

Nebraska Adult Education  
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## Mark Your Calendar!

**BEST Plus**  
July 13 – North Platte  
July 27 – Lincoln

**Recalibration**  
July 24 – Mahoney  
July 31 – Kearney  
August 16 – Ogallala  
August 17 – Lincoln  
August 21 – Bellevue

**TEAL**  
June 22 – North Platte  
June 26 – Columbus  
August 10 – Mahoney  
August 14 – Mahoney

## GED CBT To Launch in Nebraska This Month

By: Vicki Bauer, State Adult Education Director



Debi Faucette

The 2012 GED examiner trainings were held recently in Kearney and Lincoln with Ms. Debi Faucette as the featured speaker. Debi is the Senior Director of Program Management at GED Testing Service (GEDTS). She gave up-to-date information about computer-based testing (CBT) and the 2014 test series. The next year-and-a-half will be a very busy time for everyone in Adult Education and GED testing.

All GED testing centers in Nebraska will begin offering CBT by December of this year. This will be started the week of June 25 with three Nebraska GED testing centers launching CBT: CCC in Hastings, NCC in Norfolk, and SCC in Lincoln. Watch for updates and more information in future AE newsletters.

Ms. Faucette informed the group that the launch of CBT in other states has been very successful and many test centers have waiting lists to take the GED test via the computer. GEDTS is providing promotional materials that testing centers can use to inform the public.

The cost to take the tests via computer will be \$24 for each of five tests. Students will register for testing on-line or by calling GEDTS toll-free. Agencies, community groups and/or families will be able to purchase vouchers to assist examinees in paying for GED testing.

**Both the computer-based and paper/pencil version of the current GED tests will be offered through December 2013.**

Remind students who have begun testing or who plan to start testing within the next year and half, that the current (2002) test series scores will not be grandfathered in when the new series starts in 2014.

Examinees must successfully complete all five tests, with a minimum of 410 on each individual test and a 450 average on all five tests, prior to December 31, 2013 in order to qualify for a GED credential. Otherwise, they will have to start over again with the 2014 tests. **Urge students who have started testing, to finish prior to the close of 2013.**

The new test series will be released in January 2014. This is a huge, multi-year \$20 million project for GED Testing Service. **The new test series will be based on the new common core standards and there will be four tests; not five.** The cost for CBT will be \$120 in 2014.

The new assessment will be aligned with career and college readiness content linked to career and post secondary success. There will be a dual performance standard – one representing high school equivalency and one representing career and college readiness. **The new series will be offered only in the computer-based format.** Exceptions to the CBT will be for those with approved Special Accommodations.

The website containing information for students regarding CBT and the 2014 test series is: [www.GEDtest.org](http://www.GEDtest.org) and two websites for educators are: [ged.cbt.org](http://ged.cbt.org) and [GEDtestingservice.com](http://GEDtestingservice.com). Watch for more information to follow. If you have questions, call 402/471-4807 or e-mail me: [vicki.l.bauer@nebraska.gov](mailto:vicki.l.bauer@nebraska.gov)

# Spotlight on...

## Southeast Community College—Lincoln

**By: Lynn Saffer, Volunteer Coordinator, Southeast Community College-Lincoln**

"Make yourself happy. If you're happy, the rest of the world is happy." Terry Heany lives by his words. When he began to lose his sight in 1973 from a subdural hematoma that occurred in 1963, Terry said he has had no time to feel sorry for himself. Instead, this enthusiastic former math teacher and principal helps others become the best they can be.

Since 2005, Terry has been volunteering in the SCC Lincoln Adult Education program, helping students attain their GED. According to one teacher he volunteered for, one of Terry's best attributes is "his personality and ability to connect easily with the students. He is very encouraging, positive and motivating...an awesome cheerleader for our students."

Because he is so capable in math and social skills, students sometimes forget he is blind. In fact, some students ask for help on story problems but forget that they need to read the problems to him.

The students find him to be a positive and uplifting person and look to him for individual help in their math challenges. While Terry has every right to be angry and self-focused about the life-changing obstacle he has experienced, his lack of sight does not hinder him from helping others and giving fully from his intellect, and most importantly – his heart.

In a world often consumed with materialism and selfish values, it is an honor to have this selfless, dedicated, sincere man in our midst. A motto Terry Heany

lives by is "You can do anything you put your mind to." And he does.



Terry Heany received the Volunteer Partners' Volunteer in Action Award at the 2012 Lincoln/Lancaster County Volunteer Recognition Event

## Creating A Culture of Respect—Diversity in the Classroom

### COABE Report

**By: Jan Sears, AE Director — Crete Public Schools**

Mr. Federico Salas-Isnardi's COABE session entitled, "Creating a Culture of Respect: Diversity in the Classroom" was about creating safe classrooms for diverse students and how social justice goes beyond the act of inclusion. He helped us identify our own biases and, in some cases, ones we hadn't perceived as a bias. Much of what we learned in this session had to do with defining terms and the link between them.

**Prejudice** usually begins with a stereotype and is a negative belief about a group of people or individuals.

**Discrimination** occurs when these individuals or groups are denied access and opportunities. Some forms of discrimination include: racism, sexism, heterosexism, ableism, ageism, etc. One more powerful group can discriminate against a less powerful group leading to oppression.

**Oppression** is the systematic subjugation of a group of people by another group with more power. It results in benefits of one group over another. When the target group begins to believe the stereotypes about themselves, they often act them out and the cycle is reinforced.

I would like to think we are aware of these factors as we deal with diversity in our classes. However, as I

came to realize, some of the "isms" aren't as obvious as others.

**Ableism** comes to mind. Recently, in a nearby community, the city installed ramps at the ends of each block so that those in wheelchairs or scooters can more easily have access.

At the same time, they removed some of the handicapped parking spaces and did not make ramps at the alleys in the middle of the blocks.

The result is fewer places to park—one of which was near the only pharmacy in town—and the fact that those in a wheelchair or motorized cart come to a stop when trying to cross the alley to get to the end of the block.

While that example does not relate to our classroom, it gives us a starting point in thinking of ways groups of people can be denied services.



**Stereotype** was explained as a preconceived or oversimplified generalization about an entire group of people without regard for individual differences. They can be negative or complimentary. Neither is useful.

## Using Technology to Broaden Thinking

By: **Jim Lukesh, State AE Consultant — [jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov)**



Diane Ravich

Diane Ravich is an historian of education, an educational policy analyst, and a research professor at The Steinhard School of Culture, Education, and Human Development at New York University.

Ravich is also the former United States Assistant Secretary of Education. Recently Ravich spoke at the Computer-Using Educators (CUE) conference in Palm Springs. Elements of the speech were summed up by Laura Devaney, Managing Editor of the *eschoolnews* website.

The main point Ravich wished to bring to the attendees was that technology should be used to broaden student thinking, not to standardize such thinking. Ravich pointed out the excitement that teachers are able to bring to the sciences, social science and the arts continuing that educators have always wanted to facilitate student-centered learning and that can be a reality through technology.

Ravich also stated that she not only appreciates what technology has done for the students but that it has also given the instructors much more freedom to teach and open the minds of the students in ways that may not be available under the old system.

Beyond what Diane Ravich said, you

are in a situation where you are trying to do your best for each student in your classroom. Technology has the capability to take the student far beyond the possibilities of the standard text book. Your students can see, interact through, engage in, and help to design lessons using all aspects of technology. Each student will find an element of technology that they can do well in if given the chance.

One does not have to think far to see many of the advantages of helping your students to learn through technology. I love to read and hope to do so for a long time, but a history lesson from a text can certainly be enlivened by a video or even a recording of the live voice of a long-since departed historical figure.

Technology allows an instructor to show artwork that would not be otherwise available and to view it from all different angles. The same 3-D capability is very handy in explaining math, particularly area and volume problems. It is not easy to draw a depiction of the area of a cylinder on the chalkboard.

I know most of our programs are operating on the proverbial shoestring, but a whiteboard or LCD projector can allow the instructor to share the desktop of his or her computer with all the students.

Technology in the classroom can be as simple as using a portion of a televised lesson. A portion of the



evening news can be a catalyst for a discussion and many people today do not really keep up with the news, your students should not be among them.

Cable television presents a whole myriad of new ideas through channels such as the History Channel, Arts and Entertainment, and the Discovery Channel. Oftentimes prior to a holiday, the Food Channel will be topical and can help to teach newcomers the reasons for the holiday. Toss out a couple of recipes (the video of the food being prepared) and ask how the holiday is celebrated in students' countries.

Each of these channels has a website with the schedule readily available and oftentimes support materials that can be obtained for little or no charge. As to using them in the classroom there are rights ranging from 11 days to one year for educational use on most of these programs.

Everybody learns a little bit, or in some cases a big bit, differently. Experiment with technology in your classroom to help your students find the way they learn best.

## CONGRATULATIONS CRETE PUBLIC SCHOOLS!



**DOLLAR GENERAL**  
LITERACY FOUNDATION

The Dollar General Literacy Foundation has awarded \$12,000 to Crete Public School's Special Programs Office. The literacy grants support non-profit organizations that provide literacy services such as adult basic education, GED preparation, English language acquisition or for youth who struggle with reading. Funds in Crete will be used to continue the home visitor portion of the family literacy programs.

# Spotlight on...

*Central Community College—Grand Island*

**GED Diploma  
Earned at  
Age 73!**

***Submitted By: Ann Chambers, AE Director—Central Community College***

Hello, I am a 73 year —old graduate of the GED program. I was asked if I would write a short note on “What the GED diploma meant to me.” The diploma means everything to me. The pot of gold at the end of the rainbow! I’ve always wanted to get this diploma since I left high school back in the mid 50’s. It’s always been on the back burner and a goal and dream that I wanted to see come true. Finally, it has come true and I’m very pleased and happy.

I’m not proud that it took me so long to get it, but I am glad I had the desire to complete this. I’m going to take you back to the mid 50’s again and bring you up-to-date. I went all four years of high school, but because I was lacking 10 credit hours, I did not graduate. It was no one’s fault but my own. In my senior year, I fell in love with a man and his small children. His wife wanted out and was leaving him with the children. I was told by my friends that I had guts but no brains. We got married and had 4 more children making a total of 9 children. We worked very hard to raise this beautiful family. All nine children graduated from high school; three went on to college and five went to the military. Years rolled on and they got married and left the nest. More years rolled on and I continued to work until I was 70 years old. I retired after 30 years with a production company. I am one of those people—once there, I stay, and therefore, I haven’t had a whole lot of jobs in my lifetime.

I dreamed about the goal of achieving my diploma for a long time and I’m going to tell you to tell the future GED students to set a goal and have a dream or two and remember if you have a desire to achieve, it will happen! As you can see, it does not matter how old you are or what caused you not to graduate or get a GED, the important thing is: You have time to get it now. It took me not quite 14 months and I had the best teacher, Jean. She was wonderful and so was the entire staff at the school.

I didn’t know what to expect when I started school, but believe me, it was a wonderful experience and one that I’ll never forget. I thought they’d think I was too old or ask, “Why do you need a diploma now?” It wasn’t like that at all. They made you feel good about wanting to get your GED diploma. I remember calling the school and asking when the next classes started and was told, “in 2-3 weeks.” I thought, “Okay I can do this.” Three days before school started, I hurt my knee and said, “I’ll probably have to cancel,” but then this little voice in my head said, “You can do this.” So, I went to school and went up the first flight of stairs and then the second flight of stairs. I did this for three days and on Thursday, I saw the elevator and said, “Thank you God.” And then I had no excuses; so I stayed and accomplished what I had set out to do. I didn’t do it alone. I had help from the school and Jean, my teacher. I miss everyone.

This is a great program, the GED, because you can better yourself. You know the old saying, “You’re never too old to learn something”—this is so true. Teachers, if you ever wonder if you truly make a difference in your students life, I’m telling you: Yes you do! Your help, patience, and wanting us to achieve to get our diploma, is much appreciated and I’m very, very grateful. Thank you from the bottom of my heart.

I lost my husband, the “love of my life” to cancer, but I kept a promise I made to him a very long time ago — “Someday I will get my GED diploma.” That day has arrived along with my goal and dream coming true. Thank you everyone who helped me make this happen!

***This graduate wishes to remain anonymous until all family members have been notified of her success!***

## Connecting With The Disconnected

### COABE Conference Report

**By: Kaye Nyffeler, English Instructor—Nebraska Correctional Youth Facility**

As an English teacher at the Nebraska Correctional Youth Facility, I was eager to attend the 2012 COABE convention in April to learn ways to reach our very unique and diverse youth population.

Youth incarcerated in an adult facility such as ours have very little or no direct, positive parental influence and a great deal of immediate, negative peer influence. Connecting with this population of young inmates who have met with little success when in school, have dropped out of school, and have little or no desire to be back in school poses great challenges for us as teachers.



At the COABE Conference this spring, I attended a session presented by Stacey Watson about a program she helped develop entitled, "Drop In Nation."

As executive director of the South Buffalo Education Center in Buffalo, New York, Stacey has been extremely successful working with youth who have backgrounds similar to those of the inmates at the Nebraska Youth Correctional Facility.

In her presentation, Stacey focused

on how to connect with disconnected youth. Stacey emphasized that to be successful with disconnected young people, it is crucial to build a positive relationship with them and to build a curriculum that begins with self-esteem and teamwork and ultimately ends with education and a sense of accomplishment. **Over 600 young people formerly deemed unreachable have obtained their GED's while in the "Drop In Nation" program.**

Developing relationships with inmates in a correctional setting, however, has many boundaries and limitations. It is a challenge for us as teachers to maintain a safe and secure classroom environment and at the same time create an atmosphere of connectivity, teamwork and achievement.

The TEAL sharing session which I attended after the "Drop In Nation" session provided me with some practical ways to foster the teamwork and sense of accomplishment advocated by Stacey Watson. Teachers in the TEAL (Teaching Excellence in Adult Literacy) session shared writing techniques they had found effective in their own classrooms.

Kristin Hott, GED instructor from Middle College Program in Richmond, Virginia, shared how she used the "Where I'm From" framework poem by George Ella Lyons as first

an individual writing prompt and then as a catalyst for creating a composite "We Are From" class poem using parts from each of the student's individual poems.

This final product created a sense of community and a feeling of belonging in her class. Maggie White-McLean, GED Instructor at Lancaster Community Corrections in Lincoln, Nebraska, showed how writing frames can be used as an effective way to help students ease into the writing process and gain a quicker sense of progress and achievement.

Janet Kletke, GED instructor at Omaha Metro Community College, presented an excellent collaborative method for writing five paragraph essays.

Janet explained how she has students individually write the development paragraphs for an assigned topic, and then she has them work in teams to select three of the development paragraphs, put them together, and collaboratively write the introduction and conclusion paragraphs.

Attending the COABE convention in April was a very profitable experience for me. I returned to my classroom not only with advice on how to work successfully with disconnected youth, but also with teaching activities to use immediately in my classroom.



**GED Testing Service is excited to announce the launch of a newly redesigned website offering improved user experience, industry updates, and resources important for test-takers and adult education professionals!**

**[www.GEDtestingservice.com](http://www.GEDtestingservice.com)**

## Adult Education Directors Meet in Norfolk

**By: Jim Lukesh, State AE Consultant — [jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov)**

The State Adult Basic Education Directors met at Northeast Community College in Norfolk for their spring meeting on April 19 and 20th. State Director, Vicki Bauer spoke to the group about upcoming changes in testing including going to more online testing and changes in the BEST Plus test.

The group discussed the changes that will be made and the impact upon the programs, particularly the impact of the computerized testing on the corrections facilities. Bauer also spoke about new performance benchmarks and the ranking of Nebraska among the states and territories and a discussion was held on how to improve these ranking and return to the high levels that Nebraska has attained in the recent past.

The Directors heard reports and offered input on TABE Online and a proposal for a statewide report card for Nebraska ABE and the various local programs. Several members discussed the National COABE Conference held in Norfolk, Virginia.

Kathy Boshart from the Nebraska Department of Education conducted a seminar on the changes in the Adult Information Management System (AIMS) program.

Flowers and thanks were presented to Donna Stevens for her years of service with the program through Omaha Public Schools and a card and good wishes were forwarded to Marilyn Dodge who was unable to attend the meeting.



**Three Nebraska Adult Education Programs met or exceeded State Performance Standards for 2011**

Three awards were presented by the State Director for programs which met or exceeded the state perform-

ance standards for FY 2011. The programs awarded were Southeast Community College – Beatrice, represented by Lorraine Jensby; Nebraska Corrections Facilities, represented by Jan Axdahl; and Bellevue Public Schools, represented by Debbie Bose.

The meeting ended on an upbeat note with a roundtable discussion of success stories from the various programs. The number of success stories far exceeded the amount of time originally allotted on the agenda.

The State Directors will meet again August 6-8, 2012 at the Holiday Inn Express in Kearney.

Special thanks for the successful meeting go to Nancy Schultz and Stefanie Emrich and all the staff of NECC who coordinated the meeting and made the attendees feel very welcome.

Thanks to NDE's Jan Drbal who prepared materials and the NCC volunteers who helped us unload boxes.

## The TEAL Team

**By: Janet Kletke, AE Instructor, Metropolitan Community College**



**THE BRITISH ARE COMING! THE BRITISH ARE COMING!!**

**No..... The TEAL Team Is Coming: To the east! To the center! To the west!**

Maggie McLean, Janet Kletke, Sue Pohlman, and Shannon Schaben were proud to represent Nebraska in a national 2-year study to improve adult writing. Jim Lukesh has now taken Jeanette Evan's place as our leader. We understand that the AE program is moving from teaching those least educated and most in need to focusing on student transition to post-secondary education and better employment. This means that we need to be teaching more writing and more advanced writing skills.

That leads to the TEAL team visiting your area. The team plans to offer 4 teacher workshops this spring and summer. We want to share practical ideas we have learned during our 2-year study. We want to offer enhancements to what you are already doing – not give you more work to do. We also want to share handouts and ideas that you can use the very next week in your classrooms. Plans are still being finalized for our 4 workshops which will include different materials than those we presented at the October state meeting in Kearney. Workshops are scheduled for June 22–North Platte, June 26–Columbus, August 10–Mahoney State Park, August 14–Mahoney State Park. **Contact your local AE Director for your Teal Registration Form.**

***The TEAL Team Is Coming: With a quick write review! With gradual release! With frames! With qars! With reflection!***



# Learning Links

## Adult Education



The University of Nebraska - Lincoln Extension Division is sponsoring the "Education Impacts Lifestyle Career Explorer" which can be found at: <http://careerexplorer.unl.edu/>

The Career Explorer starts with a "Luck of the Draw" situation selector because everyone's situation and starting point in life is different. The one drawback to this random selection is that students cannot select their particular situation as a starting point (dropped out of high school and earned a GED is one of the starting points); they must begin the simulation with the "Luck of the Draw."

As participants continue through the Explorer, they have the opportunity to make career and educational choices. "Life Choices" that participants can make include Enter the Workforce, Join the Military, Go to

Community College, Earn a Certificate/Diploma (Beyond GED), or Attend Four-Year University.

As the participant makes choices, the simulator provides them with additional information including average educational expenses. After selecting a "Life Choice" and reading this additional information, players can continue with the selected option or go back and select a different path.

Once participants have obtained their desired level of education, the Career Explorer requires them to "Enter the Workforce" and "Pick a Job."

The program details the average salary information, required education, and working conditions for hundreds of careers. Students can only select a job if they have obtained the necessary level of education. In the end participants can see how far monthly salaries will stretch by entering figures for their household specific bills or using the conservative estimates provided.



### Empowering Education with Video

[www.eschoolnews.com/2010/08/26/empowering-education-with-video/](http://www.eschoolnews.com/2010/08/26/empowering-education-with-video/)

The site urges educators to visit the resource to: Learn how schools are saving money with video • Uncover the details of mobile video conferencing through smart phones • Find out how video enhances student and teacher collaboration • See how 3-D video is coming to education.

Though primarily for traditional school students and staff, this site has much information that can be useful to you, your instructors, and your clients and you can sign up for a free electronic newsletter that has many great ideas. Some of the ideas may not apply to our situation but that is why we all know the location of our delete buttons. Load video to make schools more "efficient" • Texas district streams video on demand • "Gotta Keep Reading" • 3-D video in education.

Since not many of our programs are turning out surpluses of cash, it is important to find good and cost-efficient resources wherever we can. eSchool News will give you a lot of good ideas.



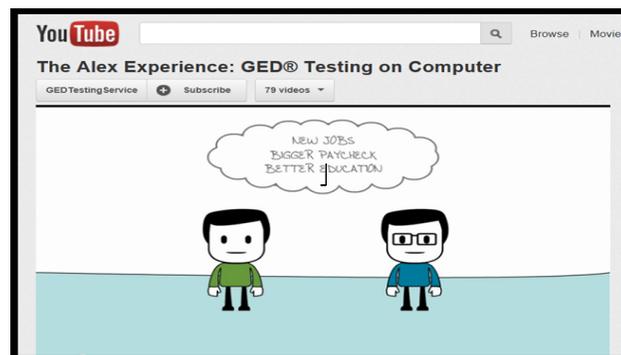
# GED Watch the

## Computer Based Testing "Alex" Experience

<http://>

you-

[http://youtube.ng/watch?v=d\\_2E0T4terM](http://youtube.ng/watch?v=d_2E0T4terM)



## Instinctive Teaching

**By: Debbie Flower, AE Director, Metropolitan Community College**

*From a recent LINCS discussion—<http://lincs.ed.gov/mailman/listinfo/professionaldevelopment>*

I have seen many great comments and want to expand regarding "connecting" with students.

We have a large program where most of our students are in an urban area of a larger city.

All the training, technology or curriculum will not compensate for a teacher who "instinctively" knows how to work with students of such diverse backgrounds of race, gender identity, culture, socio-economic status, etc. that we see in our program.

The great teachers that I have seen do not necessarily have educational degrees or backgrounds, but they

understand from a "gut" level how to interact, encourage and engage students.

These are instructors that make connections between the curriculum and the real world that our students live in.

They are understanding and non-judgmental, but hold our students accountable for engaging in the learning process through a set of high expectations and creative teaching.

Unfortunately, many teachers are

stuck in educational models of the past, as even mentioned below, where they teach "at" the student and not "with" the student.



This type of environment feeds into the low self-esteem, learned helplessness and impact of poverty on learning models that we hear about at conferences, etc.

I believe that we need to look at these type of "instinctive" teachers as the trainers and models for new instructors coming into a program. Over time, this will set a new standard of teacher effectiveness in adult education.

## Students Will Believe in Their Ability to Interpret Poetry

**By: Wendy Quinones, Instructor — [wendyq@gmail.com](mailto:wendyq@gmail.com)**

Colleagues, For me, effective teaching for adults involves empowerment, because without that sense of agency, it's hard for students to find, as a yoga instructor once described it, "the true teacher inside."

For that reason, I love teaching poetry to my GED students. They are almost always convinced that they can't understand it, that it is utterly beyond them. A lesson that has proved foolproof for me involves a poem about apples and, building on the concrete and multi-sensory, the use of actual apples as well. I can't take full credit for the lesson -- I adapted it from Frances E. Kazemek and Pat Rigg's *Enriching our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors* (International Reading Association, 1995).

Here's what sets light bulbs blazing. Students each have an apple and a knife. Three lines from the poem "The Apple," by Bruce Guernsey are on the board:

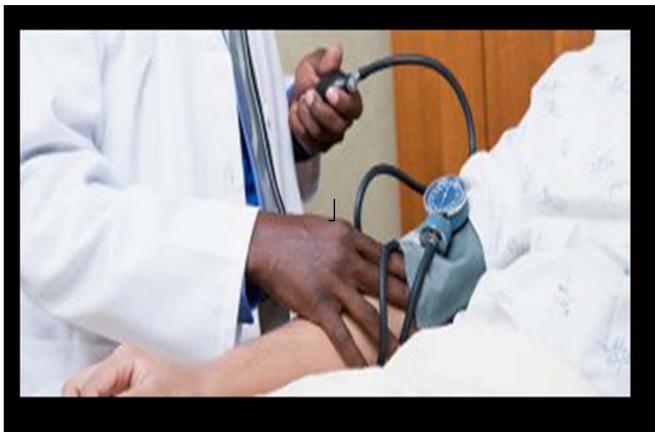
**Quartered,  
a seed rocks  
in each tiny cradle.**



I ask students to cut the apples so they will reflect these lines. In several dozen uses of this lesson, I don't think two students have cut the apples wrong. In other words, they have understood the imagery! When I point this out to them, they are quite astounded. This concrete example gives them the confidence to begin interpreting the rest of the poem and, when time permits, to write their own. By the end of this class, students have a belief in their ability to learn and make meaning. For many, it's quite transformative. What else can we ask for?

*I am a longtime GED teacher (of everything but math) in Massachusetts, both face-to-face and online. I also provide professional development both face-to-face and online. The following lesson was submitted as part of my portfolio for the ABE teacher license. For anyone interested in my whole lesson plan (and a couple of others on poetry), they are here: <http://www.sabes.org/license/samples/wqlessonplan.pdf>*

## High Blood Pressure Education



### Health Risks Of High Blood Pressure

Also known as hypertension, high blood pressure increases the risk of serious diseases and conditions such as heart disease and stroke. In the US, heart disease is the most common form of death whilst stroke is the third leading cause. Other risk factors of high blood pressure include congestive heart failure & kidney disease. High blood pressure can have a huge impact on a person's life.

Overall, the incidence of high blood pressure is about the same in men and women. However, there are gender differences between age groups. In people under the age of

45, the incidence of high blood pressure is higher in men while in the over 65 year age category it is higher in women. There are also race differences; it is more common among African Americans than Caucasians and less likely to occur in Mexican-Americans. In the US, approximately 1 in 3 adults has high blood pressure, however most people are not aware they have this condition due to a lack of signs or symptoms.

### Reducing High Blood Pressure

High Blood Pressure Education Month encourages people to look at various lifestyle factors which may be contributing to high blood pressure. It is well documented that high levels of sodium (salt) is linked to high blood pressure. In the US, the majority of people consume more than twice the level of recommended sodium intake. Guidelines recommend up to 2,300mg of sodium per day for an adult.

Those at higher risk should consume even less (up to 1,500mg of sodium a day). Higher risk groups include those who have diabetes, kidney disease, existing high blood pressure and African American people. It is also recommended that people eat potassium rich foods which help lower blood pressure. Potassium rich foods include fish, green leafy vegetables, bananas, citrus fruits and potatoes.

Lifestyle changes which can help reduce blood pressure, include maintaining a healthy body weight, regular exercise, quitting smoking and following a healthy low sodium diet rich in fruit and vegetables. There are many affordable blood pressure monitors available for the consumer making it convenient to monitor your blood pressure at home. For more information visit, [cdc.gov/Features/HighBloodPressure/](http://cdc.gov/Features/HighBloodPressure/)

### High Blood Pressure Quiz

*(Answers found at the bottom of this page.)*

- T  F 1. A high-sodium diet increases blood pressure in some people.
- T  F 2. People with high blood pressure should not drink alcohol.
- T  F 3. Blood pressure is the pressure of the blood against the walls of the arteries.
- T  F 4. High blood pressure is more common in people who are overweight or obese.
- T  F 5. There are numerous factors that may increase your risk for high blood pressure.
- T  F 6. Doctors suggest changing your lifestyle in addition to prescribing drugs for high blood pressure.
- T  F 7. Saturated fats, especially trans-fats, are bad for both the heart and blood vessels.
- T  F 8. In most cases doctors can't determine the exact cause of high blood pressure.
- T  F 9. High blood pressure can cause damage to the brain, eyes, kidneys, and blood vessels.
- T  F 10. An ideal diet for high blood pressure contains vegetables and fruits, plus low fat dairy products.

True or False?

*The answer to all ten questions is "true."*

## BEST Plus Training/Recalibration Dates Set



Meeting dates have been set for training for BEST Plus New Administrators and for BEST Plus Recalibration.

BEST Plus New Administrator sessions:

- **7/13** MPCC-North Platte
- **7/27** SCC-Lincoln

These sessions are for persons who have not yet been certified to do BEST Plus training and are eight-hour sessions.

BEST Plus Recalibration sessions are for persons who have been certi-

fied as BEST Plus trainers. Each trainer has to complete a Recalibration, or “refresher” session for each of the first three years that they are trainers.

Recalibration sessions typically last four hours, from 8:30—12:30 or 12:30—4:30 and are scheduled:

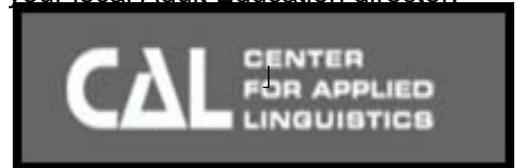
- **7/24** Mahoney State Park
- **7/31** Kearney Holiday Inn Express
- **8/16** MPCC-Ogallala
- **8/17** SCC-Lincoln
- **8/21** Bellevue Public Schools

Additional information will be posted on our website: <http://www.education.ne.gov/ADED/index.html> and will be in the July newsletter.

This information is being made available to the local program administrators and can also be obtained by contacting Jim Lukesh at 402/471-4806 or [jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov).

If you are interested in becoming a BEST Plus Administrator, contact the Director of your local program.

If you are already an administrator, and are unsure whether or not you need to do the recalibration, contact your local Adult Education director.



## TEAL Training Dates Set

**June 22 — Mid Plains Community College, North Platte**

**June 26 — Central Community College, Columbus**

**August 10 — Mahoney State Park, Ashland**

**August 14 — Maoney State Park, Ashland**



Contact Jim Lukesh at [jim.lukesh@nebraska.gov](mailto:jim.lukesh@nebraska.gov) for more information on the TEAL training dates.

**Sign up now for the new BEST Plus administrator trainings, BEST Plus recalibration trainings, and TEAL workshops!**

## Wisdom Through the Ages

From: <http://amug.org/~nellis/teams/wordsofwisdom.html>

**Age 7** - I've learned that my dog doesn't want to eat my broccoli either.

**Age 14** - I've learned that if you want to cheer yourself up, you should try cheering someone else up.

**Age 24** - I've learned that silent company is often more healing than words of advice.

**Age 29** - I've learned that wherever I go, the world's worst drivers have followed me there.

**Age 30** - I've learned that if someone says something unkind about me, I must live so that no one will believe it.

**Age 42** - I've learned that there are people who love you dearly but just don't know how to show it.

**Age 47** - I've learned that children and grandparents are natural allies.

**Age 52** - I've learned that keeping a vegetable garden is worth a medicine cabinet full of pills.

**Age 58** - I've learned that making a living is not the same thing as making a life.

**Age 62** - I've learned that life sometimes gives you a second chance.

**Age 65** - I've learned that if you pursue happiness, it will elude you. But if you focus on your family, the needs of others, your work, meeting new people, and doing the very best you can, happiness will find you.

**Age 66** - I've learned that whenever I decide something with kindness, I usually make the right decision.

**Age 82** - I've learned that even when I have pains, I don't have to be one.

**Age 92** - I've learned that I **still** have a lot to learn!



**Just For Fun!**

