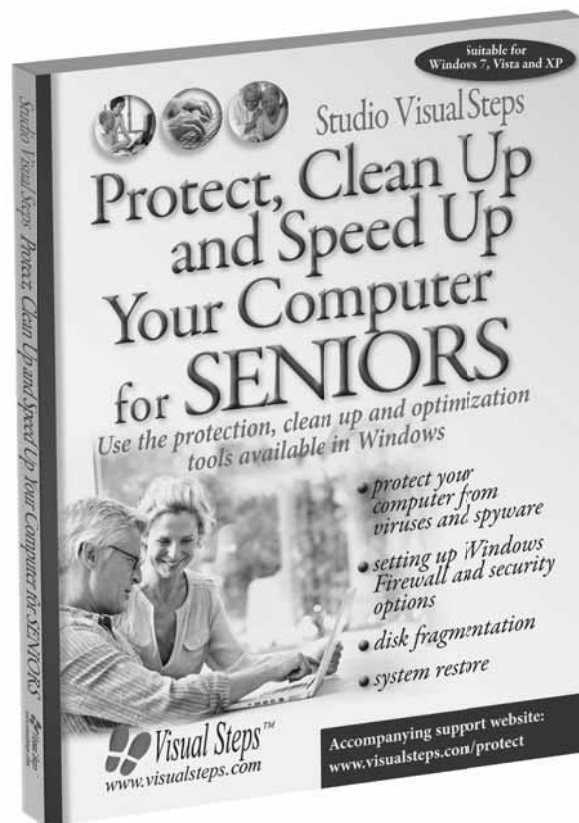


# Teachers' Manual

for

## Protect, Clean Up and Speed Up Your Computer for Seniors



ISBN 978 90 5905 257 4

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

## 1. Introduction

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

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

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

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

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

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

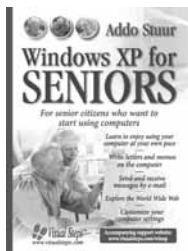
The point of this step is to determine whether the student has accomplished the educational objectives, and whether he can execute the desired techniques with confidence. There are various forms of testing available for this: completing an exercise, for example, or answering questions. They don't all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

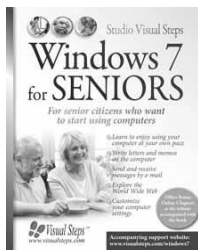
If you want to use this book, you will need some basic computer skills. If you do not have these skills, it is a good idea to read one of the following books first:



**Windows XP for SENIORS**  
**Studio Visual Steps**  
 ISBN 978 90 5905 044 0



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



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

## 3. General

**Technical matters** such as proper installation of *Windows 7*, *Windows Vista* or *Windows XP* and an active Internet connection are essential for this course.

## 4. Lesson Plan

There are fourteen lessons, covering Chapters 1 through 3.

**Lesson 1** Chapter 1 Security

**Lesson 2** Chapter 2 Clean Up

**Lesson 3** Chapter 3 Keeping Your Computer Up-To-Date

## 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).**

**Security** is crucial if you connect your computer to the Internet. An adequate **security system** will reduce the risk of contracting **viruses** and prevent harmful software from being installed onto your computer. A virus is a program that attempts to spread from one computer to another causing damage to the computer (by deleting or damaging data), or by simply being a nuisance (by displaying unwanted messages or changing the information that is displayed on the screen).

A computer that is contaminated by viruses can cause a lot of irritation. It will not only annoy you, but may also annoy other people as well. If your computer contains a virus, it can also contaminate other computers. You may not notice this, because it can happen while you are sending an e-mail message, or a chat message. Or if you are sharing files from a CD, DVD, Blu-ray disk, or a USB stick. As a computer user you are responsible for your own computer's security. To protect your computer, you can use a **firewall** and an updated **antivirus program**. You should also make sure that your computer is regularly scanned for viruses or other harmful software.

Windows offers a useful security tool: the **Action Center** (*Windows 7*) or the **Security Center** (*Windows Vista and Windows XP*). You can use this tool to check your computer's security settings for *Windows* and modify them, if necessary.

In order to be protected from viruses and unwanted software, such as spyware, you will need to install an antivirus program. **Microsoft Security Essentials** is just one of the many antivirus programs that are available today. In this lesson you will learn how to download and install the free *Microsoft Security Essentials* program.

In the last part of this lesson the teacher will explain how to **safeguard your privacy** and how to use the Internet in a more **secure manner** when using programs such as *Internet Explorer*, *Windows Live Mail* or *Outlook Express*.

**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 *Action Center* or the *Security Center*;
- set up a firewall;
- download and install *Microsoft Security Essentials*;
- scan for viruses;
- change the settings for *Microsoft Security Essentials*;
- modify the security and privacy settings in *Internet Explorer*;
- prevent phishing;
- set the *SmartScreen* filter;
- set the pop-up blocker;
- manage add-ons;
- filter unwanted e-mail messages.

**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 15-66.

**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 67-76.

## 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).**

When you surf the Internet with *Internet Explorer*, information about the websites you visit is **stored** on your computer. This can enhance your **browsing speed**. But there are times where it is useful to know how to **remove** this information. For example, when you have been surfing on a public computer.

After using your computer for a while, you may find that you have accumulated a lot of programs that you hardly ever use. It is a good idea to remove these programs, so they will not clutter up your computer.

When you work with a multitude of programs and files, the information will be scattered about and stored in different locations on your computer's hard drive. This will cause your computer to become increasingly **slower**. You can alleviate this problem by regularly **cleaning up** your computer and **defragmenting** your hard drive. You can use the **Analyze Disk** option in *Windows* to check if your hard drive is functioning properly.

The **System Restore program** keeps track of changes in the operating system, and in some of the application files. You can use so-called **restore points** to repair the system by restoring it to a previous version.

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

- delete the browser history from *Internet Explorer*;
- remove a program;
- clean up your computer;
- use *Analyze Disk*;
- defragment your hard drive;
- create restore points;
- restore the system from a restore point.

### 3. Review any necessary background knowledge.

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

- use the *Action Center* or the *Security Center*;
- set up a firewall;
- download and install *Microsoft Security Essentials*;
- scan for viruses;
- change the settings for *Microsoft Security Essentials*;
- modify the security and privacy settings in *Internet Explorer*;
- prevent phishing;
- set the *SmartScreen* filter;
- set the pop-up blocker;
- manage add-ons;
- filter unwanted e-mail messages.

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

Pages 77-116.

#### **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 117-120.

## 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).**

*Windows* is continually being adjusted, improved, and secured even more. The **additions** and **improvements** are distributed by **Microsoft** by way of **software updates**. These updates can be downloaded automatically from the Internet by *Windows*. The **Windows Update program** takes care of this. This program will check whether you are using the most recent *Windows* version.

When you turn your computer on, the *Windows* program will start up, along with several other programs. Some of these programs are important, such as an antivirus program. But there can also be other programs that start up automatically, such as *Internet Explorer*, an instant messaging service or a calendar. During installation, these programs have been added to the list of **autorun programs**, or you may have added them manually yourself. These programs slow down the computer's startup process and also cause the computer to function more slowly. In this lesson you can read how to manage these autorun programs.

The **speed** of your computer is determined by the **components** of which the computer consists. Programs always require a certain minimum **performance** from these components, in order to function properly. In *Windows* you can view the components in your computer as well as their performance. You can use this information to **upgrade** your computer (if you wish), by adding higher quality components or replacing older ones.

**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:

- delete the browser history from *Internet Explorer*;
- remove a program;
- clean up your computer;
- use *Analyze Disk*;
- defragment your hard drive;
- create restore points;
- restore the system from a restore point.

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

Pages 121-142.

#### **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 pages 143-149.

## 6. 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)**