

# Teachers' Manual

for

## More Windows Vista for SENIORS



ISBN 978 90 5905 055 6

 *Visual Steps*<sup>TM</sup>  
[www.visualsteps.com](http://www.visualsteps.com)

## 1. Introduction

This course manual assumes a lesson structure consisting of nine points. These points have been divided into three groups. Each class period will generally have the following structure:

- A Introduction**
1. Make sure the students are ready for class to begin.
  2. Explain this lesson's objectives.
  3. Review any necessary background knowledge.
- B Instruction**
1. Present the subject matter.
  2. Help the students learn the material.
  3. Have the students demonstrate the requested techniques.
  4. Give feedback on the demonstrations.
- C Conclusion**
1. Assess the final results of the learning process (testing).
  2. Recap and demonstrate uses for what's been learned.

This lesson structure should be followed step by step from start to finish. Steps B1 through B4 will be frequently repeated, as the subject matter will be offered in small chunks (B1).

This means there will be many points at which the student might need some help (B2).

This also means that during a class, students will learn multiple techniques they can demonstrate (B3), to which the instructor should respond with approval or corrective comments as needed (B4).

On the next page you will see the **lesson structure** again, this time expanded with extra information to clarify the content of and "why" behind each step. This structure will also be followed in explaining the details for the eight class meetings later in this manual.

Plan to use the available class time as follows:

- Introduction 10-15%
- Instruction 60-70%
- Conclusion 20-25%

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## Lesson Structure

### A Introduction **1. Make sure the students are ready for class to begin.**

The instructor can ask for silence, close the door, write an announcement on the board, or in some other way draw attention to the coming lesson.

### **2. Explain this lesson's objectives.**

It is important for both student and instructor to know exactly what a lesson's desired results are. The student's work attitude, for example, depends upon whether he needs to recognize, commit to memory, or apply the material being presented.

Simply listing the subjects that will be covered is not enough. The instructor must explain them in recognizable terms.

### **3. Review any necessary background knowledge.**

At the start of each lesson, the instructor should make sure the new information will connect to and build upon previously acquired concepts and skills. In order to do so, the instructor must first help the students recall (activate) the relevant knowledge.

### B Instruction **1. Present the subject matter.**

The heart of the learning process is the offering of information by the instructor or by the textbook.

### **2. Help the students learn the material.**

The instructor doesn't stand at the front of the class during the learning process, but rather moves around, observing the students' activities and offering support where necessary. The didactic approach being applied can be characterized as guided experiential learning.

### **3. Have the students demonstrate the requested techniques.**

The point here is not to check whether students have done their homework, but rather to provide an opportunity for practicing the desired (final) techniques. Specific questions will give the students the opportunity to demonstrate to themselves and to the instructor that they understand or can apply the information.

### **4. Give feedback on the demonstrations.**

It's instructive and reinforcing to provide students with feedback on their demonstrations of what they've learned.

Feedback on a student's execution of techniques often occurs naturally: it either works or it doesn't. In any case, feedback should provide information about correct execution of the techniques that are visible during the learning process.

**C Conclusion 1. Assess the final results of the learning process.**

The point of this step is to determine whether the student has accomplished the educational objectives, and whether he can execute the desired techniques with confidence. There are various forms of testing available for this: completing an exercise, for example, or answering questions. They don't all have to be given at the same time. Naturally, the tests should be tailored to the stated educational objectives.

**2. Recap and demonstrate uses for what's been learned.**

This last step is focused on helping the material sink in for the long term. As a result, this information should bridge multiple lessons and focus on making connections among different topics.

## 2. Previous Knowledge

In order to work through this book successfully, you need to be able to perform the following tasks on your computer:

**Windows:**

- Start and stop *Windows*.
- Click, right-click, double-click and drag.
- Open and close programs.
- Use a scroll bar.
- Use tabs.

**WordPad:**

- Open and close *WordPad*.
- Type text.
- Create a new line and remove it again.
- Move the cursor.
- Save a text and open it again.
- Select words and lines.
- Start a new document.
- Choose a different font and font size.

**Internet Explorer:**

- Open and close *Internet Explorer*.
- Use a web address.
- Browse websites.
- Use a *Favorite*.

If you do not have these basic skills, you can work through the following book:

### Windows Vista for SENIORS

Author: Studio Visual Steps

ISBN 978 90 5905 274 1

400 pages

Paperback

With accompanying support website:

[www.visualsteps.com/vista](http://www.visualsteps.com/vista)



## 3. General

**Technical matters** such as proper installation of *Windows Vista*, *Accessories* and *Internet Explorer* version 7 are essential for this course.

Students will also need a functioning Internet Connecting, an empty USB-stick, writable CDs and DVDs and a printer. Specific details on these matters fall outside the scope of this manual, however.

## 4. Lesson Plan

There are twelve lessons, covering Chapters 1 through 12 of the book *More Windows Vista for SENIORS*.

Of course it possible for you to cancel certain lessons or to shorten the course. In that case, mention the lesson structure point 3 **Review any necessary background knowledge** needs to be adapted.

## First Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

You can customize the *Windows Vista* operating system to look and function exactly how you want. In the book ***Windows Vista for SENIORS*** you learned for example how to change the appearance of the desktop with a new background, how to make text larger or smaller, even how to adjust the speed of your mouse pointer. But there are more possibilities.

*Windows Vista* contains many useful features that make working with the computer easier and more pleasant. For example, you can place a **shortcut** to a program that you frequently use on your desktop. To open this program, just double-click the shortcut. You can also place a shortcut in a special section of the taskbar called the **Quick Launch toolbar**. Then it takes just one click to start the program.

You can decide to have the taskbar and the *Windows Sidebar* displayed 'on top' or behind other windows that are opened. If you have a widescreen monitor for instance, you may want to keep *Windows Sidebar* 'on top' because you have more space available on your desktop.

In this chapter you will learn more about adjusting your work area to better suit your needs.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- place shortcuts on the desktop;
- arrange, move and delete icons on the desktop;
- add icons to the *Quick Launch* toolbar and remove them again;
- keep the taskbar always on top of other windows;
- adjust the notification area of the taskbar;
- add programs to the *Start menu*;
- keep *Windows Sidebar* in view.

**3. Review any necessary background knowledge.**

Since this is the first class, you can't refer back to previous classes.

**B Instruction 1. Present the subject matter.**

Pages 21-46.

**2. Help the students learn the material.**

See the general lesson structure.

**3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

**4. Give feedback on the demonstrations.**

See the general lesson structure.

**C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Shortcuts** on page 47. They may use **Appendix B "How Do I Do That Again?"** beginning on page 367.

**2. Recap and demonstrate uses for what's been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

**Additional teaching material:**

Background information and Tips on pages 48 to 50.

## Second Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

You can adjust many of the settings for your programs and devices in *Windows Vista* by going to the **Control Panel**. Here you can adjust settings for your mouse and keyboard, for example, and the date and time on your computer.

You can use the **Ease of Access Center** to make your computer easier to use by changing accessibility options for seeing, hearing and operating the computer.

A useful feature in *Windows Vista* is the ability to manage the settings for programs and file types. The **default programs** are those which are associated with particular kinds of files or groups of files, such as music files or image files. For example, you can associate all your photos and illustrations with *Windows Photo Gallery*.

It is also possible to **assign a particular program to a specific file type**. For instance, you can specify the text editing program *Word* to be the default program for opening all your *text* documents.

You can also adjust the settings for the different types of media which you use on your computer. For example, the **play options** for a CD or DVD.

### **In this lesson, you'll learn how to do the following:**

**(also write this somewhere that's easy for the students to read)**

- use the *Control Panel*;
- adjust the date and time;
- use the *Ease of Access Center*;
- set your default programs;
- associate file types with programs;
- set *AutoPlay* options for CDs, DVDs and other media.

### **3. Review any necessary background knowledge.**

Briefly review the material from the previous class, for instance:

- place shortcuts on the desktop;
- arrange, move and delete icons on the desktop;
- add icons to the *Quick Launch* toolbar and remove them again;
- keep the taskbar always on top of other windows;
- adjust the notification area of the taskbar;

- add programs to the *Start menu*;
- keep *Windows Sidebar* in view.

**B Instruction 1. Present the subject matter.**

Pages 51-65.

**2. Help the students learn the material.**

See the general lesson structure.

**3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

**4. Give feedback on the demonstrations.**

See the general lesson structure.

**C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise ***Associating a File Type with a Program*** on page 66. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 367.

Have the students do the practice exercise ***Setting a Default Program*** on page 66. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 367.

**2. Recap and demonstrate uses for what’s been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

**Additional teaching material:**

Background information and Tips on pages 67 and 68.

## Third Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

In this chapter you are going to take a look at the different parts of your computer. For example, the hard disk and the devices with removable storage.

You will also learn more about the different types of **files** on the hard disk. A file can be anything: part of a computer program, or a data file. When you save your own work as a text document or a photo, it is also called a file. There are dozens of **file types**, each with its own file format. It is helpful to know which file types exist and which programs you can use to open them.

Your computer is constructed in such a way that various kinds of devices (peripheral equipment) can be added to it, for example a printer, scanner, external hard disk, extra memory, etcetera. These devices are called **hardware**.

*Windows* makes sure this hardware functions correctly. When you start your computer, *Windows* checks if any new items have been added, such as a printer or additional memory. If that is the case *Windows* installs the necessary **drivers** to make these new parts function properly.

In this chapter you will find information about different kinds of devices and the way you can connect them to your computer.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- find out which hard disks are present;
- view the properties of a disk;
- take a look at the DVD drive and removable disc;
- display the parts and performance of your computer;
- display information about your computer;
- look at the contents of a CD;
- see which file types are available;
- view the properties of a file;
- open a file;
- add and remove external hardware.

**3. Review any necessary background knowledge.**

Briefly review the material from the previous class, for instance:

- use the *Control Panel*;
- adjust the date and time;
- use the *Ease of Access Center*;
- set your default programs;
- associate file types with programs;
- set *AutoPlay* options for CDs, DVDs and other media.

**B Instruction 1. Present the subject matter.**

Pages 69-98.

**2. Help the students learn the material.**

See the general lesson structure.

**3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

**4. Give feedback on the demonstrations.**

See the general lesson structure.

**C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise ***Opening Files*** on page 99. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 367.

**2. Recap and demonstrate uses for what’s been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

**Additional teaching material:**

Background information and Tips on pages 101 and 102.

## Fourth Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

Some files take up a lot of space on your hard disk. For example, certain types of image files, like BMP. Audio files with file type WAV and large illustrated documents also take up a lot of space. In this chapter you will learn how **to compress** files in *Windows Vista* using the option **Compressed folder**. Compressing is also called '**zipping**'. That name comes from the .ZIP extension that is applied to this file format.

When you use a *Compressed folder*, a folder is created in which you can place files. Each file is packed in the folder and the file size is reduced. A large file will be significantly reduced in size after compression. You can save a lot of space this way, especially with illustrated documents and audio files. If you want to send a file by e-mail using a dial-up connection, it will take much less time to send the compressed version.

A compressed folder must always be extracted, or 'unzipped' before you can open, read or run any file it contains.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- create a compressed folder;
- add a file by dragging it;
- remove a file from the compressed folder;
- extract a compressed folder using the *Wizard Extract Compressed Folders*;
- extract more quickly by dragging.

### 3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- find out which hard disks are present;
- view the properties of a disk;
- take a look at the DVD drive and removable disc;
- display the parts and performance of your computer;
- display information about your computer;
- look at the contents of a CD;
- see which file types are available;
- view the properties of a file;
- open a file;
- add and remove external hardware.

**B Instruction 1. Present the subject matter.**

Pages 103-114.

**2. Help the students learn the material.**

See the general lesson structure.

**3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

**4. Give feedback on the demonstrations.**

See the general lesson structure.

**C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *The Compressed Folder* on page 115. They may use *Appendix B "How Do I Do That Again?"* beginning on page 367.

Have the students do the practice exercise *Adding and Removing a File* on page 115. They may use *Appendix B "How Do I Do That Again?"* beginning on page 367.

Have the students do the practice exercise *Extracting a Compressed Folder* on page 115. They may use *Appendix B "How Do I Do That Again?"* beginning on page 367.

**2. Recap and demonstrate uses for what's been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

**Additional teaching material:**

Background information and Tips on pages 116 and 117.

## Fifth Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

**Computer security** is very important in *Windows Vista*. You probably already noticed that. You frequently see your screen go dark and you need to give your permission before you can continue. This is controlled by **User Account Control**. This feature will prevent changes being made to your computer by users who do not have permission to do so. You can read more about this in *Chapter 6 User Accounts*.

*Windows Vista* has more security options, for example to protect your computer from the dangers of the Internet. By default, **Windows Firewall** is used to manage the incoming and outgoing data traffic between your computer and the Internet and/or other networks. Depending on your settings, data traffic is allowed or blocked. The program **Windows Defender** actively protects your computer against the unwanted installation of **spyware** or other unwanted software. You can monitor the status of these two programs in the **Security Center**. Here you also find the item **Automatic updating**. This feature continuously checks for available *Windows Vista* updates. Installing these software updates keeps your operating system up to date.

*Windows Vista* does not include an **antivirus program**. This means you have to purchase and install an antivirus program yourself. The presence and the status of your antivirus program will be monitored by the *Security Center*.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- protecting your computer;
- *Windows Security Center*;
- *Windows Firewall*;
- *Windows Update*;
- protection against unwanted software;
- *Windows Defender*;
- protection against viruses using an antivirus program.

### 3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- create a compressed folder;
- add a file by dragging it;
- remove a file from the compressed folder;
- extract a compressed folder using the *Wizard Extract Compressed Folders*;
- extract more quickly by dragging.

#### **B Instruction 1. Present the subject matter.**

Pages 119-137.

#### **2. Help the students learn the material.**

See the general lesson structure.

#### **3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

#### **4. Give feedback on the demonstrations.**

See the general lesson structure.

#### **C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *The Security Center* on page 138. They may use *Appendix B “How Do I Do That Again?”* beginning on page 367.

Have the students do the practice exercise *Automatic Updates* on page 138. They may use *Appendix B “How Do I Do That Again?”* beginning on page 367.

Have the students do the practice exercise *Quick Scan for Spyware* on page 138. They may use *Appendix B “How Do I Do That Again?”* beginning on page 367.

#### **2. Recap and demonstrate uses for what’s been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

#### **Additional teaching material:**

Background information and Tips on pages 139 to 141.

## Sixth Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

If you share a computer with other people, it is a good idea to create a **user account** for each user. A user account contains the personal settings and preferences of a user. These settings include the appearance of the desktop, the screen saver, and the way folders are displayed. In addition, each user has their own list of *Favorites* and recently visited websites in *Internet Explorer*. Settings for the e-mail program *Windows Mail* can be specified for each user independently. Users also have their own **Personal Folder**.

It is very easy to work with user accounts. A user clicks his or her own **user name** in the *Windows Vista Welcome Screen*. Then the user's personal settings are read and applied. Changes to those settings have no effect on other users' settings. In *Windows Vista* you can also quickly **switch** to another user's account. You do not have to close all your programs and you can just as easily return to your own account.

To prevent others from making changes to your settings, you can protect your account with a **password**. With *User Account Control* you can protect your computer even further. This feature helps prevent other users from making unauthorized changes to your computer.

Another useful feature in *Windows Vista* is **Parental Controls**. You can use this to control how and when your (grand)children are allowed to use the computer.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- change the name and picture for a user account;
- create and delete a new user account;
- protect a user account with a password;
- change and remove a password;
- create and use a password reset disk;
- use the *Guest* account;
- quickly switch between users;
- use the features *User Account Control* and *Parental Controls*.

### 3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- protecting your computer;
- *Windows Security Center*;
- *Windows Firewall*;
- *Windows Update*;
- protection against unwanted software;
- *Windows Defender*;
- protection against viruses using an antivirus program.

#### **B Instruction 1. Present the subject matter.**

Pages 143-173.

#### **2. Help the students learn the material.**

See the general lesson structure.

#### **3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

#### **4. Give feedback on the demonstrations.**

See the general lesson structure.

#### **C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise ***A New User Account*** on page 174. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 367.

Have the students do the practice exercise ***Changing the User Account*** on page 174. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 367.

Have the students do the practice exercise ***Deleting an Account*** on page 174. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 367.

#### **2. Recap and demonstrate uses for what’s been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

#### **Additional teaching material:**

Background information and Tips on pages 175 to 177.

## Seventh Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

Making **backups** (copies) of files has become increasingly important for computer users. More and more people store crucial information on their computer. Not only business projects or financial records, but also photos and videos. These days, most cherished memories and unforgettable moments are recorded with digital photo and video cameras.

Important advice: be sure to make regular backups of your files, because some day your computer may stop working. Maybe it will happen soon, because of a short-circuit in your computer or an aggressive virus attack. It may not happen until years from now, but eventually normal wear and tear will take its toll. When this happens, it is always unexpected. You probably will have no time left to rescue your data.

Microsoft recognizes the importance of good backup procedures. That is why *Windows Vista* has been equipped with new features to enable easy backups of large amounts of data. In this chapter you will be introduced to the various possibilities *Windows Vista* offers to secure your data.

### **In this lesson, you'll learn the following:**

**(also write this somewhere that's easy for the students to read)**

- what the *Backup and Restore Center* is;
- what a complete PC backup and a recovery CD are;
- how to create a complete PC backup;
- how to create a full backup;
- how to select the necessary files;
- how to set up an automatic backup;
- what an incremental or additional backup is;
- how to restore a backup;
- how an automatic backup works;
- how to create a new full backup;
- how to create and restore a system restore point.

### 3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- change the name and picture for a user account;
- create and delete a new user account;
- protect a user account with a password;
- change and remove a password;
- create and use a password reset disk;
- use the *Guest* account;
- quickly switch between users;
- use the features *User Account Control* and *Parental Controls*.

#### B Instruction 1. Present the subject matter.

Pages 179-208.

#### 2. Help the students learn the material.

See the general lesson structure.

#### 3. Have the students demonstrate the requested techniques.

See the general lesson structure.

#### 4. Give feedback on the demonstrations.

See the general lesson structure.

#### C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise ***Adjusting Backup Settings*** on page 209. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 367.

Have the students do the practice exercise ***Creating System Restore Points*** on page 209. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 367.

#### 2. Recap and demonstrate uses for what’s been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

#### Additional teaching material:

Background information and Tips on pages 210 to 214.

## Eighth Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

*Windows Vista* includes simple software that allows you to **burn** (write data to) CDs and DVDs. You can choose between two file systems: ***Live File System*** and ***Mastered***.

In this chapter you can read how to write files from your hard disk to CD or DVD. You will learn which file system is the most appropriate one for different needs.

You can use this feature to quickly make a **safety copy** of your important files, such as photo files or text files. You can use the CD or DVD to transfer files to another computer or share them with others.

If the hard disk of your computer is nearly full, you can gain extra space by copying larger files like music or video files to a CD or a DVD. You can then remove the original files from your hard disk and still be assured your files are safe and secure.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- which file systems are available for CDs and DVDs;
- how to create a *Live File System* disc;
- how to write data to a disc and erase it again;
- how to create a disc using the *Mastered* file system;
- how to add or remove files from a queue;
- how to change *AutoPlay* settings for CDs and DVDs.

### 3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- what the *Backup and Restore Center* is;
- what a complete PC backup and a recovery CD are;
- how to create a complete PC backup;
- how to create a full backup;
- how to select the necessary files;
- how to set up an automatic backup;
- what an incremental or additional backup is;
- how to restore a backup;
- how an automatic backup works;
- how to create a new full backup;
- how to create and restore a system restore point.

**B Instruction 1. Present the subject matter.**

Pages 215-238.

**2. Help the students learn the material.**

See the general lesson structure.

**3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

**4. Give feedback on the demonstrations.**

See the general lesson structure.

**C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Live File System** on page 239. They may use **Appendix B “How Do I Do That Again?”** beginning on page 367.

Have the students do the practice exercise **Mastered** on page 240. They may use **Appendix B “How Do I Do That Again?”** beginning on page 367.

**2. Recap and demonstrate uses for what’s been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

**Additional teaching material:**

Background information and Tips on pages 241 to 250.

## Ninth Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

The **folder windows** in *Windows Vista* contain a number of useful features. There are various ways **to navigate** through your files and folders. For example using the **Folder list** in the **Navigation Pane**. In the **Preview Pane** you can preview files without having to open them first. In the **Details Pane** you can quickly view and edit the properties associated with files.

*Windows Vista* also contains an excellent **search feature**. In this chapter you will get to know the advanced possibilities of **Search Box** in the *Folder window*. To be able to find a file quickly, the search results can be **filtered** in various ways. A search you might want to use again, can be saved.

In the Visual Steps book **Windows Vista for SENIORS** (ISBN 978 90 5905 274 1) you have acquired some basic knowledge about the *Folder window*. You have learned how to move, copy and delete files and folders in the *Folder window*. In this chapter you will expand your knowledge and learn more about the *Folder window*.

### **In this lesson, you'll learn how to do the following: (also write this somewhere that's easy for the students to read)**

- open your *Personal Folder*;
- change the folder view;
- work with the *Navigation Pane*;
- display and hide the menu bar;
- preview a file in the *Preview Pane*;
- change the file properties in the *Details Pane*;
- use the *Search Box*;
- filter search results;
- search the entire computer;
- save a search;
- find and open a saved search;
- work with the changing buttons on the toolbar.

### 3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- which file systems are available for CDs and DVDs;
- how to create a *Live File System* disc;
- how to write data to a disc and erase it again;
- how to create a disc using the *Mastered* file system;
- how to add or remove files from a queue;
- how to change *AutoPlay* settings for CDs and DVDs.

#### **B Instruction 1. Present the subject matter.**

Pages 251-271.

#### **2. Help the students learn the material.**

See the general lesson structure.

#### **3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

#### **4. Give feedback on the demonstrations.**

See the general lesson structure.

#### **C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise ***Opening a Folder Window*** on page 272. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 367.

Have the students do the practice exercise ***Searching*** on page 273. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 367.

#### **2. Recap and demonstrate uses for what’s been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

#### **Additional teaching material:**

Background information and Tips on pages 274 to 284.

## Tenth Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

*Windows Vista* includes many fun and useful programs. In this chapter you will be introduced to three of these programs.

The first program in ***Windows Calendar***. This program is a worthy replacement of your hand-held appointment book or organizer. Just like you do in your regular calendar, you can use it to schedule tasks and appointments. But *Windows Calendar* goes one step further: you can also invite other persons for an appointment by e-mail. You can receive invitations for appointments yourself as well. These appointments you receive by e-mail can be imported in your calendar.

Using the ***Snipping Tool*** you can capture screenshots (**snips**) of objects on your screen quickly and easily. You can edit these *snips* or save them for use in another program.

***Windows Photo Gallery*** is a useful program to manage, organize and view your photos and videos on your computer.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- *Windows Calendar*;
- the *Snipping Tool*;
- *Windows Photo Gallery*.

### 3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- open your *Personal Folder*;
- change the folder view;
- work with the *Navigation Pane*;
- display and hide the menu bar;
- preview a file in the *Preview Pane*;
- change the file properties in the *Details Pane*;
- use the *Search Box*;
- filter search results;
- search the entire computer;
- save a search;
- find and open a saved search;
- work with the changing buttons on the toolbar.

**B Instruction 1. Present the subject matter.**

Pages 285-304.

**2. Help the students learn the material.**

See the general lesson structure.

**3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

**4. Give feedback on the demonstrations.**

See the general lesson structure.

**C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise ***A New Appointment*** on page 305. They may use ***Appendix B "How Do I Do That Again?"*** beginning on page 367.

Have the students do the practice exercise ***An invitation*** on page 305. They may use ***Appendix B "How Do I Do That Again?"*** beginning on page 367.

Have the students do the practice exercise ***Snips*** on page 306. They may use ***Appendix B "How Do I Do That Again?"*** beginning on page 367.

Have the students do the practice exercise ***Photo Gallery*** on page 306. They may use ***Appendix B "How Do I Do That Again?"*** beginning on page 367.

**2. Recap and demonstrate uses for what's been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

**Additional teaching material:**

Background information and Tips on pages 307 and 308.

## Eleventh Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

All **word processing programs** work more or less the same. The word processing program **WordPad** is included in *Windows Vista* like it is in all versions of *Windows*. *WordPad* can be considered **Microsoft Word's** little sister. That is why it is an excellent program to practice with. The basic features of the two programs are the same, but *Microsoft Word* is a more extensive program.

In the book **Windows Vista for SENIORS**, basic tasks like typing and editing text were covered. Furthermore, attention was given to formatting text, showing you how to create bold, italicized or underlined text.

In this chapter you go one step further. You will read how to create **bulleted lists** and **indentations** in text. You will also see how you can make neat rows and columns for **tables**.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- create a bulleted list;
- change the format of paragraphs;
- indent a paragraph;
- create a normal or hanging first line indent;
- indent a paragraph on the right side;
- create tables;
- set tab stops;
- use the portrait or landscape page orientation.

### 3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- *Windows Calendar*;
- the *Snipping Tool*;
- *Windows Photo Gallery*.

### B Instruction 1. Present the subject matter.

Pages 309-327.

### 2. Help the students learn the material.

See the general lesson structure.

**3. Have the students demonstrate the requested techniques.**  
See the general lesson structure.

**4. Give feedback on the demonstrations.**  
See the general lesson structure.

**C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Bulleted List* on page 328. They may use *Appendix B “How Do I Do That Again?”* beginning on page 367.

Have the students do the practice exercise *A Neatly Aligned Table* on page 329. They may use *Appendix B “How Do I Do That Again?”* beginning on page 367.

Have the students do the practice exercise *Indenting Paragraphs* on page 329. They may use *Appendix B “How Do I Do That Again?”* beginning on page 367.

**2. Recap and demonstrate uses for what’s been learned.**  
Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

**Additional teaching material:**

Background information and Tips on page 330.

## Twelveth Meeting

### A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

### 2. Explain this lesson's objectives.

**Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).**

Just like your home, your computer needs regular **maintenance**. You probably want to buy and install new software, or remove unused software from your computer. In this chapter you practice **removing** and **installing** software. For this exercise we will use the program **Adobe Reader**, a program for viewing **PDF files**. You will also install a fun extra **gadget** for **Windows Sidebar**.

The hard disk of your computer is the central location where everything is stored. Every now and then you need to do a little spring cleaning. You can do that using the tools **Disk Cleanup** and **Disk Defragmenter**. *Disk Cleanup* removes unnecessary files from your hard disk. The *Disk Defragmenter* improves the performance of your computer. Over time, the files on the hard disk become fragmented, and your computer slows down as it has to look in many different places to find parts of a file. You can solve this problem by defragmenting your hard disk. *Disk Defragmenter* is a tool that rearranges the data on your hard disk and puts fragmented files back together so your computer can run more efficiently. At the end of this chapter you will read about what to do when you are having problems with your computer.

**In this lesson, you'll learn how to do the following:  
(also write this somewhere that's easy for the students to read)**

- uninstall programs;
- install programs;
- clean up your hard disk;
- defragment your hard disk;
- solve common problems.

### 3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- create a bulleted list;
- change the format of paragraphs;
- indent a paragraph;
- create a normal or hanging first line indent;
- indent a paragraph on the right side;
- create tables;
- set tab stops;
- use the portrait or landscape page orientation.

**B Instruction 1. Present the subject matter.**

Pages 331-357.

**2. Help the students learn the material.**

See the general lesson structure.

**3. Have the students demonstrate the requested techniques.**

See the general lesson structure.

**4. Give feedback on the demonstrations.**

See the general lesson structure.

**C Conclusion 1. Assess the final results of the learning process.**

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Maintenance** on page 358. They may use **Appendix B "How Do I Do That Again?"** beginning on page 367.

**2. Recap and demonstrate uses for what's been learned.**

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

**Additional teaching material:**

Background information and Tips on pages 359 and 360.

## 6. The Final Exam

The *Certificate Windows Vista* is available as a final exam. This multiple-choice test will show students how good their knowledge of *Windows Vista* is. If they pass the test, they'll receive a free computer certificate by e-mail.

The test can be taken online at [www.ccforseniors.com](http://www.ccforseniors.com).

## 7. Other Course Material

Each Visual Steps book is also optimized for classroom use. In addition to the book *More Windows Vista for SENIORS*, the following title will be available winter 2008:

*Photo's, Video and Music for SENIORS with Windows Vista*

If you would like to be informed when this book becomes available, please sign up for the Visual Steps newsletter. Our newsletter will inform you about forthcoming books, additional chapter supplements, tips and tricks, special offers and more. Your details will not be used for any purpose other than to send you our newsletter and each newsletter contains a one-click link, allowing you to unsubscribe at any time.

Teachers' manuals will also become available for these books. For more information, please visit [www.visualsteps.com/instructor.php](http://www.visualsteps.com/instructor.php)