explain and practice the method of loci as a memory device for names and or dates.

II. Review important points from Session 2. Field any questions.

III. Ask students to share any memory concerns or progress since last session.

IV. Recall vs. Recognition

    A. Retrieval of information from long-term memory is not a problem if used frequently or with lots of practice.

    B. Material that is not used frequently requires recognition or recall.

    C. Seniors perform as well as young adults in recognition tasks.

    D. Unaided recall shows some decline with age (it works best if we can file it away with related cues, as insurance against forgetting).

    E. Tip-of-the-tongue phenomenon

V. Absentmindedness

    A. Major reason is failure to pay attention

        1. happens with habitual well-established routine

        2. distractions or mental preoccupation

    B. Two kinds of remembering

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        1. prospective-remembering for future

2. retrospective-memory for what was

C. Prospective Memory

   1. habitual- build into regular routine

   2. episodic- visualization

   3. external aids

D. Retrospective Memory

   1. focus attention

   2. say it out loud

   3. associate picture of item

   4. pause, visualize, associate, comment

E. Overall principles to prevent absentmindedness

   1. be one-track minded

   2. use visual/verbal reminders

   3. use regular fixed places

   4. do things when you think of them

   5. rehearse ahead of time (phone calls or other
important interactions)

VI. Method of Loci

A. Write down 10 locations in your home in logical order
as you enter and walk through the house.

B. Review list out loud

   1. write without looking

   2. say over to yourself- take a mental tour of the
house

C. Short history of ancient memory system (Cicero)

D. Connect the mental images of items with their locations
in the house.

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E. Mental filing cabinet

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F. Can use when you walk through neighborhood or golf course, etc.

G. Hints

    1. skip the door

    2. avoid two similar loci

    3. choose permanent loci

VII. Student Homework Assignment

A. Practice method of loci with packing list.

B. Combat absentmindedness by making a concerted attempt to inculcate the prevention principles into your daily life this week; concentrate on one principle in particular.

METHOD OF LOCI PRACTICE:
PACKING LIST FOR A TRIP

1. Driver's License

2. Traveler's Checks

3. Plane Tickets

4. Address Book

5. Camera

6. Hairdryer

7. Shaver

8. Umbrella

9. Bathing Suit

10 Medications

Additional Items (optional):

11. Toiletries

12. Earplugs

13. Walking Shoes

14. Water Heater Coil

15. Detergent

16. Inflatable Hangers

17. Jeans

18. Sunglasses

19. Housekeys

20. Alarm Clock

PRACTICE: ASSOCIATION OF CAPITALS

1.	Iran	T	Americans taken hostage in this city
2.	Ireland	D	"In _____ fair city"
3.	Alabama	M	Famous English general in World War II
4.	Ohio	C	Italian discoverer of America
5.	China	P	Two syllables, Chinese duck dish
6.	India	N.D.	Three syllables, rhymes with "true belly"
7.	Tennessee	N	Home of country music
8.	Denmark	C	"Beautiful, beautiful _____"
9.	Wisconsin	M	An early president of the United States
10.	Peru	L	A large green bean

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SESSION 4

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Session 4

I. Discuss main goals for workshop #4

A. Model the use of internal mnemonics as a memory aid.

B. Have the students use the SQ4R method to read one of their articles.

C. Assist students with memory enhancement through giving them examples of some extrinsic reward possibilities.

D. Leave students with a love of themselves and the advantages of the aging process; a view of themselves as mentors and seers to be revered and respected; a look at age as a state of mind.

II. Review important points from previous class. Field questions.

III. Discuss last session's loci assignment

A. Ask volunteers to demonstrate method of loci devised for packing list

IV. Internal Mnemonics

A. Rhymes

B. Acronyms

C. Acrostics

D. Why useful

1. helpful because they make material meaningful

2. cues to recall tell you how many items to remember

3. helps with attention

4. uses visualization and association

5. helps with organization of material

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V. SQ4R- a multisensory approach to reading

    A. A reading and study technique

    B. Enhances comprehension and retention of material

VI. Memory enhancement through extrinsic rewards

VII. Review Sheet

VIII. Final Exam- connecting names and faces

IX. Closing comments and teacher evaluation

PRACTICE EXERCISE: CREATIVE SENTENCES

Example:

                    The Planets in Order from the Sun

Mercury   My
Venus   very
Earth   excellent
Mars   mother-in-law
Jupiter   just
Saturn   served
Uranus   us
Neptune   nine
Pluto   pizzas

Prepare a creative sentence to help you remember the 7 . school subjects which your grandson is taking this semester in high school.

History

Algebra

Driver Education

Biology

Computers

Literature

Spanish

Long-Term Memory - A memory storehouse where information is stored fairly permanently when we are not recalling it.

Short-Term Memory - A memory storehouse from which information will be lost within approximately one minute unless it is reviewed.

1. <u>Decide what kind of learner you are</u>: visual, auditory, kinesthetic.

2. <u>Organize the material to be learned</u>.

   TWO WAYS TO ORGANIZE:

   a. Categories - Isolate the major ideas and concepts then the facts will be easier to remember.

   b. Association - Connect the facts and ideas with other facts or ideas that are important to you.

3. <u>Decide to remember</u>

   a. Try to create an interest either natural or artificial. Try to think of some reasons why it's important.

   b. You remember better with a positive mental set. We tend to forget things faster if we don't agree or if we're not interested.

4. <u>Visualize what you read and hear as often as possible</u>.

   a. Draw your own pictures and diagrams whenever material lends itself to such treatment.

   b. Trace complicated visual material with your finger or a pencil.

   c. Recreate scenes in your mind when reading literature.

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5. <u>List</u> <u>and</u> <u>number</u> <u>items</u> <u>to</u> <u>remember</u>:

   Always prepare category headings with a number. Apply
   to notes and also to marking a text.

6. <u>Write</u> <u>down</u> <u>and</u> <u>recite</u> <u>material</u> <u>to</u> <u>be</u> <u>memorized</u>.

   Writing and reciting allows the mind to hold onto ideas
   for the time it takes to get absorbed.

   Why does this help?

   a.   The more senses you use, the better you remember.

   b.   When you recite, the idea has a chance to move into
        your long-term memory.

7. <u>Review</u> <u>materials</u> <u>as</u> <u>soon</u> <u>after</u> <u>learning</u> <u>as</u> <u>possible</u>.

   Because forgetting takes place right after you have
   learned something and you want to retard this forgetting
   process.

8. <u>Review</u> <u>materials</u> <u>over</u> <u>several</u> <u>sessions</u>.

   Distributive study technique - This is much more effective,
   especially for long-term memory.

   a.   Review textbook markings from each chapter.

   b.   Review notes from several sessions.

9. <u>Review</u> <u>just</u> <u>before</u> <u>going</u> <u>to</u> <u>sleep</u>.

   If you need to remember something in the morning, go
   over it just before going to sleep. Other things that
   capture your attention won't have time to interfere.

10. <u>Use</u> <u>a</u> <u>mnemonic</u> <u>system</u>:

    a.   Rhymes or sentences:

         1.   "I before E except C"
         2.   "30 days hath September"

77 IDEAS FOR SELF-NURTURING ACTIVITIES
(* = Free)

Make a contract with yourself to select specific activities to complete during the upcoming week. Experiencing the self-nurturan
by focusing on you...

1. Listen to my favorite music.
2. Enjoy a long, warm bubble bath.
*3. Go for a walk.
*4. Share a hug with a loved one.
*5. Relax outside.
*6. Exercise (of my choice).
*7. Spiritual prayer.
*8. Attend a caring support group.
*9. Practice diaphragmatic breathing.
*10. Do "stretching" exercises.
*11. Reflect on my positive qualities: "I am..."
*12. Watch the sunrise/sunset.
*13. Laugh.
*14. Concentrate on a relaxing scene.
15. Create a collage representing "The Real Me".
16. Receive a message.
*17. Reflect on: "I appreciate..."
18. Write my thoughts and feelings in a personal journal.
19. Attend a favorite athletic event.
20. Do something adventurous. (Ex. Skydiving)
21. Read a special book or magazine.
*22. Sing/hum/whistle a happy tune.
*23. Swing/slide teeter totter.
24. Play a musical instrument.
*25. Spiritual meditation.
26. Work with plants (gardening).
27. Learn a new skill.
28. See a special play, movie or concert.
29. Work out with weights/equipment.
30. Ride a bike or motorcycle.
31. Make myself a nutritious meal.
32. Draw/paint a picture.
*33. Swim/float/wade/relax in a pool/on the beach.
34. Do aerobics/dance.
35. Visit a special place I enjoy.
*36. Smile/Say "I Love Myself".
*37. Take time to smell the roses (and other flowers I enjoy).
*38. Imagine myself achieving my goals and dreams.
39. Go horseback riding.
*40. Reflect on: "My most enjoyable memories".
*41. Enjoy a relaxing nap.
    Visit a museum/art gallery.

*43. Practice yoga.
44. Relax in a whirlpool/sauna.
45. Enjoy a cool   glass of water or fruit juice.
*46. Enjoy the beauty of nature.
*47. Count my blessings: "I am thankful for..."
*48. Play as I did as a child.
*49. Star gaze.
*50. "Window shop."
*51. Daydream.
*52. Tell myself the loving words I want to hear from others.
53. Attend a special workshop.
54. Go sailing/paddleboating.
55. Reward myself with a special gift I can afford.
56. Take myself on a vacation.
57. Create with clay/pottery.
*58. Practice positive affirmations.
*59. Pet an animal.
60. Watch my favorite TV show.
*61. Reflect on my successes: "I can..."
*62. Write a poem expressing my feelings.
63. Make a bouquet of flowers.
*64. RELAX: watch the clouds.
65. Make myself something nice.
*66. Visit a park/woods/forest.
67. Read positive, motivational literature.
*68. Reflect on: "What I value most in life!"
69. Phone a special friend.
70. Go on a picnic in a beautiful setting.
71. Enjoy a gourmet cup of herbal tea/decaf coffee.
72. Participate in a favorite sport/game/recreation.
*73. Practice a relaxation exercise (or listen to relaxation tape).
*74. Practice the art of forgiveness.
75. Treat myself to a nutritious meal at favorite restaurant/cafe.
76. Participate in a hobby.
77. Create my own unique list of "self-nurturing" activities.

1 0

THE FINAL EXAM

Janice

Phyllis

Elizabeth

Raymond

Henry

Mary

Christine

Norman

James

CREATIVE WRITING CURRICULUM

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OVERVIEW

This course is designed to stimulate the imagination and provoke creative thoughts which can then be translated into written word.

The class format is informal, so as to allow the seniors to feel comfortable and able to work at their own pace, without feeling pressured to produce work.

The class is learner centered so as to enable the students to build their work on what interests them and develop their own style. Sharing their work with others is important as it builds confidence and because of the informal, friendly atmosphere, they do not feel threatened and uncomfortable hearing feedback and critical analysis from other class members.

It is hoped that they will continue to write with confidence after there course is concluded.

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TOPICS COVERED

Essay Writing

Poetry

Limericks

Writing a paragraph using eight given words

Reading essays to class

Critiquing

Sharing ideas/discussions

Journal Writing

Brainstorming

Sharing creative expressions and experiences

Dialogues

Personal writing schedule

MATERIALS USED

(to stimulate the five senses)

Basket filled with miscellaneous items

Hats brought by students

A particular piece of clothing brought by student

Art picture or sculpture

Cookies

Flowers

Music

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INSTRUCTIONAL APPROACH

Learner Centered

Informal

Working as a group

Working individually

EVALUATION AND RECOMMENDATIONS

The students were motivated by the relaxed, informal structure of the class and enjoyed sharing ideas and stories with the other class members each student had her own writing style and way of expressing her thoughts and this was noted and appreciated by the class.

The students not only worked together but formed a close friendship as a group and individually and decided to meet for story writing throughout the summer.

Halfway through the sessions, the class took a ten minute break and the students took it in turn to bring cookies or cake and tea or coffee.

SESSION ONE

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I. INTRODUCTION

A. Course Introduction

    1. Instructor gives professional and personal background

    2. Students give:

       a. name

       b. background

II. COURSE OVERVIEW

A. Course Goals

    1. To stimulate the imagination

    2. To share creative expressions and experiences, both orally and in writing

    3. To promote fluency in writing

    4. To instill confidence in writing skills

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III. JOURNAL WRITING

A. Discussion about the importance of journal writing .
   Write everyday

B. Begin with five minutes a day and gradually increase the
   amount.

C. You can write about anything you like - events,
   feelings, wishes, dreams, people, goals.

D. Write Day One in class

E. If anyone wants to share writing with class they can.

IV. PRE-WRITING

A. Brainstorming to separate ideas.

B. Choose one word as class brainstorms this word.

C. Each student reads ideas that word brought into their
   mind.

D. Each student thinks of a word and brainstorms that word.

V. ORGANIZE IDEAS

A. Write:

1. First paragraph - states main idea or your point of view.

2. Second paragraph - explains main idea or your point of view. Gives details and examples.

3. Third paragraph - gives another reason for your point of view or main idea. Gives details, examples, etc.

4. Fourth paragraph - summarizes your point of view and supporting ideas. Draws a conclusion.

VI. ASSIGN HOMEWORK

A. Journal Writing

B. Essay: Would law be necessary in a society of angels?

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SESSION TWO

I. WARM UP

A. Give students eight words on cards and get them to write a sentence using each of these words.

B. Students read their sentences to the class.

II. MAIN ACTIVITY

A. Discuss:

Proof reading

Revising

Rewriting

B. Students share the essays which they were assigned for homework.

C. Class critiques essays.

D. Students who would like to, share essays with class.

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III. <u>ASSIGN HOMEWORK</u>

    A.   Continue with Journal Writing

    B.   Essays

        1.   Is nature more beautiful than art?

        2.   Write about a problem in our society. How would you
            deal with it? What changes would you make?

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SESSION THREE

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SESSION THREE

I. WARM UP

   A.   Students draw a large Y on a sheet of paper. They make six numbers on the Y at different spots.

   B.   Without writing, the students listen to a variety of things that happen at the six points on the Y.

   C.   They then recall these and write them down.

II. MAIN ACTIVITIES

   A.   The students read their essays to the class.

   B.   Class critique essays stating

      1.   What they enjoyed most

      2.   Was the style good?

      3.   Was there anything about the essay that they would like to change?

   C.   Poetry Writing

      1.   Brainstorming a word

      2.   Organizing thoughts

      3.   Writing a poem that may or may not rhyme

   D.   Share poem with class

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III. <u>ASSIGN</u> <u>HOMEWORK</u>

    A. Beauty is in the eye of the beholder

    B. An Easter to remember

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SESSION FOUR

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SESSION FOUR

I. WARM UP

A.   Show jewelry which is arranged in a basket to class.

B.   Ask students to choose a piece of jewelry

C.   They contemplate jewelry for a few minutes and then write one or two paragraphs about an event that occurred, or a person's experience wearing this jewelry.

D.   Share stories with class.

II. MAIN ACTIVITIES

A.   Students read homework essays to class.

B.   Discussion about essays

C.   Read a poem to the class - "The Secret Sits" by Robert Frost.

> "We dance around in a ring and suppose
>
> But the secret sits in the middle and knows".

D.   Ask students to think about what this poem is saying to them.

E.   Ask students to think about what this poem is saying to them.

F.   Share ideas with the class

2,0

III. <u>ASSIGN</u> <u>HOMEWORK</u>

<u>Essays</u>:

A. Choose a poem by a famous poet and write about what it
    is saying to you.

B. The Purple Sweater

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SESSION FIVE

2:2

SESSION FIVE

I. WARM UP

    A.   Free association words - go round class three times each person says a word each time around. These words are used as the basis for a short story.

    B.   Write a few paragraphs using these words as part of the plot.

II. MAIN ACTIVITIES

    A.   Read homework essays

    B.   Critique essays:

        1.   Things students liked about them

        2.   Any ways in which the author could improve essay.

    C.   Read a description of a character from a book

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D. Discuss characterization

1. Individual - aim for this

2. Typical - caricature, writing for those who share your assumptions

3. Universal - varies

4. A character can be:

round - can change like real people

flat - does not change, only one distinctive characteristic

III. HOMEWORK ASSIGNMENT

A. Each day, cluster and write a paragraph in your journal about a character drawn from memory.

B. Briefly describe a character who is different to you. Then find one way in which you are similar to this person.

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SESSION SIX

<u>SESSION SIX</u>

I. <u>WARM</u> <u>UP</u>

    A.   Give picture to each student.

    B.   Look at it for five minutes.

    C.   Describe an event that happened in this setting.

II. <u>MAIN</u> <u>ACTIVITIES</u>

    A.   Character sketches done for homework.

        1.   The students read the character sketches they did for homework assignment.

        2.   Discuss

        3.   Read essays

        4.   Critique them

    B.   Characterization continued

        1.   Characters reveal themselves by the way they:

            a.   speak

            b.   act

            c.   think

2. Dialogues

   a. To write a good dialogue you have to hear a voice in your head.

   b. Most stories are told without dialogue

3. Action

   Characters do things in stories which can be good or bad and can change the character and the plot.

4. Students work in pairs and dialogue one with other, choosing a character other than themselves.

III. HOMEWORK ASSIGNMENT

   A. Write a scene in which two characters dialogue with each other.

   B. Essay: "Life is what happens to us when we are making other plans", a quote by John Lennon

      Discuss.

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SESSION SEVEN

2n3

SESSION SEVEN

I. WARM UP

    A. Make up as many words as you can from the words: "Spring Time".

    B. Write a short story using these words.

II. MAIN ACTIVITIES

    A. Read homework characterization essays to class.

    B. Show Van Gogh's painting - The Church at

    C. Ask the class to write about what the picture is saying to them. How do they feel about it?

    D. Class members tell their account of the picture

    E. Tell students that this was the last picture Van Gogh painted before he committed suicide. Does this information change their perception of the picture?

       Discuss.

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F. Students show their own choice of picture or art work to class and tell why they have chosen that particular painting or sculpture.

III. HOMEWORK ASSIGNMENT

A. Give a card with a different topic written on it to each student. The topics include:

    My First Day at Kindergarten

    My Eighteenth Birthday

    A Family Gathering

    A Wedding

Each student writes about the topic assigned to him/her.

B. Essay:

    "Imagination is more important than knowledge"

    a quote by Albert Einstein

C. Ask each student to choose five essays for class book.

D. Bring folder and binder for book

E. Ask students to bring a hat or piece of clothing that they would like to write a story about.

2 0

SESSION EIGHT

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SESSION EIGHT

I. WARM UP

   A. Each student chooses an article from a box and writes
      about it. For example:

         A miniature house, an orange, a pencil, a picture,
         of a dog, a flower, a pebble, a cookie, a musical
         instrument and a spoon.

   B. Students tell a story orally about article.

II. MAIN ACTIVITIES

   A. Share homework essays with class

   B. Provide the five essays chosen for class book

   C. Make book

   D. Wear item of clothing and tell a story, true or
      fictitious about a time when the piece was worn.

   E. Each student relates what the course has meant to
      him/her.

   F. Choose a favorite essay to read to class.

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Food Facts and Fallacies

Food Facts and Fallacies is designed to be delivered in six, two hour sessions. The format uses interactive lecture covering multiple topics relating to dietary concerns and confusion encountered by senior citizens. The topics include the new food pyramid, confusing terminology, foods containing fats, carbohydrates, proteins, salt and caffeine, as well as, brand loyalty, food additives and strategies used by supermarkets to facilitate buying.

During each class, basic information is presented, not only to inform the participants, but also to stimulate discussion and questioning. Discussions and questions help focus the delivery on issues and dietary concerns specific to each participant. As a result, the instructor needs to exhibit flexibility and a relatively in-depth knowledge of the dietary concerns of the elderly.

In addition, this class is designed, not only to be informative, but also, to be fun. There is group participation required by taste testing and comparing results. The participants enjoy sharing information and comparing various products.

Terminal Objectives:

The student will be able to do the following:

1. Identify the six basic food groups and recommended servings for each group.

2. Identify foods containing fats, carbohydrates, proteins, salt, and caffeine.

3. Read and compare nutrition labels.

4. Identify, define and differentiate among terms used on labels.

5. Become aware of food-marketing strategies and techniques.

6. Become aware of their own brand loyalty.

7. Comparison shop at a local supermarket.

Topics Covered

1. Pyramid Power- the new concept of six basic food groups, which foods to choose and the recommended daily servings of each.

2. Recommended Daily Allowance (RDA) of vitamins, water soluble and fat soluble.

3. Fats (saturated, unsaturated, polyunsaturated, monounsaturated), carbohydrates (sugars- simple and complex, starches), proteins and salt and their presence in various food sources.

4. Brand loyalty, using different peanut butters and cereals to demonstrate this.

5. Caffeine content in various beverages.

6. Terms used on labels and their definitions.

7. Food additives- which are safe, which are not.

8. Supermarket savvy- strategies and techniques of selling.

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Materials Used

1. Handouts

   a. Pyramid Power

   b. RDA's

   c. Caffeine content

   d. Fats and free foods

   e. Sugar content

   f. Terminology

   g. Additives

2. Overhead transparencies

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Center for Science in the Public Interest. 1875 Connecticut
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Instructional Approaches

1. Interactive lecture.

2. Instructor facilitated question-answer sessions.

3. Taste testing various products while hiding their identities.

4. Field trip to local supermarket.

In order for this course to work most effectively, the instructor must encourage the participants to participate by stimulating them to ask questions and relate their own concerns and confusion. The answering of their questions and concerns is more important than the coverage of all the material.

Evaluation and Recommendations

The students were surprised to learn new information about nutrition. They thought they understood and knew more than they actually did. They had fun taste testing and discussing their personal brand loyalties. Learning to correctly read and interpret labels gave them a new sense of enhanced shopping know-how. In addition, the field trip to the supermarket reinforced much of what was discussed in class and helped them see the products and marketing tricks-of-the-trade first hand.

SESSION 1

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Session 1

Course Overview

I. Introduction

   A. Course Welcome

      1. Course Name

      2. Instructor Introduction

         a. name

         b. background

         c. experience

      3. Participant Introductions

   Have all participants provide the following information:

         a. name

         b. background

         c. course expectations

   B. Administrative information and requirements

      1. Emergency exits

      2. Lavatories

      3. Drinking fountains

      4. Smoking policies

      5. Completion of appropriate forms

      6. Other pertinent information

II. Course Overview

    A. Course Goals

        1. Identify the six basic food groups.

        2. Read and compare nutrition labels.

        3. Identify brand loyalty.

        4. Identify additives.

        5. Exhibit an understanding of the termino-
           logy used in classifying food.

        6. Demonstrate ability to comparison shop.

        7. Become aware of food marketing strategies
           and techniques.

    B. Course Agenda and Schedule

        1. Week #1

           a. Course Introduction

           b. Basic Introduction to the new Food
              Pyramid

           c. Discussion on the Appeal of Fast Foods

        2. Week #2

           a. Discussion on the Basic Food Groups

           b. Caffeine Content of Selected Beverages,
              Foods and Medications

           c. Peanut Butter Taste Test

              1) nutritional values

              2) discuss and analyze results

        3. Week #3

           a. Discussion on Sugar

              1) monosaccharides

              2) disaccharides

2.0

b. Discussion on Protein

    c. Discussion on Salt

    d. Discussion on Fiber

    e. Favorite Cereal Taste Test

        1) compare nutritional data- salt, sugar, fiber

        2) discuss and analyze results

4. Week #4

    a. Discussion on Reading Labels

    b. Discussion on Confusing Terminology

    c. Discussion on Additives

5. Week #5

    a. Discussion on Supermarket Marketing Strategies

    b. How to Resist Impulse Buying

6. Week #6

    a. Field Trip to Area Supermarket

    b. Reading Labels

    c. Comparison Shopping

III. Introduction to the New Food Pyramid

Draw the Pyramid on the Board and you Discuss this

A. Bread, Cereals, Rice and Pasta

   1. 6-11 Servings

   2. Foods in this Group

      a. foods to choose often

      b. foods to choose occasionally

      c. foods to choose rarely or in small amounts

B. Fruit Group

   1. 2-4 Servings

   2. Foods in this Group

      a. foods to choose often

      b. foods to choose occasionally

      c. foods to choose rarely or in small amounts

C. Vegetable Group

   1. 3-5 Servings

   2. Foods in this Group

      a. foods to choose often

      b. foods to choose occasionally

      c. foods to choose rarely or in small amounts

D. Meat, Poultry, Fish, Dry Beans, Eggs and Nuts Group

   1. 2-3 Servings

   2. Foods in this Group

      a. foods to choose often

      b. foods to choose occasionally

      c. foods to choose rarely or in small amounts

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E. Milk, Yogurt and Cheese Group

   1. 2-3 Servings

   2. Foods in this Group

      a. foods to choose often

      b. foods to choose occasionally

      c. foods to choose rarely or in small amounts

F. Fats, Oils and Sweets

   1. Use Sparingly

   2. Foods in this Group

IV. Discussion on the Appeal of Fast Foods

A. Why do they look so Appealing

B. Have participants develop their own appealing favorite food and compare nutritional value

PYRAMID POWER

_ast spring, the U.S. Department of Agriculture officially launched the Food Guide Pyramid, right, to give visual punch to the Government's latest dietary guidelines. Below, with help from an American Dietetic Association representative, we've taken the Pyramid a step further: Within each food group we've listed items that are a good choice anytime, foods that nutritionists advise eating once in a while, and foods that should be considered an indulgence or eaten in very small amounts. Foods are categorized with the goal of keeping fat and cholesterol low, limiting excess sodium and sugar, and providing adequate levels of vitamins, minerals, and fiber. All foods in the "Choose often" column get fewer than 30 percent of calories from fat. We've listed no foods from the tip of the Pyramid, which represents salad dressings and oils, butter, margarine, soft drinks, candies, and desserts—high-calorie foods that should all be kept to a minimum. For more advice on choosing foods, see page 652.

Choose often	Choose sometimes	Choose rarely (or in very small amounts)
MILK, YOGURT, & CHEESE GROUP: 2 to 3 Servings		
Skim and 1% lowfat milk	2% lowfat milk	Whole milk
Buttermilk made with skim or 1% lowfat milk	Buttermilk made with 2% lowfat milk	
Yogurt made with skim or 1% lowfat milk	Yogurt made with 2% lowfat milk	Yogurt made with whole milk
	Hot cocoa or chocolate milk from skim or 1% milk	Hot cocoa or chocolate milk from 2% milk
	Puddings made with skim or 1% milk	Puddings made with 2% or whole milk
1% lowfat or dry-curd cottage cheese	2% cottage cheese	Creamed or regular (4% fat) cottage cheese
Cheeses with 2 or fewer grams of fat per ounce	Cheeses with 3 to 5 grams of fat per ounce	Cheeses with more than 5 grams of fat per ounce
Frozen dairy desserts with 2 grams of fat or less per item or per ¼-cup serving	Frozen dairy desserts with 3 to 5 grams of fat per item or per ¼-cup serving	Ice cream and frozen dairy desserts with more than 5 grams of fat per item or per ¼-cup serving
MEAT, POULTRY, FISH, DRY BEANS, EGGS, & NUTS GROUP: 2 to 3 Servings		
Beef: Eye of round, top round	Beef: Tip or bottom round, sirloin, chuck arm pot roast, top loin, tenderloin, flank, T-bone steak	Beef: Porterhouse steak, brisket, chuck blade roast, rib-eye, ribs, short ribs, ground beef (even "lean" or "extra lean"), liver, corned beef, pastrami, bologna, salami, frankfurters
Veal: All cuts except loin, rib, and ground	Veal: Loin, rib chop, ground	
Pork: Tenderloin	Pork: Sirloin chop, top or center loin chop, rib chop, ham, Canadian bacon	Pork: Blade steak, bacon, pe oni, sausage, frankfurters, bologna, salami
Lamb: Foreshank	Lamb: Shank half, leg, sirloin half, loin chop	Lamb: Rib chop, arm, blade, ulder, ground lamb
Chicken breast without skin; turkey breast or leg; turkey wing without skin; ground turkey without skin	Chicken breast with skin; chicken leg, thigh, or wing without skin; turkey wing with skin	Chicken leg, thigh, or wing with skin; chicken liver; ground turkey with skin; duck and goose; poultry frankfurters
Poultry cold cuts with up to 1 gram of fat per ounce	Poultry cold cuts with 2 grams of fat per ounce	Poultry cold cuts, 3 or more grams of fat per ounce
All fresh fish and shellfish	Smoked fish	
Canned fish, water-packed, drained	Canned fish, oil-packed, drained	
All dried beans, peas, and lentils	Soybeans, tofu	Nuts, peanuts, and other nut butters
Egg whites	Egg substitutes	Whole eggs or yolks
VEGETABLE GROUP: 3 to 5 Servings		
Fresh vegetables or frozen vegetables without sauce	Canned vegetables, vegetable juices	Frozen vegetables in sauce
FRUIT GROUP: 2 to 4 Servings		
All fresh fruit (except avocado and olives)	Dried fruit, fruit juices	Avocado, olives
	Canned fruit in its own juice	Canned fruit in heavy syrup
Unsweetened applesauce		Sweetened applesauce
BREAD, CEREAL, RICE, & PASTA GROUP: 6 to 11 Servings		
Bread, bagels, pita	Egg breads, such as challah and egg bagels; French toast; pancakes; waffles	Bread stuffing, croissants
Muffins, biscuits, or rolls with 2 or fewer grams of fat (e.g., English muffins, hamburger buns)	Muffins, biscuits, and rolls with 3 to 4 grams of fat each	Muffins, biscuits, and rolls with more than 4 grams of fat each
Unbuttered air-popped popcorn, pretzels, rice cakes, bread sticks		Oil-popped and/or buttered popcorn
Corn tortillas	Flour tortillas	
Crackers with 1 gram or less of fat per ½ ounce: Melba toast, matzoh, flatbread, saltines	Crackers with 2 grams of fat per ½ ounce, such as graham crackers	Crackers with 3 or more grams of fat per ½ ounce, such as Ritz crackers
Cold cereals with 2 or fewer grams of fat and 6 or fewer grams of sugar per serving (e.g., Cheerios, corn flakes, shredded wheat, Grape Nuts)	Cold cereals high in sugar or fat (e.g., granola)	
Hot cereals		
Rice, barley, bulgur wheat, couscous, kasha, quinoa		
Pasta	Egg noodles	

WHAT'S IN A SERVING? Here's how the USDA calculates serving sizes. Milk, yogurt, and cheese: 1 cup of milk or yogurt, 1½ ounces of natural cheese, or 2 ounces of process cheese. Meat: 2 to 3 ounces of cooked lean meat, fish, or poultry; 1 to 1½ cups of cooked dry beans, 2 to 3 eggs, and 4 to 6 tablespoons of peanut butter. Vegetables: 1 cup of raw, leafy vegetables, ½ cup of other vegetables (cooked or chopped raw), or ¾ cup of vegetable juice. Fruit: 1 medium apple, banana, or orange; ½ cup of chopped, cooked, or canned fruit; ¾ cup of fruit juice. Bread, cereal, rice, and pasta: 1 slice of bread, 1 ounce of ready-to-eat cereal, or ½ cup of cooked cereal, rice, or pasta.

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SESSION 2

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I. Continue Discussion on the Basic Food Groups

    A. What Constitutes a Serving (based on USDA's calculations)

        1. Bread, Cereal, Rice and Pasta

            a. 1 slice of bread

            b. 1 ounce of ready to eat cereal

            c. 1/2 cup of cooked cereal

            d. 1/2 cup rice or pasta (cooked)

        2. Fruit Group

            a. 1 medium banana, apple or orange

            b. 1/2 cup of chopped, cooked or canned fruit

            c. 3/4 cup fruit juice

        3. Vegetables Group

            a. 1 cup of raw, leafy vegetables

            b. 1/2 cup of other vegetables (cooked or raw)

            c. 3/4 cup of vegetable juice

        4. Meat, Poultry, Fish, Dry Beans Eggs, and Nuts Group

            a. 2-3 ounces of cooked, lean meat, fish or poultry

            b. 1-1 1/2 cups of cooked dry beans

            c. 2-3 eggs

            d. 4-6 Tablespoons of peanut butter

        5. Milk, Yogurt, and Cheese Group

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            a. 1 cup of milk or yogurt

            b. 1 1/2 ounces of natural cheese (2 ounces of processed)

    B. Fats

       1. Visible and Invisible Fats

       2. Benefits of Fat

            a. aids in the absorption of vitamins A,D,E,K

            b. delays gastric emptying time

            c. improves flavor of food

            d. provides 2 essential fatty acids

       3. Types of Fats

            a. unsaturated

            b. polyunsaturated

            c. saturated

            d. monounsaturated

       4. Explain term hydrogenated fat

II. Caffeine Content of Selected Beverages, Foods and Medications

    A. Use hand-out adapted from the Center for Science in the Public Interest

III. Peanut Butter Tas.e Test

    A. Bring to class five or six of the leading brands of peanut butter-include at least one labeled natural, and one generic brand

    B. Cover all the labels so the participants can not see them

       1. number each jar

       2. have a master of which peanut butter is in each jar

C. Bring to class a very bland, basic cracker and water

D. Have the participant spread a little of each peanut butter on a cracker and taste

E. Have the participants judge each peanut butter according to:

   1. peanutty flavor

   2. sweetness

   3. creamy texture

   4. best flavor

F. Proceed taste testing and judging (with water in between to cleanse palate) until all peanut butters have been tasted

G. Discuss results

   1. brand loyalty

   2. varying nutritional values

List 6: Fat List

Each serving on the fat list contains about 5 g of fat and 45 calories. Foods that contain 400 mg of sodium if more than one or two servings are eaten are indicated by this symbol *. Foods that contain 400 mg or more of sodium per serving are indicated by this symbol '.

Food	Amount
UNSATURATED FATS	
Avocado	⅛ medium
Margarine	1 tsp
Margarine. diet*	1 tbsp
Mayonnaise	1 tsp
Mayonnaise. reduced-calorie*	1 tbsp
Nuts and Seeds:	
Almonds. dry roasted	6 whole
Cashews. dry roasted	1 tbsp
Pecans	2 whole
Peanuts	20 small or 10 large
Walnuts	2 whole
Other nuts	1 tbsp
Seeds. pine nuts. sunflower (without shells)	1 tbsp
Pumpkin seeds	2 tsp
Oil (corn. cottonseed. safflower. soybean. sunflower. olive. peanut)	1 tsp
Olives*	10 small or 5 large
Salad dressing, mayonnaise-type	2 tsp
Salad dressing, mayonnaise-type. reduced-calorie	1 tbsp
Salad dressing (all varieties)*	1 tbsp
Salad dressing, reduced-calorie' (Two tablespoons of low-calorie salad dressing is a free food.)	2 tbsp
SATURATED FATS	
Butter	1 tsp
Bacon*	1 slice
Chitterlings	½ oz
Coconut. shredded	2 tbsp
Coffee whitener, liquid	2 tbsp
Coffee whitener, powder	4 tsp
Cream (light. coffee. table)	2 tbsp
Cream. sour	2 tbsp
Cream (heavy. whipping)	1 tbsp
Cream cheese	1 tbsp
Salt pork*	¼ oz

Free Foods List

A *free food* is any food or drink that contains less than 20 calories per serving. You can eat as much as you want of those items that have no serving size specified. You may eat two or three servings per day of those items that have a specific serving size. Be sure to spread them out through the day. Foods containing 3 g or more of fiber are listed in **boldface.** Foods with 400 mg or more of sodium are indicated with this symbol *.

Drinks
  Bouillon* or broth without fat
  Bouillon. low-sodium
  Carbonated drinks. sugar-free
  Carbonated water
  Club soda
  Cocoa powder, unsweetened (1 tbsp)

Coffee/tea
Drink mixes. sugar-free
Tonic water. sugar-free
Nonstick pan spray
Fruit
Cranberries. unsweetened (½ c)
Rhubarb. unsweetened (½ c)
Vegetables (raw. 1 c)
Cabbage
Celery
Chinese cabbage
Cucumber
Green onion
Hot peppers
Mushrooms
Radishes
Zucchini
Salad greens
Endive
Escarole
Lettuce
Romaine
Spinach
Sweet substitutes
Candy. hard. sugar-free
Gelatin. sugar-free
Gum. sugar-free
Jam/jelly. sugar-free (2 tsp)
Pancake syrup. sugar-free (1–2 tbsp)
Sugar substitutes (saccharin, aspartame)
Whipped topping (2 tbsp)
Condiments
Catsup (1 tbsp)
Horseradish
Mustard
Pickles.* dill. unsweetened
Salad dressing, low-calories (2 tbsp)
Taco sauce (1 tbsp)
Vinegar

Seasonings can be very helpful in making food taste better. Be careful of how much sodium you use. Read the label. and choose those seasonings that do not contain sodium or salt.

Basil (fresh)   Lemon pepper
Celery seeds   Lime
Cinnamon   Lime juice
Chili powder   Mint
Chives   Onion powder
Curry   Oregano
Dill   Paprika
Flavoring extracts (vanilla. almond. walnut.   Pepper
   peppermint. butter. lemon. etc.)   Pimento
Garlic   Spices
Garlic powder   Soy sauce*
Herbs   Soy sauce, low sodium ("lite")
Hot pepper sauce   Wine. used in cooking (¼ c)
Lemon   Worcestershire sauce
Lemon juice

*The exchange lists are the basis of a meal planning system designed by a committee of the American Diabetes Association and the American Dietetic Association. While designed primarily for people with diabetes and others who must follow special diets, the exchange lists are based on principles of good nutrition that apply to everyone. © 1986 American Diabetes Association. American Dietetic Association.

▪ Appendix 6. Caffeine Content of Selected Beverages, Foods, and Medications

Source	Average mg of Caffeine
BEVERAGES	
Coffee (5 oz cup)	
▪ Brewed, drip method	115
▪ Brewed, percolator	80
▪ Instant	65
▪ Decaffeinated, brewed	3
▪ Decaffeinated, instant	2
Tea (5 oz cup)	
▪ Brewed	40
▪ Instant	30
Soft drinks (12 oz)	
▪ Mountain Dew	54.0
▪ Mello Yello	52.8
▪ Coca–Cola, Diet Coke	45.6
▪ Dr. Pepper, Sugar Free Diet Pepper	39.6
▪ Pepsi–Cola	38.4
▪ Diet Pepsi, Pepsi Light	36.0
▪ RC Cola, Diet Rite	36.0
Chocolate products	
▪ Baker's chocolate (1 oz)	26
▪ Dark chocolate (1 oz)	20
▪ Milk chocolate (1 oz)	6
▪ Chocolate milk (8 oz)	5
▪ Cocoa beverage (5 oz)	4
▪ Chocolate-flavored syrup (1 oz)	4
MEDICATIONS	
Many cold preparations	30
Anacin, Cope, Easy–Mens, Midol	32
Excedrin	60
Pre–Mens	66
Many stimulants	100
No Doz, Vivarin, Ban Drowz	100–250

(Adapted from Center for Science in the Public Interest: Caffeine scoreboard. Nutr Action. Sept 1984. and Malseed RT: Pharmacology: Drug Therapy and Nursing Considerations. Philadelphia, JB Lippincott, 1982)

W□RKSHEET 2
P□ANUT BUTTER TASTE TEST

Name:_____

Date:_____

Are nationally advertised peanut butters worth the higher price? This test will help you find out for yourself. In it, you'll compare one or two name-brands against a store brand.

I. You'll Need:
2 or more brands of peanut butter
paper cups and water
real, unsalted peanuts
granulated sugar and molasses
small plastic spoons

II. Code The Test Samples
Wrap each jar with paper to hide all brand identifications. (Otherwise the test won't be fair. People often root for — or against — certain brands.) Write a code letter or number on each.

III. Taste & Rate The Samples
Before tasting each sample, sip water to clean your mouth. After making your judgement, rate each sample by writing its code on the continuum (line) where you think it belongs. (See example below.)

1. PEANUTTY FLAVOR:
Taste a real peanut. Then compare each peanut butter to that taste. Mark where each sample falls, between *strong* roasted peanut flavor and *no* roasted peanut flavor.

Sample X

|————————×————————————————————|
strong roasted   no roasted
peanut flavor   peanut flavor
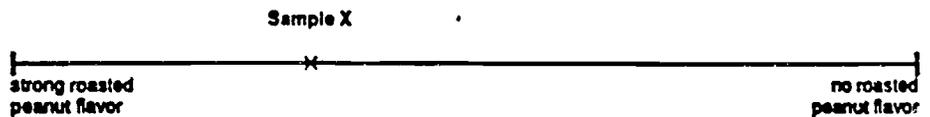
2. SWEET NUTTINESS:
Roasting brings out the natural sweetness of peanuts, which can be simple (like sugar) or complicated (like molasses). Taste molasses and sugar first. Then compare each test sample to those tastes, and mark where it belongs on this line.

|————————————————————————————|
sweet like   sweet like
molasses   sugar
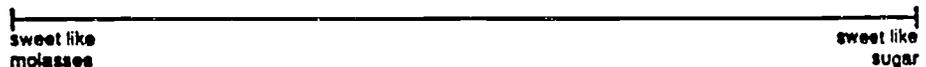
3. CREAMY TEXTURE:
"Creamy" peanut butters should be creamy with a hint of coarseness. "Crunchy" ones should be the same, but with chunks of nuts. Compare the test samples' textures, and mark where they belong on this line.

|————————————————————————————|
very creamy   very coarse
texture   texture
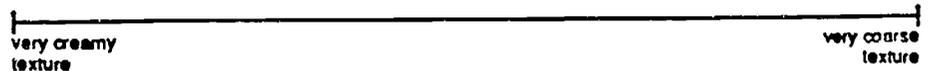
4. ADHESIVE TEXTURE:
Peanut butters should be sticky enough to stick to things a little, without choking you or breaking up the bread. Compare the test samples and mark where they belong on this line.

|————————————————————————————|
too sticky   not sticky
                                              enough

5. OVERALL PREFERENCE:
Which of the test samples do you like □? Next best? Place each one on this line. (Remember, the distance between them on this line will indicate *how much* better or worse they are!)

|————————————————————————————|
excellent   poor

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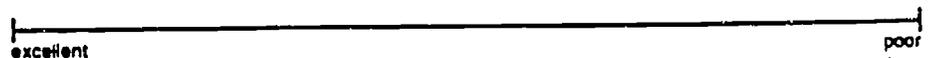
SESSION 3

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I. Discussion on Sugar

    A. Types

        1. Monosaccharides (simple sugars)

            a. definition

            b. types of monosaccharides

                1) glucose

                2) fructose

                3) galactose

                4) mannose

            c. common sources of each type of monosaccharide

        2. Disaccharides (double sugars)

            a. definition

            b. types of disaccharides

                1) sucrose

                2) lactose

                3) maltose

II. Discussion on Protein

    A. Definition

    B. Human body contains more than 1000 different proteins

    C. Every tissue and fluid in the body contains protein
       except bile and urine

    D. Function of protein

    E. Amino Acids

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F. How much protein do we need?

    1. recommended daily allowance for men

    2. recommended daily allowance for women

    3. any specific protein concerns for the elderly

G. Sources of protein

H. Dangers of protein deficiency

III. Salt (Sodium)

A. Definition

B. Naturally occurring sources of sodium

    1. much lower in sodium content than processed foods

    2. beets, spinach, celery, artichokes asparagus, carrots to name a few

C. Processed foods containing sodium

    1. contribute a significant amount of sodium to the diet

    2. examples- canned meats, canned soups, condiments (ketchup, mustard), pickled foods, foods prepared in brine (olives), soft water, and more

D. About 95% of ingested sodium is absorbed

E. Recommended Daily Allowance of Salt

F. Salt the Role is Plays in some Disorders

    1. Hypertension

    2. Parkinson's Disease

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IV. Fiber

    A. Definition

    B. Types

        1. water soluble

        2. water insoluble

    C. Function

    D. Benefit of each type of fiber

    E. Sources of each type of fiber

V. Cereal Taste Testing

    A. Bring several brands of cereal to class, include some generic brands as well as sugary cereals

    B. Have participants taste each cereal and evaluate for color, sweetness and overall appeal

    C. Evaluate each cereal nutritionally for salt, fiber, protein and sugar contents

    D. Analyze and discuss results

Table 1-9 Table Sugar Content of Selected Foods and Beverages

	Table Sugar Equivalent (tsp)	% of Calories from Sugar
SWEETENERS		
Karo pancake and waffle syrup (1 Tablesp)	3.8	100
Honey (1 Tablesp)	1.4	100
Molasses, light (1 Tablesp)	0.8	100
SODA POP		
Mountain Dew (12 oz)	11	100
Pepsi-Cola (12 oz)	10	100
Coca-Cola (12 oz)	9.3	100
Teem (12 oz)	9.3	100
Sprite (12 oz)	9	100
Canada Dry Tonic Water (12 oz)	8	97.7
OTHER BEVERAGES		
Shasta Iced Tea (12 oz)	8.3	100
Hawaiian Punch (8 oz)	6.5	100
Kool-Aid, you add sugar (8 oz)	6.3	100
Kool-Aid, sugar already added (8 oz)	5.5–6	100
Country Time Lemonade Flavor, ready to drink (8 oz)	5.8	100
Nestle Hot Cocoa Mix (1 oz)	5.8	84
Cranberry Juice Cocktail (6 oz)	4.8	73
Tang (4 oz)	3.8	100
Gatorade (8 oz)	3.5	100
CANDY		
Jelly beans (10 pieces)	6.6	100
Marshmallows (0.9 oz)	4.8	100
M&Ms, plain (1.7 oz)	6.8	46
Lifesavers (1 piece)	0.6	100
Bubble Yum Bubble Gum (1 piece)	1.8	100
Beech Nut Gum (1 piece)	0.6	98
BAKED GOODS		
Homemade applie pie à la mode (2 oz)	3.5	24
Homemade blueberry muffins (1.4 oz)	0.8	12
Keebler old fashioned oatmeal cookies (2 oz)	2.5	25
Keebler vanilla wafers (⁻ oz)	2.3	28
Kellogg's pop tarts (1 tart)	3.3–4.8	25–35
Twinkies (1 pkg)	8.4	4⁻
Graham crackers (2 pieces)	0.9	25
DAIRY PRODUCTS		
Low-fat yogurt, fruit (1 cup)	7.5	52
Frozen yogurt, whole milk (4 oz)	6.1	62
Vanilla ice milk (½ cup)	3.4	48
Vanilla ice cream (½ cup)	3.2	3⁻
Dannon frozen yogurt, vanilla (½ cup)	2.8	50
Chocolate milk, 2% fat (1 cup)	2.⁻	24
OTHER DESSERTS AND SWEET SNACKS		
Popsicle (1)	4.5	100
Homemade chocolate pudding (½ cup)	3.9	39
Canned pears, heavy syrup (½ cup)	3.6	59
Orange sherbet (½ cup)	2.8	33

Table 1-9 (*Continued*)

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Carboh·

	Table Sugar Equivalent (tsp)	% of Calories from Sugar
BREAKFAST CEREALS*		
General Mills		
Boo Berry (1 oz)	3.3	47 .
Count Chocula (1 oz)	3.3	47·
Trix (1 oz)	3	44˙
Lucky Charms (1 oz)	2.8	40
Cheerios, Honey Nut (1 oz)	2.5	36
Kaboom (1 oz)	1.5	22
Nature Valley Granola, toasted oat (1 oz)	1.5	18
Total (1 oz)	0.8	11
Wheaties (1 oz)	0.8	11
Kix (1 oz)	0.5	7
Cheerios (1 oz)	0.3	4
Kellogg's		
Honey Smacks (1 oz)	4	58
Apple Jacks (1 oz)	3.5	51
Froot Loops (1 oz)	3.3	47
Sugar Frosted Flakes (1 oz)	2.8	40
Cracklin' Oat Bran (1 oz)	2	27
All-Bran (1 oz)	1.3	29
Product 19 (1 oz)	0.8	11
Rice Krispies (1 oz)	0.8	11
Special K (1 oz)	0.8	11
Corn Flakes (1 oz)	0.5	7
Post		
Super Sugar Crisp (1 oz)	3.5	51
Honeycomb (1 oz)	2.8	40
Grape Nuts (1 oz)	0.8	12
Ralston Purina		
Cookie Crisp, Choc. Chip Flavor (1 oz)	3.3	47
Donkey Kong Junior (1 oz)	3.3	47
Sugar Frosted Flakes (1 oz)	2.8	40
Bran Chex (1 oz)	1.3	18
Corn Chex (1 oz)	0.5	7
Rice Chex (1 oz)	0.5	–
Wheat Chex (1 oz)	0.5	–
Quaker Oats		
Cap'n Crunch's Crunchberries (1 oz)	3.3	43
Cap'n Crunch (1 oz)	3	44
King Vitamin (1 oz)	3	44
Quisp (1 oz)	3	44
Life, Cinnamon (1 oz)	1.5	22
Life (1 oz)	1.3	18
Shredded Wheat (1.3 oz)	0.3	3
Puffed Rice (0.5 oz)	0	0
Puffed Wheat (0.5 oz)	0	0
MISCELLANEOUS		
Cranberry sauce (1 Tablesp)	1.5	96
Skippy peanut butter (2 Tablesp)	1.3	11
Ketchup (1 Tablesp)	0.6	63

*Figures for cereals include naturally occurring sugar in raisins and other dried fruits.

(Center for Science in the Public Interest: Sweet surprises. Nutr Action 11:8. 1984. Reprints available from the Center for Science in the Public Interest © 1984.)

WORKSHEET 3
HOW DOES YOUR CEREAL COMPARE?

Name:_____

Date:_____

I. List the three breakfast cereals you eat most often.

1._____ 2._____ 3._____

II. Now look for the following information on these cereals' labels and plot those numbers where they belong on the graphs below. (The graphs below show the difference between the "best" and "worst" cereals in each category. The information comes from <u>Consumer Reports</u>' tests of 59 cereals.)

PROTEIN: The protein in grain is good, but not "complete." Milk supplies some of the missing nutrients. *Special K* had the most protein per serving — 6 grams. Several cereals had only 1 gram. *HOW MANY GRAMS DO YOUR CEREALS HAVE? FIND THOSE NUMBERS ON THE PROTEIN GRAPH AND WRITE IN THE CEREALS' NAMES:*

Special K

```
|----+----+----+----+----+----|
0g   1    2    3    4    5    6
```
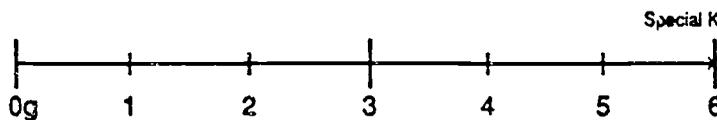
SUGAR: Sugary cereals can promote cavities, especially when eaten dry. Unlike the sugar in fruit, sugar added to cereals provides no useful nutrients (other than energy). It has only "empty calories." Three *Shredded Wheat* cereals, and *Crispy Wheat and Rice* had no sugar. *Honey Smacks* had the most — 16 grams. *HOW MANY GRAMS DO YOUR CEREALS HAVE? FIND THOSE NUMBERS ON THE SUGAR GRAPH AND WRITE IN THE CEREALS' NAMES:*

Shredded Wheat   Honey Smacks

```
|----+----+----+----+----+----+----+----|
0g   2    4    6    8    10   12   14   16
```
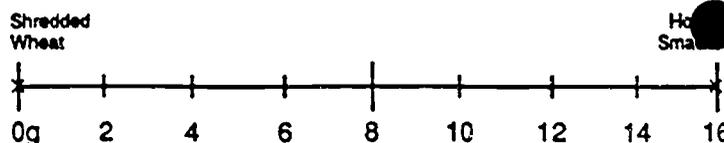
SODIUM: Reducing sodium intake may help people who are susceptible to high blood pressure (about 1 of every 5 people). Cereal grains contain hardly any sodium, but cereal-makers add it for flavor. *Wheaties* had the most — 370 milligrams. *Shredded Wheat 'n Bran* had the least — none. *HOW MANY MILLIGRAMS DO YOUR CEREALS HAVE? FIND THOSE NUMBERS ON THE SODIUM GRAPH AND WRITE IN THE CEREALS' NAMES:*

Shredded Wheat 'n Bran   Wheaties

```
|--------+--------+--------+--------|
0mg      90       185      275     370
```
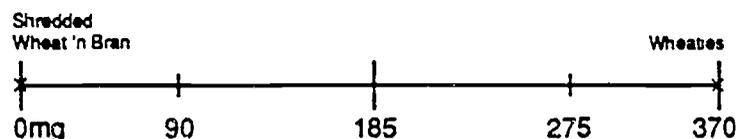
FIBER: Cereal grain is an excellent source of insoluble fiber, the type that in theory may help prevent colon cancer. *Fiber One* had the most — 12 grams. More than half the cereals tested, including most sugary cereals, didn't even supply 1 gram. (Many of these cereals don't give fiber data.) *HOW MANY GRAMS OF FIBER DO YOUR CEREALS HAVE? FIND THOSE NUMBERS ON THE FIBER GRAPH AND WRITE IN THE CEREALS' NAMES:*

Fiber One

```
|--------+--------+--------+--------|
0g       3        6        9       12
```
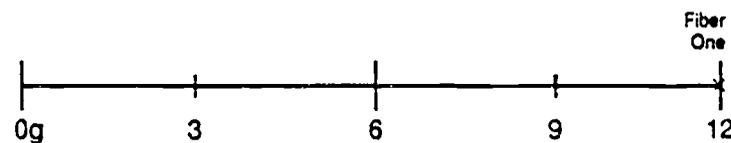
A NOTE ABOUT VITAMINS & FORTIFICATION: Manufacturers routinely "fortify" cereals which means they restore the nutrients that are lost during processing. But people who eat a varied diet don't need vitamins added to their cereal. And you pay more for cereals that are highly fortified. (*Total* and *Wheaties* are "twins," for example, but the highly fortified *Total* costs 25% more.) So <u>Consumer Reports</u> doesn't think "vitamins & minerals" are as important as the criteria above.

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SESSION 4

Session 4

I. Discussion on Food Labels

    A. What's on a food label

        1. name of product

        2. net weight

        3. name of manufacturer

    B. Nutrition facts labels

        1. serving size

        2. calories

        3. daily value for each nutrient

    C. ADA

        1. American Dietetic Association

        2. Who are they?

        3. What do they do?

    D. RDA

        1. Recommended Daily Allowance

        2. Who determines this?

    E. USDA

        1. United States Department of Agriculture

        2. Who are they?

        3. What do they do or regulate?

    F. Foods that do not need to have nutrition facts or labels

        1. foods produced by small business

        2. foods sold on site- bakeries, vending machine food

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3. packages that are too small to display the information-these require manufacturer to list phone # or address that consumer can write or call

4. fresh fruits and vegetables

II. Terms Used on Labels and their Definitions (see hand-out)

Use hand-out on Nutrition Terminology to discuss this confusing terminology

III. Food Additives

A. Safe Food Additives

B. Food Additives to Use with Caution

C. Food Additives to Avoid

Use the second part of the hand-out on Nutrition Terminology as a guide for this discussion

Nutrition Terminology
Labels, Terms, Chemical Cuisine*

Terms and definitions on labels
1. Calorie- unit of measurement to express energy
2. Reduced, Less, Fewer- terms applied to foods that have been nutritionally changed or reformulated to contain at least 25% less of the item mentioned than the reference food
3. Free- any product containing very small or insignificant amounts of one or more of the following: fat, cholesterol, sodium or salt, sugar, or calories
   a. calorie free- means fewer than 5 calories per serving
   b. sugar free or fat free- both mean that the food has less than 0.5grams of sugar or fat per serving
   c. salt free- contains 5 mg or less of sodium or salt
   d. without, no or zero- approved terms used synonymously in place of free
4. Low- term used for foods that may be eaten daily in reasonable amounts without exceeding the dietary guidelines for fat, saturated fat, cholesterol, sodium, or calories
   a. low fat- 3 grams or less of fat per serving
   b. low saturated fat- 1 gram or less of fat per serving and not more than 15% of calories from saturated fat
   c. low sodium- 140 mg or less of salt or sodium per serving
   d. very low sodium- 35 mg or less of salt per serving
   e. low cholesterol- 20 mg or less of cholesterol per serving
   f. low calorie- 40 calories or less per serving
   g. little, few, or low source are used as synonyms for low
5. High- refers to a food containing 20% or more of the daily value for a desirable nutrient per serving
   a. high in vitamin C- contains 20% more Vit. C than the daily recommendation
   b. Rich in, or excellent source are synonyms for high
6. Good Source- used for foods that contain 10% to 19% more of the daily value per serving for a specific nutrient such as fiber or calcium
   a. contains or provides are synonyms for good source
7. Light or Lite- there is more than one approved definition for the term.
   a. used to describe a product that contains at least 1/3 fewer calories or 50% less fat than the reference food
   b. used if the sodium content of a low calorie, low fat product has been reduced 50%
   c. example- light sour cream refers to either light fat, light color, light calorie or light salt, but, does not necessarily mean light in all those categories
   d. NOTE: a lot of light foods may be high in sodium to compensate for less flavor
8. More- term used to describe any food containing at least 10 % more of the daily value for protein, minerals, dietary fiber or potassium than the reference food
   a. example- rich bread may claim to contain more iron than regular bread

9. **Lean**- refers to the fat content of meats, poultry and seafood-containing less than 10 grams of fat, less than 4 grams of saturated fat and less than 95 mg of cholesterol per serving (per 100 grams of products weight-about 1/4 lb.)

10. **Extra lean**- refer to the fat content of meats, poultry and seafood-containing less than 5 grams fat, less than 2 grams of saturated fat and less than 95 mg of cholesterol per serving (per 100 grams of products weight-about 1/4 lb.)

11. **Fresh**- term used only to describe a raw or unprocessed food that has never been frozen, heated or preserved

12. **No Salt Added**- food processed without salt. However it does not mean the food is appropriate for low sodium diets. Other sodium-containing ingredients may have been used in processing or the food may be naturally high in sodium

CHEMICAL CUISINE*

"Safe" Food Additives*

1. **Alginate, Propylene Glycol Alginate**- a derivative of seaweed (kelp) used to maintain desired textures, such as thickening agents used in ice cream cheese candy, yogurt.

2. **Alpha Tocopherol (Vit. E)**- used to retard the oxidation of unsaturated fats and oils, coloring and flavorings. Prevents oils from going rancid

3. **Ascorbic Acid (Vit. C) or Erythorbic Acid**- helps maintain the red color of cured meat and prevents the formation or nitrosamines. It is used as a nutrient additive in drinks and breakfast cereals.

4. **Beta Carotene**- used as an artificial coloring and a nutrient supplement. The body converts it to Vit. A

5. **Calcium (or Sodium) Propionate**- prevents mold growth on bread and rolls. The calcium is a beneficial mineral; the propionate is safe. Sodium Propionate is used in pies and cakes

6. **Calcium or Sodium Stearoyl Lactylate**- these additives strengthen bread dough so it can be used in bread-making machinery and lead to more uniform grain and greater volume. They act a shipping agents in dried, liquid, or frozen egg whites and artificial whipped cream.

7. **Casein or Sodium Caseinate**- Casein, the principle protein in milk, is a nutritious protein containing adequate amounts of all the essential amino acids. It is used as a thickening and whitening agent especially in ice cream, ice milk, sherbet and coffee creamers

8. **Citric Acid or Sodium Citrate**- Versatile and widely used as a flavoring. It is an acid and also retards rancidity.

9. **EDTA**- traps metal impurities which would otherwise promote rancidity and the breakdown of artificial colors. Used in salad dressing, margarine, mayonnaise, processed fruits and vegetables.

10. **Ferrous Gluconate**- used by the olive industry to generate a uniform jet-black color for black olives and also used in pills as a source of iron.

11. **Fumaric Acid**- tartness agent; ideal source of tartness and acidity in dry food products. Used in powdered drinks, pudding, pie fillings, gelatin.

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12. <u>Gelatin</u>- thickening and gelling agent obtained from animal bones, hoofs and other parts. It has little nutritional value because it contains little or none of several essential amino acids.

13. <u>Glycerin (Glycerol)</u>- it forms the backbone of fat and oil molecules and is quite safe. It is used in food to help maintain water content (marshmallows, candy, fudge, baked goods).

14. <u>Gums</u>: Guar, Locust bean, Arabic, Furcelleran, Ghatti, Karaya, Tragacanth- used to thicken foods, prevent sugar crystals from forming in candy, stabilize beer foam (arabic), form a gel in pudding, keep oil and water mixed together in salad dressings etc.

15. <u>Lactic Acid</u>- acidity regulator. Used safely to inhibit spoilage in Spanish olives, balances the acidity in cheese-making and adds tartness to frozen desserts, carbonated fruit flavored drinks

16. <u>Lactose</u>- it is a carbohydrate found only in milk and 1/6 as sweet as table sugar. It is added to food as a slightly sweet source of carbohydrate. Used as a sweetener in whipped topping mix, breakfast pastry

17. <u>Lecithin</u>- a common component of plant and animal tissues. Used as an emulsifier (keeps oil and water from separating), retards rancidity, reduces spattering in a frying pan and leads to fluffier cakes.

18. <u>Mannitol</u>- used as a sweetener, but not quite as sweet as sugar. It is used as the "dust" on chewing gum and prevents gum from absorbing moisture and becoming sticky.

19. <u>Mono- and Diglycerides</u>- Used as an emulsifier. Makes bread softer and prevents staling, improves the stability of margarine, makes caramels less sticky and prevents the oil in peanut butter from separating out.

20. <u>Polysorbate 60, Polysorbate 80, Polysorbate 65</u>- work the same way as mono and diglycerides. Used to keep baked goods from going stale, keep dill oil dissolved in bottled dill pickles, help coffee whiteners dissolve in coffee and prevent oil from separating out of artificial whipped cream.

21. <u>Sodium Benzoate</u>- Used for over 70 years as a preservative

22. <u>Sodium Carboxymethylcellulose</u> (CMC)- made by reacting cellulose with a derivative of acetic acid. Used as a thickening and stabilizing agent; in beer, pie fillings, ice cream, icings, diet foods, candy

23. <u>Sorbic Acid, Potassium Sorbate</u>- sorbic acid occurs naturally in plants. Used as a preservative to prevent mold growth in cheese, syrup, jelly, cake, wine, dry fruits

24. <u>Sorbitan Monostearate</u>- emulsifier, keeps oil and water mixed together. Used in cakes candy, frozen pudding, icing

25. <u>Sorbitol</u>- occurs naturally in fruits and berries and is half as sweet as sugar. Used in non-carcinogenic chewing gum because oral bacteria do no metabolize it well. Used as a sweetener, thickening agent, maintains moisture.

26. <u>Starch, modified starch</u>- major component of flour, potatoes, and corn. Used as a thickening agent especially in soups, gravy and baby foods.

27. <u>Vanillin, Ethyl Vanillin</u>- substitute for vanilla. It is factory produced and not made from the vanilla bean.

Food Additives to use with Caution*

1. Artificial Colorings
     a. Red No. 40- most commonly use artificial coloring. Laboratory
evidence it may cause harm but, is unsubstantiated
     b. Yellow No. 5- 2nd most commonly used coloring, causing allergic
reactions especially in aspirin sensitive people
2. Artificial flavoring- hundreds of different chemicals are used to
mimic natural flavors. Some of these chemicals may cause hyperactivity
in children, but are usually considered safe
3. Aspartame- made up of 2 amino acids. Originally thought to be the
perfect artificial sweetener,but questions have arisen about the
quality of the cancer tests. Persons have reported severe adverse
behavioral effects after drinking diet soda. People with
PHENYLKETONURIA (PKU) MUST AVOID IT.
4. Carrageenan- obtained from seaweed. Large amounts of it have harmed
test animals' colons; need further testing.
5. Corn Syrup- contains no nutritional value other than calories.
Promotes tooth decay and used mainly in low nutrition foods
6. Dextrose (Glucose, Corn Sugar)- it is an important chemical in every
living organism. A sugar, it is a source of sweetness. Added to foods
as a sweetener, it represents empty calories and contributes to tooth
decay.
7. Heptyl Paraben- studies suggest it is safe, but it has never been
totally tested. Used as a preservative in beer, non-carbonated soft
drinks.
8. Hydrogenated Vegetable Oil- Hydrogenation reduces the levels of
polyunsaturated oils. Vegetable oil can be made into a semisolid by
treating with hydrogen. Used in margarine and many processed foods.
9. Hydrolyzed Vegetable Oil- HVP consists of vegetable protein that has
been chemically broken down to the amino acids of which it is
composed. Used to bring out the natural flavor of food , it contains
MSG and may cause adverse reaction. Found in hot dogs, sauce mixes,
beef stew.
10. Invert Sugar- forms when sucrose is split in two by an enzyme or
acid. It represents empty calories and contributes to tooth decay.
Found in candy, soft drinks and many other foods.
11. Monosodium Glutamate- an amino acid that brings out the flavor of
protein containing foods. Large amounts of MSG fed to infant mice
destroyed nerve cells in the brain. Less scientific studies have noted
burning sensation in the back of the neck and forearms and headaches
present after consuming foods containing MSG. Used as a flavor-
enhancer.
12. Phosphoric Acid; Phosphates- Phosphates are not toxic but their
widespread use has led to dietary imbalances that contribute to
osteoporosis. Used to acidify and flavor cola beverages, prevents
discoloration, emulsifies.

Food Additives to AVOID*
1. Artificial Colorings
    a. Blue No. 1- inadequately tested; suggestions of a cancer risk.
Used in beverages, candy and baked goods.
    b. Blue No. 2- largest, most recently tested color, study
suggested but did not prove that it caused brain tumors in male mice.
Used in pet food, beverages and candy.
    c. Citrus Red No. 2- studies indicate that this additive causes
cancer. Used in skin of some Florida oranges only.
    d. Green No. 3- A 1981 industry-sponsored study gave hints of
bladder cancer, but FDA re-analyzed the data using other statistical
tests and concluded that the dye was probably safe. Used in candy and
beverages.
    e. Red No. 3- evidence that this dye causes thyroid tumors in
rats. FDA recommendations that the dye be banned have been overruled
by pressure from the Reagan Administration. Used in cherries in fruit
cocktail, candy, baked goods.
    f. Yellow No. 6- Industry-sponsored animal tests indicate that
this dye causes tumors of the adrenal gland and kidney. It may also
cause occasional allergic reactions. This dye is contaminated with
cancer-causing impurities. Used in sausage, candy, gelatin.
2. Brominated Vegetable Oil (BVO)- the residues of BVO found in body
fat are cause for concern. Used in soft drinks.
3. Butylated Hydroxyanisole (BHA)- retards rancidity in fats, oils and
oil containing foods. 1982 Japanese study demonstrated that it caused
cancer in rats. Used in cereals, potato chips, vegetable oils.
4. Butylated Hydroxytoluene (BHT)- retards rancidity in oils. It
either increased or decreased the risk of cancer in various animal
studies. Residues of BHT occur in human fat. Used in cereals, chewing
gum, potato chips, oils, etc.
5. Caffeine- is a stimulant. It should be avoided by pregnant women,
people with cardiovascular disorders
6. Propyl Gallate- retards the spoilage of fats and oils. It is used
often with BHT and BHA. Study suggests cancer risk. Used in vegetable
oil, meat products, potato sticks, chicken soup base.
7. Quinine- this drug is used to cure malaria and is used as a bitter
flavoring in a few soft drinks. It is very poorly tested, but studies
indicate a slight correlation to birth defects.
8. Saccharin- used as a synthetic sweetener, is 350 times sweeter than
sugar. In 1977, FDA proposed that saccharin be banned because of
repeated evidence that it causes cancer.
9. Salt (Sodium Chloride)- used liberally in many processed foods. A
diet high in sodium may contribute to high blood pressure, increasing
the risk of heart attack and stroke. Use sparingly.
10. Sodium Nitrite, Sodium Nitrate- Nitrite can lead to the formation
of small amounts of potent cancer-causing chemicals (nitrosamines).
Nitrate slowly breaks down into nitrite. Used in bacon, ham hot dogs,
luncheon meats, smoked fish, corned beef.
11. Sulfur Dioxide, Sodium Bisulfite- destroy vitamin B-1 and can cause
severe reactions, especially in asthmatics. Used as a preservative in
dried fruit, some shrimp, dried,fried and frozen potatoes, wine.

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* NOTE:
All the information on these pages obtained from the Center for the
Public Interest, 32nd printing, 1992. Address as follows:

Center for Science in the Public Interest
1875 Connecticut Ave., N.W., #300
Washington, D.C. 20009

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SESSION 5

I. Supermarket Marketing Strategies

    A. Every part of the Supermarket layout is designed to sell

        1. items are placed strategically on shelves to entice customers to buy more products.

        2. outer perimeter aisles are the high traffic aisles

            a. eye-catchers are placed here

        3. products at the ends of each aisle also eye-catchers

        4. keep in mind, eye-catchers are designed for impulse buying

    B. Additional tricks to trap consumers

        1. gourmet foods placed at eye level

        2. name brands placed at eye level, generic brands or cheaper brands place on lowest or highest shelves

        3. magazines, candy, cigarettes, gum, little odds and ends are placed at checkout counters

        4. sugary cereals and newly advertised cereals are placed at eye level for children to encourage them to pest their parents for these usually more expensive cereals

        5. items know as the staples (milk, butter, coffee) are placed in the back of the store or past many aisles in order to entice consumers into purchasing more products

II. Resisting Impulse Buying

   1. Buy generic.

   2. Shop at store that advertise double or triple coupons.

   3. Shop at food warehouses that may not be as glitzy as
      some of the other stores, but they usually offer the
      same products at drastically lower rates.

   4. Shop on a full stomach. If you are not hungry, you will
      buy less.

   5. If possible, shop without children.

   6. Go up or down each aisle only one time.

   7. Make a list and stick to it!

   8. Compare prices and read labels.

   9. Take advantage of special sales.

   10. Clip coupons and use them.

III. Review all the information gone over in the last 5
     sessions

   A. Direct questions to the participants to ascertain their
      understanding of various terms.

   B. Question and Answer Session

   C. Discuss arrangements for supermarket visit scheduled
      for next session

SESSION 6

Session 6

Field Trip to an Area Supermarket

Note: In some locals, permission may be needed from the

supermarket that has been chosen. In most areas, just

a phone call a day or two ahead of time is usually all

that is required if permission is necessary.

Compare prices

Pay attention to supermarket marketing strategies

Read Labels and Discuss

Have Fun

Taking the Mystery Out of Medicine

Taking the Mystery Out of Medicine is designed to be delivered in six, two hour sessions. The format uses interactive lecture covering multiple topics relating to medical problems, issues and terms often encountered by senior   citizens.   The   topics   include   physiology, terminology, procedures, and disorders of the primary body systems.   Further, the program incorporates basic medical   terminology,   abbreviations,   illnesses,   and medications for each of the systems examined.

During each class, basic information is presented, not only to inform the participants, but also to stimulate discussion and questioning. Discussions and questions help focus the delivery on issues and medical problems specific to each participant. As a result, the instructor needs to exhibit flexibility and relatively in-depth knowledge of the elderly and the aging process.

Program Overview

Terminal Objectives:

The student will be able to do the following:

1. Identify the meanings of commonly used medical prefixes, roots and suffixes.

2. Build words and understand their meanings based upon new knowledge of prefixes, roots and suffixes.

3. Understand basic medical terminology used in conjunction with anatomical parts of the body.

4. Understand basic medical terminology and basic physiology of common Geriatric concerns and medical disorders of the cardiovascular system (especially hypertension, coronary artery disease, and disorders of the heart), the Thyroid gland, the digestive system, stroke, cancer, and sexual concerns.

5. Identify some common medications and their usage.

6. Identify common medical abbreviations used on medications.

Topics Covered

1. Definitions of prefix, root and suffix.

2. Ability to combine and breakdown medical prefixes, roots and suffixes to form understandable words.

3. Physiology, terminology, procedures and disorders of the Digestive system- ulcers, gastritis, gastroenteritis, antacids (which ones contain Aluminum and which do not).

4. Terminology associated with each body system- using the appropriate root for each system.

5. Sexual concerns of the elderly- physical and emotional.

6. Cancer- associated terms, signs and symptoms.

7. Physiology, terminology, procedures and disorders of the Cardiovascular system- hypertension, coronary artery disease, (myo-, endo-, peri-) carditis, heart attacks.

8. Physiology, terminology and disorders of the Thyroid Gland-hyperthyroidism and hypothyroidism.

9. Physiology, terminology and procedures associated with strokes

10. Non-compliance of taking medication; interactions and mechanisms of interactions of drugs (presented by Registered Pharmacist).

11. Common medical abbreviations

Materials Used

    1. Handouts

        a. selected prefixes, roots and suffixes

        b. body systems

        c. Antacid information

        d. heart

        e. digestive system

        f. medical abbreviations

    2. Overhead transparencies of body systems, heart, digestive system.

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Smeltzer, Suzanne, and Brenda Bare. Brunner and Suddarth's Medical Surgical Nursing Seventh Edition. Philadelphia: Lippincott, 1992.

Instructional Approaches

1. Interactive lecture.

2. Instructor facilitated question-answer sessions.

3. Guest lecturer - Registered Pharmacist.

In order for this course to work most effectively, the instructor must encourage the participants to participate by stimulating them to ask questions and relate their own concerns or problems. The answering of their questions and concerns is more important than the coverage of all the material.

Evaluations/Recommendations

The class was more educated and motivated than initially anticipated. Therefore, the information discussed became very technical at times, challenging both the instructor and the students. Each session benefited from the instructor facilitated discussion/lecture format. The students were encouraged to share their own information and experiences in relation to topics being discussed at the time. Due to the high degree of instructor- student interaction, both parties were stimulated and challenged by the information presented.

H-5

SESSION 1

Course Overview

I. Introduction

    A. Course Welcome

        1. Course Name

        2. Instructor Introduction

            a. name

            b. background

            c. experience

        3. Participant Introductions

Have all participants provide the following information:

            a. name

            b. background

            c. course expectations

            d. if they have existing medical problems or concerns

    B. Administrative information and requirements

        1. Emergency exits

        2. Lavatories

        3. Drinking fountains

        4. Smoking policies

        5. Completion of appropriate forms

        6. Other pertinent information

II. Course Overview

    A. Course Goals

        1. Identify the meaning of commonly used prefixes, roots and suffixes.

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2. Build words and understand their meanings based upon new knowledge of prefixes, roots and suffixes.

3. Identify physiology, terminology, procedures and disorders of the following:

 - cardio-vascular system.

 - gastro-intestinal system.

 - cerebral vascular attack (strokes)

 - thyroid gland.

4. Identify some common medications and usage.

5. Identify common abbreviations used on medication labels.

Begin stimulating interaction and group discussion by asking the question, "What are you most interested in learning about regarding medical terminology?, health related illnesses associated with aging?" Allow the discussion to continue for enough time to get the class involved. Proceed to explain the Agenda and Schedule.

B. Course Agenda and Schedule

 1. Week #1

 a. Course Introduction

 b. Basic Introduction to Medical Terminology, prefixes, roots and suffixes

 2. Week #2

 a. Expand upon newly learned prefixes, roots and suffixes.

 b. Introduce and start discussion of Cardiovascular system.

H-8

3. Week #3

    a. Continue building terms.

    b. Complete any discussion on Cardio-Vascular system.

    c. Introduce and discuss Cerebral vascular attacks.

4. Week #4

    a. Continue building terms for appropriate system

    b. Discuss Digestive system

5. Week #5

    a. Review basic terminology

    b. Discuss the Thyroid gland

    c. Begin discussion on medical abbreviations placed on medication labels

6. Week #6

    a. Continue discussion on Pharmacology and medication abbreviations

    b. Guest speaker - Pharmacologist (if available)

    c. Conclusion, questions and review

III. Introduction to Medical Terminology

    A. Explain and define the word elements

        1. Prefix - letter(s) placed before the root

        2. Root - part of the word that can stand alone and have meaning

        3. Suffix - letters placed after the root that alter the meaning

        4. Hand out Vocabulary sheet #1 (see end of session for master copy)

B. Combine some prefixes, roots and suffixes to illustrate how word meanings change just by the addition or subtraction of various letters

1. Examples

   a. peri / cardi / itis ----pericarditis

   b. cardi / myo / pathy ----cardiomyopathy

   c. nephr / otomy ----Nephrotomy

   d. nephr / ectomy ----Nephrectomy

2. The combinations are endless. Continue encouraging the class to choose combinations of the prefixes, roots and suffixes to make and change an array of medical terms.

3. Relate some of the newly formed terms to the various body systems.

   a. cardio-vascular

   b. gastro-intestinal

   c. musculo-skeletal

   d. genito-urinary

4. Encourage class discussion on the newly formed words and their understanding of the various meanings

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Vocabulary

Root

1. nephr or ren/o - kidney
2. gastr - stomach
3. opthalm-, opt-, ocul/o - eye
4. ot/o - ear
5. or/o-, stom/o - mouth
6. crani/o - skull, cranium
7. neur/o - nerve
8. cerebr/o, encephal/o - brain
9. cephal/o - head
10. nas/o, rhin/o - nose
11. pharyng/o - throat
12. hepat/o - liver
13. splen/o - spleen
14. ur/o - urinary tract
15. cardi/o - heart
16. oste/o - bone
17. cheil/o - lip
18. pneum/o - lung, air
19. mast/o, mamm/o - breast
20. my/o - muscle
21. thorac/o - chest
22. urethr/o - urethra
23. ureter - ureter
24. proct/o, rect/o - rectum

Suffix

25. -o/tomy - incision, cutting into
26. -o/stomy - creating an opening
27. -scopy - process of examining
28. -scope - examing instrument
29. -ectomy - excision, cutting out
30. -megaly - enlargement
31. -oma - tumor
32. -ology - study of
33. -ologist - person who studies
34. -itis - inflammation of
35. -algia - pain, painful condition
36. -path/o or pathy - disease
37. -osis - abnormal condition

Prefix

38. a-, an- - not, without
39. bi- - two, both double
40. anti- - against
41. ante- - before
42. pre- - before
43. post - after
44. co-, con- - together, with
45. circum- - around
46. dys- -bad, painful, difficult
47. endo-, em-, en- - within, in
48. ex-, exo-, extra- - outside, away from
49. hyper- - above, excessive
50. hypo- - below, deficient

SESSION 2

I. Review Medical Terminology

   A. Oral review

      1. Combine various prefixes, roots and suffixes and ask class for the meanings or have them write down their interpretations.

      2. Ask each student to write down or verbalize a new medical term based upon knowledge accrued

   B. Hand out vocabulary sheet #2 (see end of session for master copy)

      1. Discuss sheet #2

      2. Begin word building from sheet #2 and sheet #1.

         a. Example- rhino / rhea

                    dia / rhea

                    hyster / ectomy

                    osteo / chondr / itis

                    chole / cysto / lith / iasis

II. Discuss the Cardio-vascular System

   A. Basic anatomy and physiology of the heart

      1. Heart- use overhead of the heart and give each student a handout of this overhead (see end of this session for master)

         a. muscular organ that as it beats, it propels the blood through the vessels to all parts of the body

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b. heart rates

        1). normal resting HR (60-80 beats per minute)

        2). maximum heart rate equals 220 minus age in
            years

    c. location of the heart

    d. average weight of the heart (approximately 10.6
       oz.)- but size and weight are influenced by age,
       sex, body weight, frequency of exercise and heart
       disease

    e. function- pump blood to tissues supplying them
       with oxygen and other nutrients while removing
       carbon dioxide and other waste products of
       metabolism

    f. three layers of the heart

        1). pericardium- thin outer membrane

        2). myocardium- middle muscle

        3). endocardium- inner-most aspect

    NOTE: incorporate medical terminology as you explain
          these terms

    g. discuss the four chambers of the heart

        1). right and left atria

        2). right and left ventricles

        3). interatrial septum

        4). interventricular septum

B. Cardiac circulation

  NOTE: discuss the process of circulation using overhead
        as a guide

    1. blood returns from all systems via the inferior and
       superior vena cavae and enters into right atrium

2. from right atrium flows through the tricuspid valve to the right ventricle

3. from the right ventricle through the pulmonary semilunar valve to the lungs via the pulmonary arteries (oxygenation)

4. from the lungs, the oxygenated blood returns to the heart by the pulmonary veins, enters the left atrium, proceeds through the bicuspid valve to the left ventricle

5. from the left ventricle passes through aortic semilunar valve to the aorta which then carries blood to all tissues and organs by way of smaller vessels

C. Blood and blood vessels

1. three kinds of blood vessels

a. arteries, arterioles- carry blood from the heart to tissues and organs

b. veins, venules- return blood from tissues and organs to the heart

c. capillaries- connect the arteries and veins

2. function of the blood

a. carries nutrients from the digestive tract and oxygen from the respiratory organs to the body cells and returns waste from these cells to the excretory organs

b. carries hormones from endocrine glands which help to regulate body processes and antibodies to protect against infection

H-15

c. helps regulate body temperature by distributing heat to all body parts

　　　3. blood cells (incorporate medical terminology- example, cyte means cells, leukocytes, erythrocytes etc.)

　　　　　a. erythrocytes (RBC's) - transport oxygen and nutrients to the body cells

　　　　　b. leukocytes (WBC's) - defend body against infection

　　　　　c. platelets (thrombocytes) - involved in the clotting process

D. Cardio-vascular changes associated with aging

　　1. heart valves become thicker and stiffer

　　2. heart and arteries lose their elasticity

　　3. calcium and fat deposits accumulate within the arterial walls

　　4. veins become increasingly tortuous

　　5. cardio-vascular system has less reserve, and its ability to respond to stress is reduced (but under normal circumstances the function of the C-V system is maintained).

　　6. cardiac output decreases about 1% annually after the age of 20 years

E. Cardio-vascular Disorders

　　NOTE: discuss these disorders in as little or as much detail dependent upon the participant's interest

　　1. risk factors

　　　　a. family history

　　　　b. increasing age

　　　　c. gender- males at greater risk

　　　　d. race

　　　　e. hyperlipidemia

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f. elevated blood pressure

g. smoking

h. elevated blood sugar

i. obesity

j. physical inactivity

k. stress

2. arteriosclerosis vs. atherosclerosis

3. myocardial infarction

a. definition

b. signs and symptoms

4. angina

a. definition

b. signs and symptoms

5. pericarditis, myocarditis and endocarditis

a. differentiation of each

b. signs and symptoms of each

6. hypertension

a. definition

b. signs and symptoms

7. cardiac dysrhythmias and arrhythmias

a. definition

b. bradycardia

c. tachycardia

8. cardiomyopathy

a. definition

b. signs and symptoms

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F. Basic management of heart disease

    1. diuresis

    2. vasodilation

    3. digitalization

    4. dietary support

    5. weight control

    6. no smoking

    7. moderate exercise

    8. prevent infection

    9. careful follow-up by physician

III. Cardio-vascular word building

    NOTE: here is just a sampling, the combinations are endless

A. Cardiectasis

B. Cardiocentesis

C. Cardiomalacia

D. Cardiomegaly

E. Arteriostenosis

F. Aneurysm

G. Cardiorrhaphy

H. Angiography

I. Arteriography

J. Electro-cardiography

K. Echo-cardiography

Vocabulary Week 2

Root

1. myel/o - bone marrow, spinal cord
2. derm/o-, dermat/o - skin or cut-, cutane/o
3. phleb/o - vein
4. cost/o - rib
5. lapar/o - abdomen
6. ili/o - iliac bone (hip)
7. arthr/o - joint
8. chondr/o - cartilage
9. thyr/o - thyroid gland
10. arteri/o - artery
11. pyel/o - kidney pelvis
12. sacr/o - sacrum
13. prostat/o - prostate gland
14. denti, odont - teeth, tooth
15. gloss/o - tongue
16. esophag/o - esophagus
17. trache/o - trachea (wind)
18. laryng/o - larynx (voice)
19. cholecyst/o - gall bladder
20. aden/o - gland
21. enter/o - small intestine
22. hyster/o - uterus
23. hem/o, hemat/o - blood
24. an/o - anus
25. lith/o - stone

Suffix

26. -cele - pouching, hernia
27. -emia - blood (heme)
28. -iasis - presence of
29. -dynia, dyn - pain
30. -malacia - softening
31. - oid - resembling, like
32. -phobia - fear
33. -plegia - paralysis
34. -ptosis - falling, drooping
35. -rhage, -rhagia - bleeding heavily
36. -rhea - discharge
37. -uria - urine

Prefix

38. ab- - away from
39. ad- - toward, to, near
40. ambi- - both
41. aut/o- - self
42. contra- - against
43. di- - double, two
44. dia- - across, through
45. dis- - separate from, apart
46. e-, ec-, ecto- - away, out
47. epi- - in addition to, upon
48. hemi-, semi- - half
49. peri- - in the vicinity of, around
50. ultra- - beyond, excessive

Superior vena cava

Pulmonary artery

Right atrium

Right pulmonary vein

Tricuspid valve

Right ventricle

Inferior vena cava

Arch of aorta

Pulmonary artery

Pulmonary vein

Left atrium

Aortic semilunar valve

Mitral valve

Left ventricle

Pulmonary semilunar valve
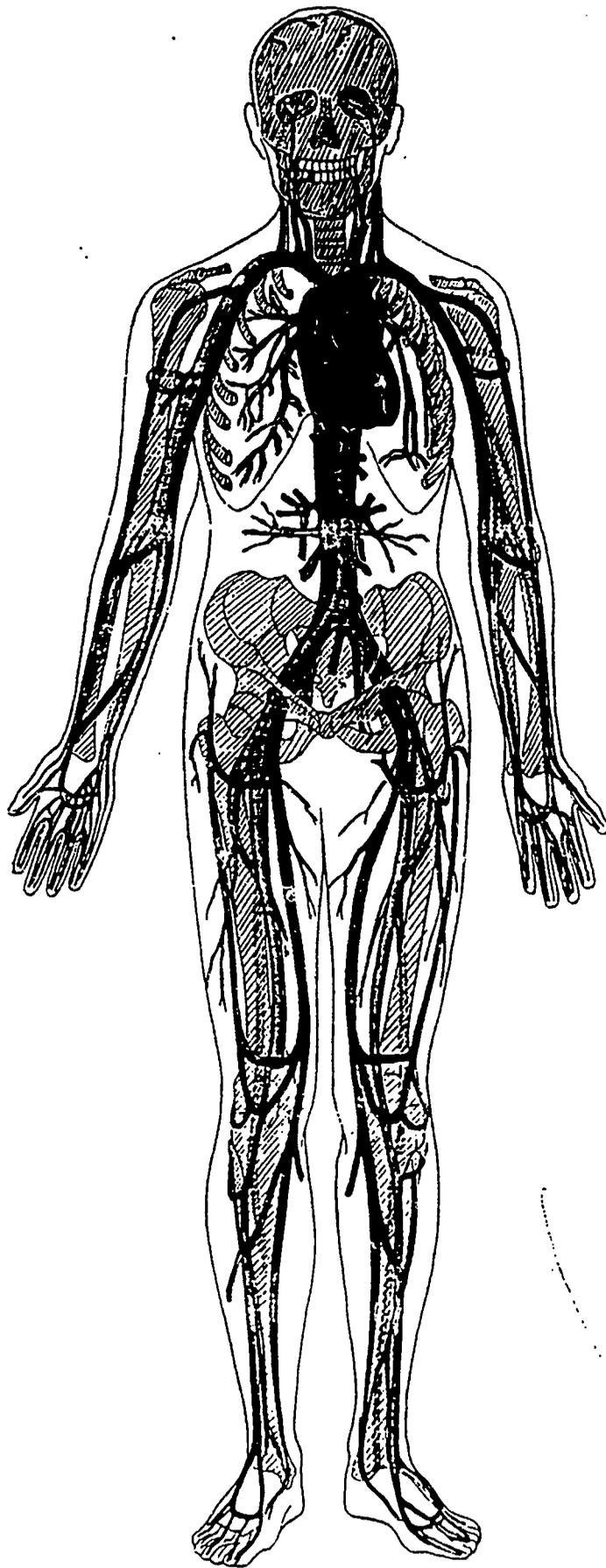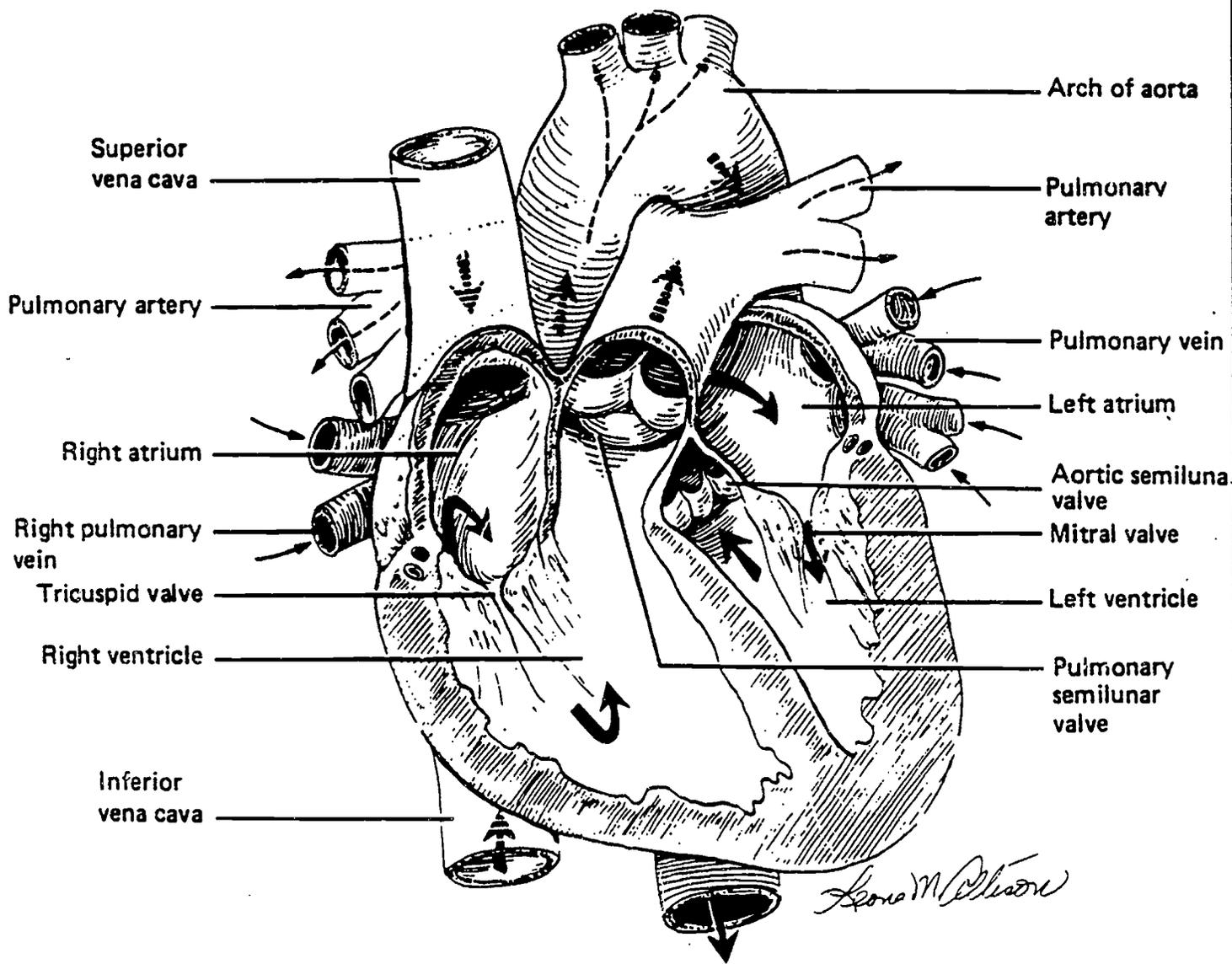
SESSION 3

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Session 3

I. Review Medical Terminology

   A. Oral Review

   B. Finish discussing cardio-vascular system, if need be

   C. Hand out Vocabulary sheet number 3 (see end of session
      for master copy

      1. discuss sheet #3

      2. begin word building

II. Discuss Cerebrovascular Accident (Strokes)

   A. Definition

   B. Four Major Causes of Stroke and the accompanying signs
      and symptoms:

      1. thrombosis

      2. cerebral embolism

      3. cerebral ischemia (transient ischemic attack)

      4. cerebral hemorrhage

   C. Risk Factors

      1. hypertension

      2. drug abuse- especially in young adults

      3. diabetes

      4. cardio-vascular disease

      5. women on oral contraceptives

      6. elevated cholesterol

      7. excessive or prolonged decrease in blood pressure
         such as after surgery or diagnostic procedures

      8. smoking

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9. obesity

10. excessive alcohol consumption

D. Residual Effects of a Stroke- may vary from slight to major, may include one, all or any combination of the following:

1. impaired mobility

2. altered communication

3. memory loss

4. visual defects

5. altered bowel, bladder and sexual function

6. altered thought process

E. Rehabilitation (the sooner started, the better)

1. speech therapy

2. physical therapy

3. occupational therapy

F. Blood clots (thrombus)

1. definition

2. how they form

3. embolism

4. thrombolysis

5. preventive measures

a. elastic stocking usage

b. exercise

c. resting with legs elevated above heart level

G. Associated terminology

    1. thrombus

    2. embolus

    3. phlebitis

    4. thrombophlebitis

    5. thromboarteritis

    6. thromboangiitis

    7. angiectasis

    8. CVA (cerebral vascular attack)

    9. ischemia

    10. TIA (trans-ischemic attack)

    11. aphasia

    12. hemiplegia

    13. quadroplegia

H. Questions and Answers

Vocabulary List Week # 3

Root	Suffix
1. cyt/o - cell	26. -phasia - speaking
2. cyst/o - sac, bladder	27. - ectasis - dilatation, expand
3. angi/o - vessel	28. -lysis - breaking down
4. pulmon, pneumon/o - lung, air	29. -penia - abnormal reduction
5. bronch/o - bronchus	30. -rhexis - rupture, burst
6. choledoch/o - bile duct	31. -centesis - puncture
7. ile/o - ileum (lower sm. intest.)	32. -desis - binding, fixation
8. colp/o, vagin/o - vagina	33. -pexy - to fix in place
9. appendic/o - appendix	34. -plasty - plastic surgery
10. salping/o - fallopian tube	35. -rhaphy - suturing, closing
11. oo-, oophor, ovario - ovary, egg	36. -scler(osis) - hardening
12. orchi/o - testis, testicle	37. -trip, tripsy - friction,crush

Prefix

Root	Prefix
13. dactyl/o - finger or toe	
14. col/o - large intestine	38. eu- - good, normal
15. myc/o - fungus	39. inter- - between
16. py/o - pus	40. intra- - within, inside
17. genit/o - genital	41. intro- - into, within
18. ger-, geron-, geront- old age	42. para- - beside, beyond, around
19. gyne-, gynec/o - female, woman	43. pro- - forward, before
20. erythr/o - red (erythrocyte)	44. re- - back, back again
21. leuk/o - white (leukocyte)	45. retro- - backwards, behind
22. edema, edemat/o - swelling	46. sub- - under, below
23. tox-, toxic/o - poison	47. super, supra- - above, beyond
24. andr/o - male	48. trans- - through, across, over

SESSION 4

Session 4

I. Oral review

II. Hand out digestive system information (see end of session
    4 for master copy)

III. Hand out vocabulary sheet #4 (see end of session 4)

    A. Discuss hand out

    B. Begin word building

IV. Begin Discussion on the Digestive System

    NOTE: use digestive system overhead and handouts

    A. Definition- consists of the organs that ingest and
       digest food as well as excrete solid wastes from the
       body.

    B. Digestive organs- incorporate appropriate medical
       terminology pertinent for each organ.

        1. mouth (roots stom-, or-)

        2. pharynx (root pharyng-)

        3. esophagus (root esophag-)

        4. stomach (root gastr-)

        5. intestines (root enter-)

        6. accessory organs

            a. teeth (roots odont-, denti-)

            b. salivary glands

            c. liver (root hepat-)

            d. gallbladder (root cholecyst-)

            e. pancreas (root pancreat-)

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C. Trace the root of digestion and the role each organ has in this process.

1. mouth- chewing, saliva causes chemical breakdown

   a. tongue

   b. palate- hard and soft

   c. uvula

   d. salivary glands

2. pharynx- passageway for air and food

   a. naso-pharynx

   b. oro-pharynx

   c. laryngo-pharynx

3. esophagus- carries food from throat to stomach

   a. length

   b. peristalsis

4. stomach

   a. location and function

   b. 3 parts of stomach- fundus, body, pylorus

   c. 2 sphincters

      1). cardiac

      2). pyloric

   d. chemical secretions

5. small intestine

   a. location and function

   b. 3 parts

      1). duodenum

      2). jejunum

      3). ileum

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6. large intestine

    a. location and function

    b. 3 parts

        1). cecum

        2). colon

        3). rectum

7. Accessory organs- functions and locations of each

    a. liver

    b. gallbladder

    c. pancreas

C. Gastro-intestinal changes with aging

1. function usually remains adequate throughout life

2. decreased motility- sluggish passage of food

3. decreased salivary flow

4. increase in periodontal diseases (about 50% of people)

5. slower peristalsis

6. delayed emptying of stomach contents

7. decreased secretion of acid and pepsin causing less

   absorption of various vitamins and minerals

D. Types of Antacids (see end of session 4 for list)

1. with aluminum

2. without aluminum

NOTE: this topic was discussed due to the interest in the effect of Aluminum on Parkinson's disease patients

E. Word Building- the combinations are limitless, here are some

   examples:

   1. gastrectomy

   2. gastrotomy

   3. gastritis

   4. gastroenteritis

   5. hepatitis

   5. hepatomegaly

   6. coloscopy

   7. colitis

   8. colostomy

   9. ileostomy

   10. pancreatitis

   11. cholecystolithiasis

   12. cholecystectomy

   13. lithotripsy

F. Questions and Answers

Vocabulary List #4

Root

1. ankyl/o - bent, crooked

2. brachi/o - arm

3. calc-, calcane/o - heel bone

4. carp/o - wrist bone

5. tars/o - foot bone, ankle

6. cervic/o - neck, cervix

7. cleid/o - clavicle (collarbone)

8. fasci/o - fascia, fibrous membarane

9. ischi/o - ischium, lower hip

10. lumb/o - lower back

11. orth/o - straight

12. ped - child, also foot

13. ped/o-, pod - foot

14. scapul/o - shoulder blade

15. scoli/o - crooked, bent

16. sthen/o - strength

17. ton/o - tension

18. tort/i - twisted

19. vertebr/o, spondyl/o - vertebrae

20. viscer/o - body organs

21. clon/o - turmoil

22. lymph - lymph, clear fluid

23. phag/o - eat, swallow

24. pancreat/o - pancreas

25. adren/o - adrenal gland

Suffix

26. -clasis - break

27. -physis - to grow

28. -porosis - passage

29. -trophy - growth, nourish

30. -tasis - stretching

31. -stenosis - narrowing

32. -blast - immature stage

33. -esthesia - sensation

34. -phragm - wall off

35. -graphy, gram - record, or write

Prefix

36. metr- - measure

37. iso- - equal

38. syn, sym- - together

39. quadri- - four

40. tri- - three

41. brady- - slow

42. tachy- - fast

43. micro- - small

44. macro - large

45. neo- - new

SALIVARY
GLANDS
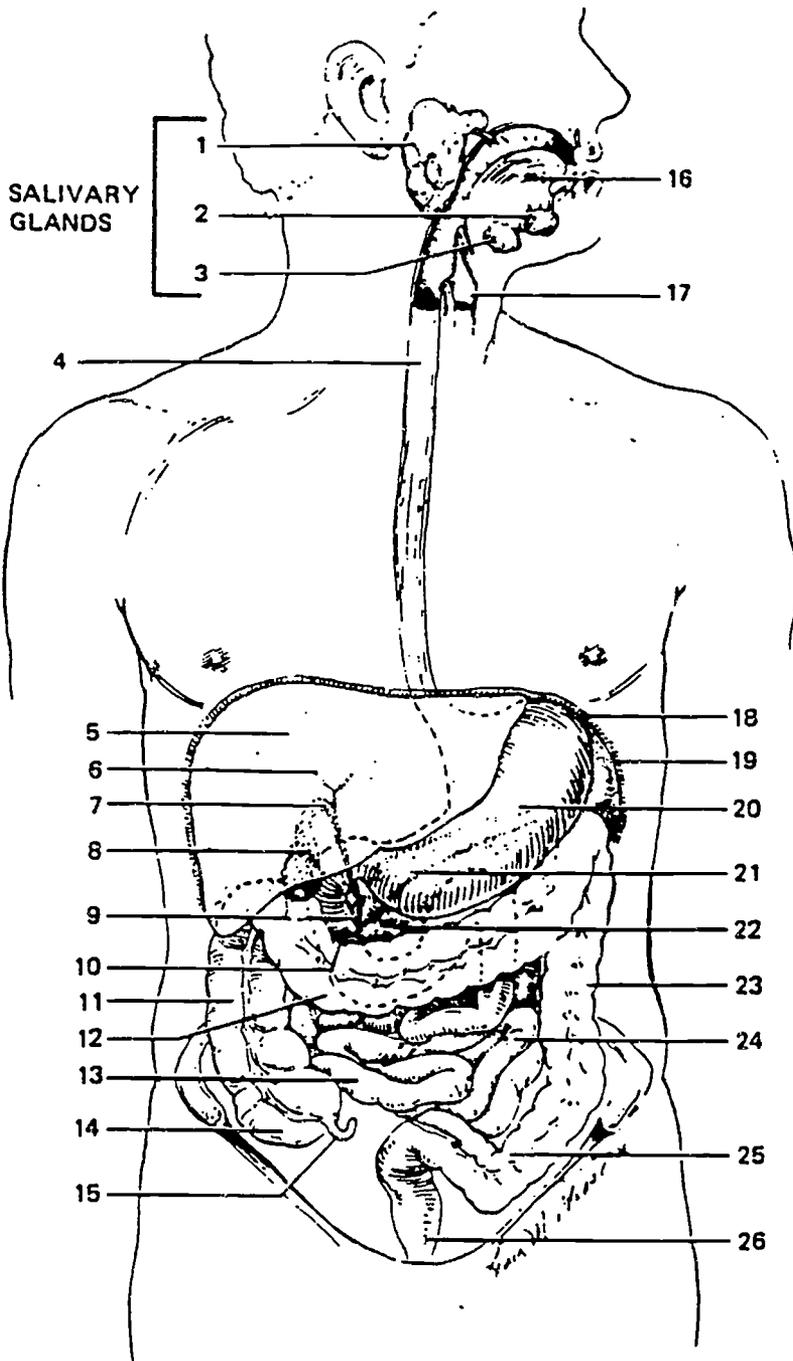
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Review 9.5

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Aluminum Content in Antacids

Antacids with Aluminum	Contents
1. Ascriptin A/D and Ascriptin extra strength	Aspirin, Magnesium hydroxide, Aluminum hydroxide
2. Aludrox	Aluminum hydroxide, Magnesium hydroxide
3. Alu-Tab, Alu-Cap	Aluminum hydroxide gel
4. Amphojel	Aluminum hydroxide gel
5. Basaljel	basic Aluminum carbonate gel
6. CAMA Arthritis Pain Reliever	Aspirin, Magnesium oxide, Aluminum hydroxide
7. Camalox	Magnesium hydroxide, Aluminum hydroxide, Calcium carbonate
8. Gaviscon	Aluminum hydroxide, Magnesium carbonate
9. Gaviscon 2	Aluminum hydroxide, Magnesium trisilicate
10. Gelusil and Gelusil II	Aluminum hydroxide, Magnesium hydroxide, Simethicone
11. Maalox	Aluminum hydroxide, Magnesium hydroxide
12. Maalox plus	Aluminum hydroxide, Magnesium hydroxide, Simethicone
13. Mylanta and Mylanta II	Aluminum hydroxide, Magnesium hydroxide, Simethicone
14. Nephrox Suspension	Aluminum hydroxide
15. Remegel	Aluminum hydroxide-magnesium carbonate
16. Rolaids	Dihydroxyaluminum sodium carbonate
17. WinGel	Aluminum magnesium hydroxide
18. AlternaGel	Aluminum hydroxide (high potency)

Antacids without Aluminum

1. Alka-Mints	Calcium carbonate
2. Alka-Seltzer	Aspirin, sodium bicarbonate, citric acid
3. Arm & Hammer pure baking soda	Sodium bicarbonate
4. Di-Gel	Simethicone, Calcium carbonate, Magnesium hydroxide
5. Magonate Tablets	Magnesium gluconate
6. ilAG-OX 400	Magnesium oxide

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7. Marblen	Magnesium & calcium carbonate	
8. Phillip's Milk of Magnesia	Magnesium hydroxide	
9. Riopan	Magaldrate	
10. Riopan Plus	Magaldrate, Simethicone	
11. Titralac	Calcium carbonate	
12. Titralac Plus	Calcium carbonate, Simethicone	
13. Tums	Calcium carbonate	
14. Tums Extra strength	Calcium carbonate	
15. Tums Extra strength with Simethicone	Calcium carbonate, Simethicone	

SESSION 5

Session 5

I. Oral Review

   A. Address any questions on medical terminology

   B. Address any questions on any of the information up to
      this time

II. Hand out medical abbreviations sheet (see end of session
    5)

   A. Discuss medical abbreviations- see sheet

   B. Have participants bring in information from their own
      medications and discuss (give this assignment at the
      end of Session 4)

   NOTE: This class usually sparks a great deal of interest,
          and the instructor needs to be prepared for all kinds
          of pharmaceutical questions (a PDR is a valuable tool
          to bring along to this class).

   C. Save any questions that are out of your limits for the
      visiting Pharmacist next week.

   D. Have each participant jot down any questions they have
      concerning their medications and give to the pharmacist
      at the next session.

III. Discuss the Thyroid Gland (Diabetes, Cancer or any other
     disorder that the participants want to discuss can be
     substituted for the thyroid gland, if the instructor
     prefers. We had participant interest in the thyroid for
     personal reasons which is why this was discussed.

A. Definition

B. Location

C. General physiology

    1. metabolic activity of the gland

    2. hormonal activity of the gland

        a. Thyroxine

        b. Triiodothyronine

        c. Calcitonin

    3. role of Iodine

    4. Thyroid Stimulating Hormone

    5. function of the thyroid hormones

D. Abnormalities of the thyroid

    1. Cretinism

        a. signs and symptoms

        b. treatment

    2. Hypothyroidism

        a. signs and symptoms

        b. treatment

    3. Hyperthyroidism

        a. signs and symptoms

        b. treatment

    4. Thyroiditis

        a. signs and symptoms

        b. symptoms

IV. Questions and Answers

Common Abbreviations Used on Medication Orders

(listed alphabetically)

1. ac- before meals

2. ad lib- as desired

3. AM or am- in the morning

4. amp- ampule

5. amt- amount

6. aq or c aq- with water

7. bid- twice a day (usually every 12 hours or once in AM, once in PM)

8. c- with

9. cap- capsule

10. DC, D/C or disc- discontinue

11. DW- distilled water

12. D5W- dextrose 5%, in water

13. elix- elixir

14. et- and

15. ext- extract

16. fl, fld- fluid

17. g, Gm- gram (a unit of measurement)

18. gr- grain (a unit of measurement)

19. gtt- drop

20. h, hr- hour

21. H- hypodermic

22. hs, HS- hour of sleep or at bedtime

23. IM- intramuscular (given within the muscle)

24. IV- intravenous (given within the vein)

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25. IVP- intravenous push or intravenous pyelogram

26. kg, Kg- kilogram (a unit of measurement)

27. KVO, TKO- keep vein open or to keep open

28. L- liter (a unit of liquid measurement)

29. lb- pound

30. m, min- minum (a unit of measurement)

31. mEq- milliequivalent (a unit of measurement)

32. ug, mcg- microgram (a unit of measurement)

33. mg- milligram (a unit of measurement)

34. ml- milliliter (a unit of liquid measurement)

    cc- cubic centimeter- same as an ml

35. NaCl- sodium chloride

36. noc, noct, n- night

37. NPO, npo- nothing by mouth (nothing per os)

38. NS,N/S, NSS- normal saline solution (sodium chloride 0.9%)

39. OD- right eye (oculus dexter), or overdose

40. OS- left eye (oculus sinister)

41. OU- both eyes (oculus uterque)

42. os- mouth

43. oz- ounce

44. pc- after meals

45. per- by means of

46. PM, pm- afternoon, evening

47. po, PO, per os- by mouth, orally

48. PRN, prn- as needed, whenever necessary

49. pt- pint

50. q- every

51. qd- every day

52. qh- every hour

53. q2h- every 2 hours

54. q3h- every 3 hours

55. qid- four times a day

56. qod- every other day

57. qs- quantity sufficient

58. qt- quart

59. R- rectal

60. Rx- take

61. s- without

62. SC, subcu, subq- subcutaneous (under the skin)

63. sig- label

64. SL- sublingual (under the tongue)

65. sos- once if necessary

66. sp- spirits

67. ss- one-half

68. stat- immediately

69. supp- suppository

70. syr- syrup

71. T- temperature

BP- blood pressure

R- respirations

P- pulse

TPR- temperature, pulse and respirations

72. tab- tablet

73. tbsp., T, tbs- tablespoon

74. tid- three times a day (approximately 8 hrs. apart)

75. tinct, tr- incture

76. tsp, t- teaspoon

77. U, u- unit

78. ung- ointment

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SESSION 6

Session 6

I. Presentation by guest lecturer- Registered Pharmacist

   A. Discussion of non-compliance

   B. Discussion of medication interactions

II. Open question and answer period with Pharmaci~t to address
    participants concerns

III. Have participants complete course evaluations

IV. Final review of any information discussed during the six
    sessions