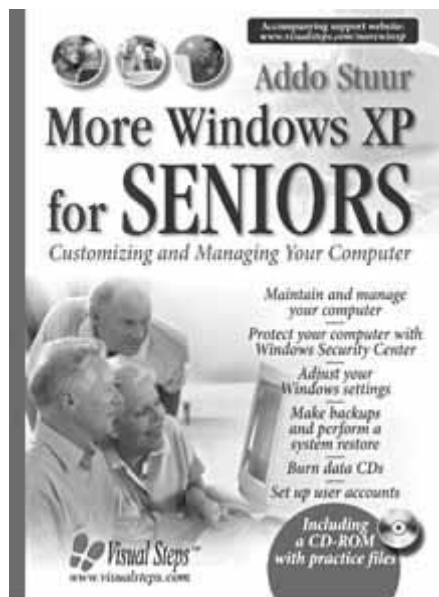


Teachers' Manual

for

More Windows XP for SENIORS



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 **Visual Steps**TM
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%

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:

- click, double-click, and drag with the mouse
- start and stop programs
- type and edit text
- start up and shut down *Windows*

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

Windows XP for SENIORS

Author: Studio Visual Steps

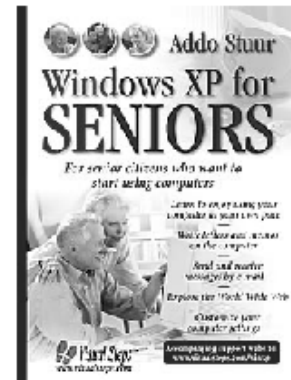
ISBN 978 90 5905 044 0

344 pages

Paperback

With accompanying support website:

www.visualsteps.com/winxp



3. General

Technical matters such as proper installation of *Windows XP, Accessories, WordPad, Backup, Outlook Express* and *Internet Explorer* are essential for this course.

Students will also need a functioning Internet Connecting, *The Microsoft Windows XP* CD-ROM, a CD writer or DVD Writer, an empty USB-stick, several empty CD-Recordables and a printer. Specific details on these matters fall outside the scope of this manual, however.

4. Lesson Plan

There are nine lessons, covering Chapters 1 through 9 of the book *More Windows XP 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).

One of the nice things about **Windows** is that you can change the **default settings** yourself. You can alter its appearance to better suit your tastes, for example, by changing the colors or the background image. Of course, the most important thing is that you enjoy working with *Windows*. Toward the end, *Windows* has been intentionally designed so that many roads lead to Rome. Any given task can be carried out in multiple ways. Just think about starting a program: you can do that from the **Start menu**, an **icon**, from the **Desktop**, or directly from the **taskbar**. As you use *Windows*, you'll gradually discover which methods most appeal to you.

Windows has many tools for making itself more pleasant to use and more consistent with your particular working style. In fact, there are so many options that we could fill an entire book with them. This lesson covers the most important features.

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

- make changes to the *Desktop*;
- choose an image for the *Desktop* background;
- center or stretch an image on the *Desktop*;
- choose a screen saver;
- create a shortcut;
- move icons;
- change the settings for the taskbar;
- create icons on the Quick Launch bar.

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 21-52.

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.

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 53 to 56.

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).

Windows is not only an operating system, but also a huge collection of small programs. When *Windows XP* was installed on your computer, most components were included in the installation. You can add or remove other *Windows* component programs yourself. You'll learn how to do that in this lesson.

Your PC has been made so that it can be expanded with various devices such as printers, hard drives, CD-ROM players, extra memory, and so on. *Windows* makes sure all this **hardware** functions properly. When your computer starts up, *Windows* checks whether new devices have been added, such as a printer or more memory. If they have, *Windows* alters its settings to accommodate the new items. Any necessary **software** is installed so that the new components work properly. Today, almost all computer devices are **Plug and Play**. That means you just have to connect them to your computer, and *Windows* will automatically choose the right settings. This lesson will give you a lot of information on several different devices and how to 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)**

- use the *Control Panel*;
- change the date and time;
- adjust your display settings;
- install *Windows* components;
- remove *Windows* components;
- get information about the parts of your computer.

3. Review any necessary background knowledge.

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

- make changes to the *Desktop*;
- choose an image for the *Desktop* background;
- center or stretch an image on the *Desktop*;
- choose a screen saver;
- create a shortcut;
- move icons;
- change the settings for the taskbar;
- create icons on the Quick Launch bar.

B Instruction 1. Present the subject matter.

Pages 57-78.

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.

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 79 to 90.

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 the **Start menu**, you will find an icon named **My Computer**. By clicking on this icon, you are able to carry out various tasks on your computer. For instance, you can see what kinds of drives you have on your computer and what each drive contains. Let's take a moment to look at an important word in computer terminology. The word **file** can be associated with many different things: it is a collection of information that can be part of a computer program or a collection of data, such as text or images, that is saved on a storage device such as a disk or hard drive. All your work that you save as a **text document** or a **photo** is also called a *file*.

On a computer, files are stored digitally. That means that a file is saved as a series of **zeros and ones**. The computer translates these zeros and ones into recognizable information such as a text or a photo.

There are dozens of file types, each with its own structure that must be recognized by the computer. It's useful for you to know what the most commonly used file types are and which software you can use to open them.

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

- see all your computer's drives;
- view the properties of a drive;
- view your CD-ROM player;
- view the contents of a CD-ROM;
- see what types of files there are;
- view the properties of a file;
- open a file;
- search for a file on your computer.

3. Review any necessary background knowledge.

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

- use the *Control Panel*;
- change the date and time;
- adjust your display settings;
- install *Windows* components;
- remove *Windows* components;
- get information about the parts of your computer.

B Instruction 1. Present the subject matter.

Pages 91-109.

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.

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 110 to 114.

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).

Security is an essential issue for computers that are regularly connected to the Internet. A good security system reduces the risk of a **virus attack** or **intrusion by hackers** (people who break into computers) on your PC.

The consequences of such an attack on your PC can be very frustrating—not only for you, but also for others. If your computer is infected with a virus, your PC can in turn infect other computers on the Internet. As a computer owner you're therefore responsible for making sure your PC is protected and regularly scanned for the presence of viruses and other undesirable programs.

Windows XP offers a helpful **security tool**: the **Windows Security Center**. In this *Security Center* you can check the security settings for *Windows XP* on your computer and adjust them if necessary. The *Windows* programs you use to interact with the Internet, **Internet Explorer** and **Outlook Express**, also contain useful security settings. Last but not least, your own actions are an important factor in preventing and fighting viruses and unwanted activity on your PC.

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

- the *Windows Security Center*,
- the *Windows Firewall*, *Automatic Updates*, and *Virus Protection*;
- preventing and detecting viruses, spyware, and autodialers;
- blocking popups in *Internet Explorer*;
- safe behavior while surfing the Internet;
- e-mailing safely and securely;
- network security.

3. Review any necessary background knowledge.

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

- see all your computer's drives;
- view the properties of a drive;
- view your CD-ROM player;
- view the contents of a CD-ROM;
- see what types of files there are;
- view the properties of a file;
- open a file;
- search for a file on your computer.

B Instruction 1. Present the subject matter.

Pages 115-156.

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.

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 157 to 196.

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).

Your computer, just like your house, needs regular maintenance. You've already seen how to change settings for *Windows* and for your computer. You might also want to buy and **install** new software, or **remove** unused software from your computer.

Your computer's **hard drive** is the central location where everything is temporarily stored. Every now and then, it's time to do a little spring cleaning.

In this lesson, you'll learn several tips for keeping your computer healthy. You'll also read what to do if unexpected problems do arise.

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

- install programs;
- remove programs;
- clean up your hard drive;
- solve many common problems.

3. Review any necessary background knowledge.

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

- the *Windows Security Center*;
- the *Windows Firewall, Automatic Updates, and Virus Protection*;
- preventing and detecting viruses, spyware, and autodialers;
- blocking popups in *Internet Explorer*;
- safe behavior while surfing the Internet;
- e-mailing safely and securely;
- network security.

B Instruction 1. Present the subject matter.

Pages 197-214.

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.

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:

Tips on pages 215 to 217.

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).

For many years you needed a separate program to write data onto a CD. That's no longer necessary in *Windows XP*. Simple software that you can use to create ("burn") your own CDs is built into *Windows XP*. This lesson covers how to write data from your hard drive onto a CD in *Windows XP*. **Data** refers to information and program files. You can quickly make **backup copies** of your important files this way. You can also use a CD to **transfer** files to another computer or to **share** them with others. If your hard drive is getting too full, you can put photo and video files on CD to create some space. You can even copy another CD-ROM so that you have a separate backup copy.

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

- compile a data CD;
- make changes to the queue;
- burn a data CD;
- add data to a CD;
- copy a CD.

3. Review any necessary background knowledge.

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

- install programs;
- remove programs;
- clean up your hard drive;
- solve many common problems.

B Instruction 1. Present the subject matter.

Pages 219-252.

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.

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 253 to 256.

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).

Audio files take up a lot of space on your hard drive. The same is true for some kinds of image files, such as BMP. In this lesson, you'll learn how to **compress** files in *Windows XP* with the help of the **Compressed Folder function**.

Compression is also called **zipping**. That name comes from the **ZIP** extension that all compressed files have. When you use the *Compressed Folder* function, a folder is created into which you can place files. Each file is packed into the folder, so to speak, in a smaller form. You can save a lot of space this way, particularly when compressing text files with images and audio files. If you want to send a file by e-mail, it will take much less time to send the compressed version. A compressed folder must always be extracted before the files it contains can be opened.

In this lesson, you'll learn 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;
- add a password to a compressed folder;
- extract a compressed folder with the *Extraction Wizard*;
- remove a password from a compressed folder;
- extract more quickly by dragging.

3. Review any necessary background knowledge.

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

- compile a data CD;
- make changes to the queue;
- burn a data CD;
- add data to a CD;
- copy a CD.

B Instruction 1. Present the subject matter.

Pages 257-270.

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.

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:

Tips on page 271.

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).

If you share a computer with your family members, it's a good idea to create a **user account** for each person. This way, each person can change their *Windows* settings to suit their own tastes. Each user account saves the **personal settings** and **preferences** for that 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 *Outlook Express* can be specified for each user independently. Each user also has their own *My Documents* folder. That means your personal letters are protected from other users' curious eyes. Everyone can have their own "territory" on the same computer.

It's easy to work with user accounts. A user clicks on his or her own user name in the *Windows XP Welcome* screen. The user's personal settings are then read in and applied. Changes to those settings have no effect on other users' settings. In *Windows XP* you can also quickly switch to another user's account. You don't have to close all your programs, and you can just as easily switch back to your own account. To prevent others from making changes to your settings and reading your private files, you can protect your account with a password. Even if another user goes poking around on the hard drive from her own account, your *My Documents* folder is protected.

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 image for a user account;
- create a new user account;
- protect a user account with a password;
- change and remove a password;
- use the guest account;
- quickly switch between users.

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;
- add a password to a compressed folder;
- extract a compressed folder with the *Extraction Wizard*;
- remove a password from a compressed folder;
- extract more quickly by dragging.

B Instruction 1. Present the subject matter.

Pages 273-298.

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.

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 299 to 301.

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 **System Restore** program is a very handy feature in *Windows XP*. This program remembers changes to the operating system and certain application files. It automatically creates restore points, and you can create your own restore points, too. For example, you can create a restore point before you install new software or hardware. If your computer develops problems, you can return it to a previous system state using the restore point. This provides you with a safety net, should another user accidentally erase items from or make unwanted changes to your computer. In most cases, you'll be able to restore your system.

Data saved on your computer can be lost, such as your private files, *Desktop* settings, or list of favorite websites. This can result from human error, a hard drive crash, or another calamity such as theft or fire. That makes it a good idea to create a regular backup of your data. A handy **Wizard** for easily creating backups is built into *Windows XP*. In an emergency, you can use this backup to get your data back.

If you just want to back up your *Outlook Express* address book or e-mail messages, there's another procedure for that.

In this lesson, you'll become acquainted with all the various options.

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 restore point;
- restore your computer to an earlier time;
- create a backup of your data and settings;
- create a backup of your *Outlook Express* address book;
- create a backup of your e-mail messages.

3. Review any necessary background knowledge.

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

- change the name and image for a user account;
- create a new user account;
- protect a user account with a password;
- change and remove a password;
- use the guest account;
- quickly switch between users.

B Instruction 1. Present the subject matter.

Pages 303-337.

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.

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 338 to 341.

6. The Final Exam

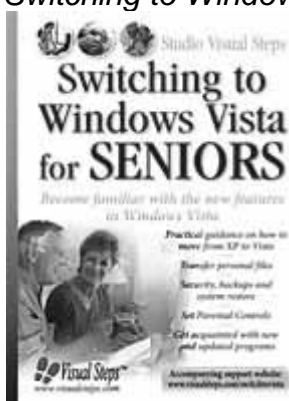
The *Certificate More Windows XP* is available as a final exam. This multiple-choice test will show students how good their knowledge of *Windows XP* is. If they pass the test, they'll receive a free computer certificate by e-mail.

The test can be taken online at www.ccforseniors.com.

7. Other Course Material

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

Switching to Windows Vista for SENIORS



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