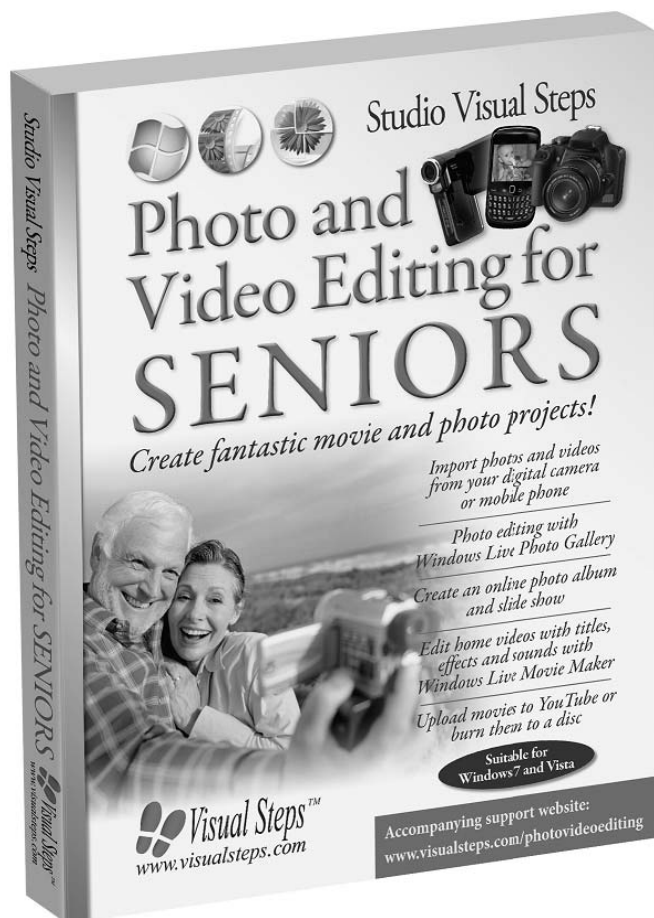


Teachers' Manual

for

Photo and Video editing for Seniors



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 **Visual Steps™**
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 six class meetings later in this manual. You can split the lessons which cover a longer chapter if needed. You may wish to handle the material in these chapters in two separate sessions.

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.

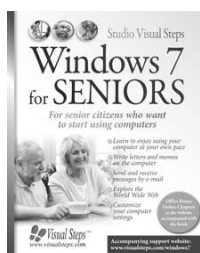
The point of this step is to determine whether the student has accomplished the educational objectives, and whether he can execute the desired techniques with confidence. There are various forms of testing available for this: completing an exercise, for example, or answering questions. They don't all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

If you want to use this book, you will need some basic computer skills. If you do not have these skills, it is a good idea to read one of the following books first:



Windows 7 for SENIORS
Studio Visual Steps
 ISBN 978 90 5905 126 3



Windows Vista for SENIORS
Studio Visual Steps
 ISBN 978 90 5905 274 1

3. General

Technical matters such as proper installation of *Windows 7* and *Windows Vista*. It is important that the English version of *Windows Live Photo Gallery*, *Windows Live Movie Maker* and *Windows Live Mail* are installed and that the exercise material has been downloaded to the user's computer. The copying of the exercise material can be done by the students themselves, if you prefer.

A printer is recommended, if there isn't a printer available your students can skip the print exercises. To burn your movie to DVD, you will need a DVD burner and at least one writable DVD.

4. Lesson Plan

There are fourteen lessons, covering Chapters 1 through 15.

Lesson 1 Chapter 1 Download and Install the Required Windows Live Essentials Programs

Lesson 2 Chapter 2 Viewing Photos

Lesson 3 Chapter 3 Arranging Photos

Lesson 4 Chapter 4 Editing Photos

Lesson 5 Chapter 5 Printing and E-mailing Photos

Lesson 6 Chapter 6 Burning Photos to a CD or DVD

Lesson 7 Chapter 7 Creating an Online Photo Album

Lesson 8 Chapter 8 Importing Photos to Your Computer

Lesson 9 Chapter 9 Importing and Playing Video Recordings

Lesson 10 Chapter 10 Assembling the Movie

Lesson 11 Chapter 11 Adding Effects and Transitions

Lesson 12 Chapter 12 Titles and Captions

Lesson 13 Chapter 13 Sound and Music

Lesson 14 Chapter 14 Finalizing the Movie

Lesson 15 Chapter 15 Importing Your Own Files

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 download the *Photo Gallery*, *Movie Maker* and *Windows Live Mail* programs from the Internet for free. These programs are *Windows Live Essentials* programs. In this chapter we will explain how to download the programs.

You can use the *Photo Gallery* program to **view, edit and manage** your **photos**. For example, you can present your pictures in a slide show. You can also add labels or captions to your photos, which will help you find them more quickly.

The *Movie Maker* program offers you the possibility to **make a movie** out of your own movie clips and photos. You will be able to create an attractive movie by **adding animated transitions, special effects, text and music** to your images.

Photo Gallery and *Movie Maker* also contain options for **sharing** your **videos** and **photos** with others. You can do this with e-mail or by uploading the files to the Internet.

The *Windows Live Mail* program can be used to **send e-mail** messages. It is not necessary to download and install *Windows Live Mail*. If you do not want to use the program, you can skip some of the sections in *Chapter 5 Printing and Mailing Photos*.

You will also learn how to **download** the **practice files** to the hard disk of 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)**

- download and install the required programs;
- download the practice files.

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 19-29.

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.

Extra material Background information and Tips on pages 30-34.

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).

Photo Gallery is a very suitable program for viewing your photo collection. You can also **organize** your **photos** in various ways. If you are looking for a specific photo, the *Photo Gallery* search function can help you. If you would like to show your pictures to other people, you can display them in a **slide show**.

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

- open *Photo Gallery*;
- arrange photos in different ways;
- scroll through the photos;
- search for photos;
- view a slide show.

3. Review any necessary background knowledge.

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

- download and install the required programs;
- download the practice files.

B Instruction 1. Present the subject matter.

Pages 35-45.

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.

Extra material Background information and Tips on pages 46-55.

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 previous chapter you learned how to view your photos in various ways. In this chapter you will learn how to **arrange** your **photos**. You can arrange your photos by storing them in different folders. You can also add various tags to the photos, so you will be able to find them quickly and easily. Think of tags as a kind of label.

One way of **tagging** your **photos** is by adding the names of the people represented in the photo. You can add the names of the people you see in the photo separately. In *Photo Gallery* this is called 'tagging people'.

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

- arrange photos into folders;
- add the name of a person as a tag;
- add other types of tags to photos;
- find tagged photos.

3. Review any necessary background knowledge.

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

- open *Photo Gallery*;
- arrange photos in different ways;
- scroll through the photos;
- search for photos;
- view a slide show.

B Instruction 1. Present the subject matter.

Pages 57-69.

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.

Extra material Background information on page 70.

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).

Photo Gallery offers various options for simple **photo editing**. For instance, you can **remove red eye**, adjust the **exposure**, **rotate** or **crop** a photo. You can also let *Photo Gallery* **enhance** your photos **automatically**.

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

- rotate photos;
- crop photos;
- remove red eyes;
- enhance photos automatically;
- straighten photos;
- adjust the exposure;
- use additional options for photo editing.

3. Review any necessary background knowledge.

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

- arrange photos into folders;
- add the name of a person as a tag;
- add other types of tags to photos;
- find tagged photos.

B Instruction 1. Present the subject matter.

Pages 71-83.

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.

Extra material Background information and Tips on pages 84-86.

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).

In *Chapter 2 Viewing Photos* you learned how to use *Photo Gallery* to view photos on your computer as a slide show. Perhaps you would like to **print** some of these photos or even frame them. *Photo Gallery* provides the option of printing photos in a variety of different sizes. You can use *Photo Gallery* to **send** your photos by e-mail, directly from the program. You can also send the photos as **attachments** to an e-mail message but then you need to make sure the files are not too large.

If you have a **Windows Live ID** and use *Windows Live Mail*, you can send a '**photo message**'. A smaller version of the picture will be sent to the recipients, but at the same time the original version will be stored on the Internet, in a secure location. Recipients can download the original version with a single mouse-click. In this way you can send more than one photo at a time without the worry of overloading someone's inbox.

In this chapter you will learn how to **add an e-mail account**. In *Windows Live Mail* you can manage multiple e-mail accounts in one place, such as *Hotmail* accounts. Then you will learn how to create a photo message and how to send attachments with an e-mail message.

If you already have a *Windows Live ID* and/or you are already using *Windows Live Mail*, you can skip the first two sections. If you do not want to create a *Windows Live ID*, and/or you do not want to install *Windows Live Mail*, you can go directly to *section 5.4 Sending Photos as an Attachment*.

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

- print photos;
- add an e-mail account to *Windows Live Mail*;
- send a photo message;
- send photos as an attachment to an e-mail message.

3. Review any necessary background knowledge.

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

- rotate photos;
- crop photos;
- remove red eyes;
- enhance photos automatically;
- straighten photos;
- adjust the exposure;
- use additional options for photo editing.

B Instruction 1. Present the subject matter.

Pages 87-102.

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.

Extra material Background information and Tips on pages 103-110.

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).

There can be several reasons for wanting to **store** your photos on a CD or DVD. For example, you may want the certainty of knowing that you have a **backup copy** of all your important pictures.

Or perhaps you want to bring some recent pictures from a vacation or family event along with you and show them to others. You can view the photos on another computer, or you can create a **video DVD** that can be played on a DVD player or Blu-ray player connected to a television set. In that case you can create a **slide show**, select a style for the **transitions** between the photos and even **add music**.

In this chapter we will first explain how to **burn** photos to a CD or DVD. Later we will go over all of the steps needed to create a video DVD.

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

- burn photos to a CD or DVD;
- create a video DVD.

3. Review any necessary background knowledge.

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

- print photos;
- add an e-mail account to *Windows Live Mail*;
- send a photo message;
- send photos as an attachment to an e-mail message.

B Instruction 1. Present the subject matter.

Pages 111-123.

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.

Extra material Background information and Tips on pages 124-128.

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).

A useful way of sharing photos with other people is by creating an **online photo album**. You can upload the photos to the Internet and determine who is allowed to view these photos.

If you want to let other people know you have a new photo album available, you can send them an e-mail message containing a link. The recipients will be able to view the photos and they can also **download** them to their own computer. Although in order to download photos, the recipient will need to have a *Windows Live ID*.

In this chapter we will first explain how to use *Photo Gallery* to create an online photo album. Next, we will explain how to send an e-mail link to others. Finally, we will show you how to modify your online photo album at a later stage.

**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 photo album;
- send a link;
- modify the album.

3. Review any necessary background knowledge.

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

- burn photos to a CD or DVD;
- create a video DVD.

B Instruction 1. Present the subject matter.

Pages 129-141.

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.

Extra material Background information on page 142.

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).

Copying photos from an external device, such as a digital photo camera, a video camera, a cell phone, an external hard drive or a USB stick, is called **importing**. You can use *Photo Gallery* to import photos to your computer.

There are two ways of importing photos made from your digital camera, video camera, or cell phone: by connecting the camera with the computer by means of a USB or firewire cable, or directly from the memory card (also called SD card) on which the photos have been stored. A memory card is a small card that can be removed from the camera.

If the photos you want to transfer are stored on a USB stick, external hard drive, or a CD, DVD or Blu-ray disk, then you can import them the same way, from within the *Photo Gallery* program. You can also use *Photo Gallery* to **scan** photos.

In this chapter we will first explain how to connect your digital camera, video camera, cell phone, external hard drive or USB stick to your computer. Next we will explain how you import photos from *Photo Gallery*.

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

- connect the device to your computer;
- import photos to your computer;
- scan and import photos.

3. Review any necessary background knowledge.

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

- create a photo album;
- send a link;
- modify the album.

B Instruction 1. Present the subject matter.

Pages 143-156.

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.

Extra material Background information and Tips on pages 157-162.

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).

In this chapter you will learn how to **create** an attractive **movie** from your video recordings. The *Windows Live Movie Maker* program offers many useful features and is easy to use.

You do not need to start by importing your own material. You can start editing right away, by using the practice files. In this way you can become familiar with all the options, step by step. You will be able to safely experiment with several different functions without the risk of damaging any of your own recordings.

After you have become familiar with the program, you will learn how to import your own video files. We will explain all about it in *Chapter 15 Importing Your Own Video Recordings*.

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

- open *Windows Live Movie Maker*;
- use the various components of the program;
- add video files;
- select the standard or widescreen settings;
- adjust the size of the image;
- zoom in and zoom out;
- play a project;
- save a project.

3. Review any necessary background knowledge.

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

- connect the device to your computer;
- import photos to your computer;
- scan and import photos.

B Instruction 1. Present the subject matter.

Pages 163-176.

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.

Extra material Background information and Tips on pages 177-188.

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).

Now that your video material has been imported, it is time to arrange the images and turn them into a logical story. The order in which the scenes were recorded does not matter. You can **arrange** your **recordings** any way you like. You probably will not need every scene that you shot. You can **trim** some of the scenes at the beginning, middle or at the end of your movie.

In this chapter you will learn how to work with a number of features built into *Windows Live Movie Maker*. To trim your video clips, you will learn how to use the **trimming tool** and you will see how easy it is to adjust the **display order** by dragging the clips or photos into position until they are arranged in just the order you want.

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

- make a movie plan;
- delete videos;
- move videos;
- cut and paste;
- insert a photo into a project;
- trim videos;
- use the *Trim tool*;
- set a start and an end point;
- split a video;
- set the duration for displaying a photo.

3. Review any necessary background knowledge.

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

- open *Windows Live Movie Maker*;
- use the various components of the program;
- add video files;
- select the standard or widescreen settings;
- adjust the size of the image;
- zoom in and zoom out;
- play a project;

- save a project.

B Instruction 1. Present the subject matter.

Pages 189-214.

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.

Extra material Background information and Tips on page 215-222.

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).

One of the most striking differences between the tools that were used to assemble movies in the past and the digital types that are used today is the vast array of special effects and transitions that have become available. These options will enhance your movie; make it look more professional and more entertaining for your viewers.

With the **effect tools** you can change the colors of the movie, or turn it into one that looks like an old classic black-and-white film. You can apply these effects to the entire movie, or just to a single scene. Furthermore, you can **add motion** to your images, for example, allowing them to fade in and out.

Transitions are image effects that can be inserted between the scenes in your movie. They are actually a special kind of animation which makes the flow between the scenes very smooth. Transitions are not just pretty; they can also be very functional. They are very effective when applied to areas where the movie changes subject or location, or where the scenes differ widely in brightness or contrast.

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

- correct the brightness;
- apply artistic effects;
- make images look older;
- mirror the image;
- add extra motion;
- use the fade effect;
- fade in and fade out a video;
- join together various effects;
- set transitions between videos;
- set a transition for the entire project;
- change the duration of a transition;
- use panning and zooming.

3. Review any necessary background knowledge.

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

- make a movie plan;
- delete videos;
- move videos;
- cut and paste;
- insert a photo into a project;
- trim videos;
- use the *Trim tool*;
- set a start and an end point;
- split a video;
- set the duration for displaying a photo.

B Instruction 1. Present the subject matter.

Pages 223-250.

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.

Extra material Background information and Tips on pages 251-256.

Twelfth 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 have created a movie yourself, you will know what the movie is about. But your audience will not know that. It is a good idea to start your movie by showing the title of it. Try to find a title that explains the content of the movie. It can also be very useful to add short text fragments every now and then, that will explain certain events or show the name of a person or a location. Otherwise it may take a while before your audience understands what is happening.

In *Windows Live Movie Maker* you will find various options for adding **titles** and **captions**. You can add a title at the beginning of the movie, in between the scenes, or in the movie itself. And you can end the movie with closing **credits**.

You can also choose different **text colors** and set **special effects** for the text.

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

- add a title to a project;
- move titles;
- choose title colors;
- set title effects and animations;
- add intermediate titles;
- edit titles;
- add a caption to a video;
- change the time settings for a caption;
- add credits.

3. Review any necessary background knowledge.

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

- correct the brightness;
- apply artistic effects;
- make images look older;
- mirror the image;
- add extra motion;
- use the fade effect;

- fade in and fade out a video;
- join together various effects;
- set transitions between videos;
- set a transition for the entire project;
- change the duration of a transition;
- use panning and zooming.

B Instruction 1. Present the subject matter.

Pages 257-277.

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.

Extra material Background information and Tips on pages 278-280.

Thirteenth 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).

Usually, the emphasis in a movie is on the moving images or stills, but the **sound** can also play an important part. It can create a certain atmosphere and add an extra dimension to your movie. It can also provide additional information. Furthermore, you can use sound to connect the scenes in your movie. In this way you can make an attractive movie, in which sound and vision merge fluently.

Windows Live Movie Maker distinguishes two types of sound:

- the sound that you have recorded with your video camera while filming;
- the sound that you add to your movie later on; for example, background music, or spoken commentary (*voice-over*).

You can mix both types of sound, and add **transition** effects as well.

You can add sound to the movie from an **audio file** on your computer. An audio file can be downloaded from the Internet, copied from an audio CD, or it may consist of your own **commentary**, recorded by microphone.

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

- analyze the sound you have recorded;
- set the sound level;
- let the sound fade in and fade out;
- add background music;
- move sound files;
- mute the video sound, or the background noise;
- set a start time for the music;
- trim the background noise;
- record commentary.

3. Review any necessary background knowledge.

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

- add a title to a project;
- move titles;
- choose title colors;

- set title effects and animations;
- add intermediate titles;
- edit titles;
- add a caption to a video;
- change the time settings for a caption;
- add credits.

B Instruction 1. Present the subject matter.

Pages 281-304.

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.

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.

Extra material Background information and Tips on pages 305-312.

Fourteenth 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).

By this point you have edited your photos and videos and assembled them into a movie. You have added transitions and effects and created a sound track for your project. But before you can show your movie to others, you must *finalize* it first in *Windows Live Movie Maker*. You can choose among several different options for **finalizing** depending on how you want to use the movie and the amount of quality that will be needed. For example, you can save your movie as a file, burn it to a DVD, send it by e-mail or publish it on *YouTube*.

During the editing process you are actually using a draft copy of the movie. Once you have finalized the movie, the final version will be compiled, including all the effects, transitions and titles. This process is also called **rendering**.

This is an intensive process and requires quite a lot of computer power. All the pixels have to be assembled and recorded, image by image. Depending on the length of the movie and the capacity of your hardware it can take some time. Furthermore, the quality you choose for your movie is also relevant. A movie that is going to be shown on the Internet will have a smaller size and can be processed much faster than a video movie in HD quality.

After having finalized the movie, it is a good idea to **delete** all the files that you no longer need. At the end of this chapter we will explain which files to remove, and which files to keep.

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

- save the movie on your computer;
- select the desired quality;
- copy your movie to a DVD;
- save multiple movies on a DVD;
- create a DVD menu;
- burn the DVD;
- send a movie by e-mail;
- publish the movie on *YouTube*;

- clean up the files.

3. Review any necessary background knowledge.

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

- analyze the sound you have recorded;
- set the sound level;
- let the sound fade in and fade out;
- add background music;
- move sound files;
- mute the video sound, or the background noise;
- set a start time for the music;
- trim the background noise;
- record commentary.

B Instruction 1. Present the subject matter.

Pages 313-343.

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.

Extra material Background information and Tips on pages 344-348.

Fifteenth 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).

Up until now, you have used the practice files while working through the exercises in this book. At this point, you may feel you are ready to start a project using your own material. If you have never learned how to import (or transfer) the files from your camera, or cell phone then this is just the chapter for you! Here you will learn various methods for importing files from a camera or cell phone directly to your computer.

The method used for **transferring** depends on the type of video or photo camera you own. Most modern digital cameras and cell phones can be connected to a computer by means of a USB or Firewire cable; or the files can be transferred directly from the memory card. The computer will recognize the camera or cell phone as a separate disk drive. If your camera is not recognized by your computer, then it may be necessary to install the manufacturer's driver software first. You can find the driver program on the CD or DVD that was included in the package when you purchased your camera, or on the manufacturer's website.

If you own an older type of camera, it may be necessary to buy a special cable and/or a video capture card. Such a card converts analog data to digital data, so that it can be edited and saved on a computer. You can read more about this topic in the *Background Information* at the end of this chapter.

Once you have transferred your **photos and videos** to your computer, you can start a new project, assemble, edit, and add captions, titles, transitions and effects by using the techniques learned in the previous chapters.

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

- transfer photo and video files from an SD card;
- transfer photo and video files by using a USB cable;
- import all the images, or only import new images;
- transfer photo and video files by using a Firewire cable;
- import individual scenes from a video file;

- import the entire video file.

3. Review any necessary background knowledge.

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

- save the movie on your computer;
- select the desired quality;
- copy your movie to a DVD;
- save multiple movies on a DVD;
- create a DVD menu;
- burn the DVD;
- send a movie by e-mail;
- publish the movie on *YouTube*;
- clean up the files.

B Instruction 1. Present the subject matter.

Pages 349-377.

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.

Extra material Background information and Tips on pages 378-390.

6. The Final Exam

The *Certificate Photo and Video editing* is available as a final exam. This multiple-choice test will show students how good their knowledge of photo and video editing 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.

If you would like to be informed about the Visual Steps books, 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.

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