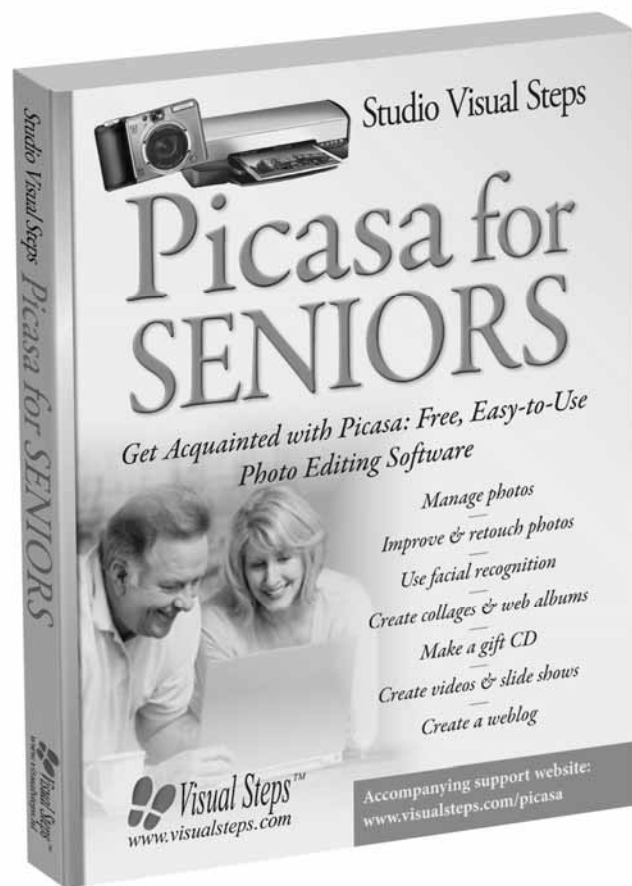


# Teachers' Manual

for

## Picasa for Seniors



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 **Visual Steps™**  
[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 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

A minimum of prior computer experience is assumed for this course. Students need to be able to:

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

## 3. General

**Technical matters** such as proper installation of *Windows 7, Vista or XP* and an active Internet connection are essential for this course. It is important that the English version of Picasa is 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.

## 4. Lesson Plan

There are eight lessons, covering Chapters 2 through 7.

**Lesson 1** Chapter 2 The Library

**Lesson 2** Chapter 3 Basic Operations

**Lesson 3** Chapter 4 Tuning, Saving and Making Backups

**Lesson 4** Chapter 5 Printing and Publishing

**Lesson 5** Chapter 6 Slide Shows and Movies

**Lesson 6** Chapter 7 Displaying Your Photos on a Blog

## 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).**

**Picasa** allows you to **manage** your entire **photo** and **video collection**. When you open *Picasa* for the first time, the program **automatically scans** your computer for **folders** containing pictures and videos. *Picasa* will ask you which folders to use.

Once the scanning is completed, the pictures or videos are displayed in the *Picasa library* with the **same folder names** that appear on your **computer's hard drive**. The folders that you see in *Picasa* are the **same folders** you see in *Windows Explorer*. Any **changes** you make to a folder in the *Picasa library* will **affect** the **matching folder** in *Windows Explorer*. For example, if you delete a picture from a folder in *Picasa*, you are also deleting it from the folder of the same name in *Windows Explorer*. *Picasa* will always prompt you first before any action is carried out.

The *Picasa library* not only contains folders. It also contains the **albums** you have made with *Picasa*. You can create albums that combine pictures and videos taken from different folders. A *Picasa* album is a **virtual collection** of photos or videos. This means that a *Picasa* album is **only visible in Picasa** itself. You will not be able to display a *Picasa* album in *Windows Explorer*. The difference between a *Picasa* album and a folder is that when you move or delete a photo from an *album*, the file still remains intact in its original location on your computer's hard drive. Only the *virtual* connection to the file has been modified.

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

- open *Picasa*
- use the *library* and the *library* window
- recognize people by using name tags
- view pictures
- move pictures
- find pictures
- delete pictures
- create and use an album
- view the pictures in a slide show
- use *Picasa* to scan the folders on your computer's hard drive

**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 29-65.

**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.

**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 66-72.

## 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).**

In the old days you often threw away a picture if it was blurred or incorrectly exposed. Nowadays you can use a **photo editing program**, such as *Picasa*, to **correct** the flaws and blemishes in your **pictures**. In most cases, the results are sufficient enough that you can print your pictures in the normal way, or use them in a slide show.

Once in awhile however, no amount of editing will help. If a picture has been taken with a low resolution, you are going to be disappointed when you try to enlarge it. If you have used the wrong exposure, you may be able to make a correction, but the result would have been much better if you had used the correct exposure from the start. This is why it is still a worthy endeavor to try to steadily improve your picture taking skills.

But even the best photographers need to do a small amount of editing at times. Things such as **red eye removal, rotating, cropping, retouching** ...you name it...*Picasa* can do all of this for you.

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

- automatically correct your pictures
- correct the exposure
- edit pictures by group
- manually correct pictures
- rotate a picture
- straighten a picture
- add text
- crop pictures
- correct red eyes
- retouch a picture

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

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

- open *Picasa*
- use the *library* and the *library* window
- recognize people by using name tags
- view pictures
- move pictures
- find pictures
- delete pictures
- create and use an album
- view the pictures in a slide show
- use *Picasa* to scan the folders on your computer's hard drive

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

Pages 73-102.

**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 103-106.

## 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 lesson you learned how to apply corrections. Some automatically and others manually. In most cases the application of one or more of these corrections will be all that is necessary to enhance your pictures. But sometimes this is not enough. In this lesson, you will learn more about making **manual adjustments** and how to add **special effects** to your pictures.

You will also learn about the different ways you can **save** the pictures you have enhanced. Using the correct **storage method** is important, especially if you want to save your original unmodified pictures for later use in other programs.

Finally, you will learn how to use *Picasa* for making **backups** of your pictures, and for **restoring** them. Making backups of your pictures for safekeeping is becoming increasingly important, because nowadays with the increasing popularity of digital cameras, the digital file format is often the only storage method being used. For your important pictures it is a good idea to have a copy of them somewhere separate from 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)**

- fine tune pictures
- adjust the colors
- make a picture look warmer or cooler
- apply special effects
- sharpen a picture
- save pictures in *Picasa*
- restore a picture to its original version
- export pictures
- make a backup of your pictures
- restore the backup

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

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

- automatically correct your pictures
- correct the exposure
- edit pictures by group
- manually correct pictures
- rotate a picture
- straighten a picture
- add text
- crop pictures
- correct red eyes
- retouch a picture

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

Pages 107-133.

**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 134-142.

## 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).**

Most likely you will want to **share** your pictures with other people. *Picasa* lets you **print** your photos or photo collage yourself, or you can **send** your photos to an online **printing service**. It is very easy to select the format and printing method for your photos.

Furthermore, there are several ways to **distribute** digital **copies** of your photos. You can do this by **e-mail**, and you can create **web albums** as well. In this lesson you will learn how to create a web album and how to **synchronize** this album with an album on your computer. This way, your web album will always be **up-to-date**.

**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
- adjust print formats
- make photo collages
- send photos by e-mail
- create a web album
- upload photos to a web album
- synchronize the web album
- share your web album with others
- upload photos using the *Drop Box*
- recognize faces in a web album
- append name tags
- print photos at a print service

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

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

- fine tune pictures
- adjust the colors
- make a picture look warmer or cooler
- apply special effects
- sharpen a picture
- save pictures in *Picasa*
- restore a picture to its original version
- export pictures
- make a backup of your pictures
- restore the backup

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

Pages 143-182.

#### **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 183-188.

## 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).**

*Picasa* offers several **viewing options** for your pictures and videos. You can view them **separately**, or in a **slide show** or a **movie**.

A slide show is a great way to quickly and easily view all of the pictures and videos in a single folder. You can also **burn** this slide show to a **CD** or **DVD**. This makes a wonderful present, too. Anyone who watches this slide show on a computer can select the speed of the slide show and choose how the transitions between the items are displayed.

When you create a movie of your pictures and videos, you can set the display time for each slide, choose the transitions between the slides and add music as well. In this way you can determine the 'look and feel' of your movie. A movie can be **exported** and viewed with a variety of different **media players** such as the *Windows Media Player*.

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

- play the photos in an album as a slide show
- add music to a slide show
- create a gift CD or DVD
- convert a slide show into a film
- create and edit title slides
- set the transitions between the slides
- set the display time for the slides
- add music to movies
- save and play movies
- shorten videos
- edit movies
- upload movies to *YouTube*

### 3. Review any necessary background knowledge.

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

- print photos
- adjust print formats
- make photo collages
- send photos by e-mail
- create a web album
- upload photos to a web album
- synchronize the web album
- share your web album with others
- upload photos using the *Drop Box*
- recognize faces in a web album
- append name tags
- print photos at a print service

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

Pages 189-221.

#### **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 222-224.

## 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).**

A **blog** is a special kind of website on the Internet, comparable to a kind of diary. The word 'blog' is a **contraction** of '**website**' and '**log**'. A blog is sometimes also called a *blog*. Somebody who maintains a blog is called a **blogger**.

A blog will be **updated** on a regular basis. Some bloggers add new messages several times a day. Apart from text, you can also add photos, videos, and music to a blog.

In this lesson you will learn how to **create** a new blog, and how to **upload** your *Picasa photos* and **videos** to your blog.

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

- create your own blog
- choose a template for your blog
- upload photos to your blog

### 3. Review any necessary background knowledge.

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

- play the photos in an album as a slide show
- add music to a slide show
- create a gift CD or DVD
- convert a slide show into a film
- create and edit title slides
- set the transitions between the slides
- set the display time for the slides
- add music to movies
- save and play movies
- shorten videos
- edit movies
- upload movies to *YouTube*

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

Pages 225-234.

**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 235 & 236.

**Finishing the course**

The last chapter of this book, Chapter 8 Getting Started With Your Own Photos, can be used as material for the final session of your course. In this chapter your students will learn how to work with their own digital photos, including how to publish photos and how to create a web album online.

## 6. The Final Exam

*Picasa* is available as a final exam. This multiple-choice test will show students how good their knowledge of *Picasa* 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.

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.

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