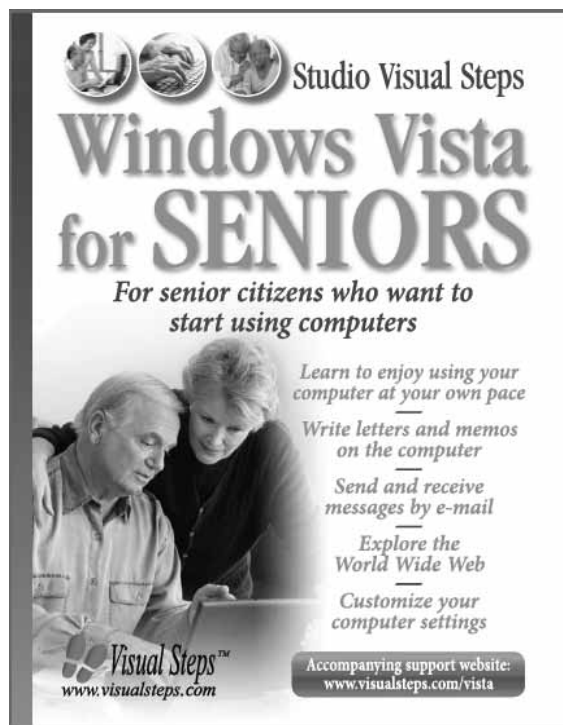


Teachers' Manual

for

Windows Vista for SENIORS



ISBN 978 90 5905 274 1

 *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 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

No previous knowledge is assumed for this course.

3. General

Technical matters such as proper installation of *Windows Vista*, *Accessories*, *Internet Explorer* version 7 and *Windows Mail* are essential for this course. Students will also need an empty USB stick, a working printer, and a music CD-ROM. 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.

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).

The computer you are sitting in front of is also called a **PC**. This is an abbreviation for **Personal Computer**. In the past twenty-five years, the PC has conquered the world, marching from the office to the home.

Nowadays nearly everyone had heard of **Windows**. But it was not all that long ago, 1933 in fact - that *Windows* was used on PCs for the first time. Since then, *Windows* has evolved in step with the PC. But what exactly is *Windows*? It is a program used to manage your computer's software and hardware resources. Before *Windows*, computers were operated by typing various complicated commands. With *Windows* you use your **mouse** to operate your computer. You can perform many different tasks by pointing and clicking the objects on your screen with your mouse.

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

- turn on your computer and start *Windows Vista*
- point and click with the mouse
- enter commands
- open and close programs
- minimize and maximize a window
- use the *Taskbar*
- turn off your computer

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 21-61.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

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

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

Have the students do the practice exercise *Opening and Closing* on page 62. They may use *Appendix B "How Do I Do That Again?"* beginning on page 383.

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.

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).

The **mouse** has become an essential part of the computer. But it is actually a relatively new addition. The mouse did not become a standard part of the PC until *Windows* was introduced.

Before then, only computers made by **Apple** had a mouse, and it had only one button. It quickly became evident that operating a PC had to be made easier so that more people could use it.

This is why the software became increasingly **graphic**: pictures and buttons replaced complicated commands. **Windows Vista** is an excellent example of this.

The most important commands can be carried out by using the mouse. Various aspects of *Windows Vista* were developed to make it easier to use – there are various kinds of **buttons** in many sizes on the screen: buttons to press, on and off buttons, buttons that turn and scroll bars. The mouse has also been given more and more functions.

In this chapter, you will learn how to utilize these functions. Maybe someday in the future the mouse will become less important, if computers can “listen” and accept verbal commands. Until then, however, the mouse has center stage in *Windows Vista*.

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

- drag with the mouse
- drag a scroll bar
- use a scroll wheel
- change the size of a window
- use the *Windows Help and Support*
- double-click with the mouse
- right-click with the mouse

3. Review any necessary background knowledge.

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

- turn on your computer and start *Windows Vista*
- point and click with the mouse
- enter commands
- open and close programs
- minimize and maximize a window

- use the *Taskbar*
- turn off your computer

B Instruction 1. Present the subject matter.

Pages 69-93.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

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

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

Have the students do the practice exercise ***Dragging a Window*** on page 94. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 383.

Have the students do the practice exercise ***Clicking, Double-Clicking and Dragging*** on page 94. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 383.

Have the students do the practice exercise ***Left- and Right-Clicking*** on page 95. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 383.

Have the students do the practice exercise ***Using Windows Help and Support*** on page 95. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 383.

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.

If desired, the students can continue practicing how to drag on page 375 and further: ***Clicking, Dragging and Double-Clicking in Solitaire***.

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).

Word processing is the application that made the *Personal Computer* (PC) so popular. It is also the most widely-used application. The **typewriter** era is long gone, thanks in part to how easy computers have made it to write and produce texts. As a computer user, it is useful to have good keyboard and word processing skills. These skills are not only needed for writing **letters** or **e-mail messages**, for example, but also for various other things. A certain degree of **keyboard skill** is also necessary, because not everything can be done with the **mouse**.

Windows Vista has a simple word-processing program that you can use to practice typing. The program is called **WordPad** and was installed on your computer together with *Windows Vista*.

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

- open *WordPad*
- type using the keyboard
- correct a typing error
- type capital letters
- begin a new paragraph
- type various special characters
- move the cursor
- start a new document
- close *WordPad*

3. Review any necessary background knowledge.

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

- drag with the mouse
- drag a scroll bar
- use a scroll wheel
- change the size of a window
- use the *Windows Help and Support*
- double-click with the mouse
- right-click with the mouse

B Instruction 1. Present the subject matter.

Pages 109-126.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

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

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

Have the students do the practice exercise *Typing a Text* on page 127. They may use **Appendix B “How Do I Do That Again?”** beginning on page 383.

Have the students do the practice exercise *Corrections* on page 128. They may use **Appendix B “How Do I Do That Again?”** beginning on page 383.

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.

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).

It is hard to find an office anywhere that still uses a **typewriter** to type letters. No messy correction fluid or endless retyping, it is easy these days to produce letters, reports and other documents without errors when using a computer.

Once created, documents or letters can be used over and over again with just a few changes, or sent via e-mail to people on a mailing list. Writing documents and letters with the computer is also more practical because you can easily change them until they say exactly what you want them to. You can also save a document and work on it again later.

In this chapter, you will start by writing a letter using the computer. This is also done with the program **WordPad**.

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

- write a letter
- enter a date
- save a letter
- open a letter
- see the print preview
- print the letter
- save changes or not save changes

3. Review any necessary background knowledge.

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

- open *WordPad*
- type using the keyboard
- correct a typing error
- type capital letters
- begin a new paragraph
- type various special characters
- move the cursor
- start a new document
- close *WordPad*

B Instruction 1. Present the subject matter.

Pages 133-148.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

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

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

Have the students do the practice exercise ***Saving Changes*** on page 149. They may use ***Appendix B "How Do I Do That Again?"*** beginning on page 383.

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.

Points to keep in mind:

Page 145 Students can print it out in class if printers are available.

Page 149 Students can print out the exercise in class if printers are available.

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).

It is very easy to modify a text using your computer. You can select a word, copy it and move it somewhere else, move sentences or paragraphs, or save the text for future use.

Because so many people use word processing programs, many **standard letters (templates)** exist. It is easy to make your own template. You might start by creating a simple, new document about a certain subject, like an invitation. You add a place for a name and other bits here and there to make the invitation more personal. The recipient's name is inserted and the invitation is printed. The recipient of such an invitation will think you have written a unique and a personal message, but most of the document was typed just one time.

This chapter primarily focuses on word processing. You will discover how easy it is to **change sentences**: sometimes all you have to do is click and drag with your mouse.

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

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

- move the cursor with the mouse
- select a single word or paragraph
- delete a word
- move a word or paragraph
- split a paragraph and paste it back together

3. Review any necessary background knowledge.

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

- write a letter
- enter a date
- save a letter
- open a letter
- see the print preview
- print the letter
- save changes or not save changes

B Instruction 1. Present the subject matter.

Pages 157-173.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

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

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

Have the students do the practice exercise ***The Song*** on page 174. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 383.

Have the students do the practice exercise ***The National Anthem*** on page 176. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 383.

Have the students do the practice exercise ***Copying and Pasting*** on page 177. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 383.

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.

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).

In this chapter you will learn to work with **folders** and **files**. A *file* is the generic name for everything saved on the computer. A file can be a program, a data file with names, text you have written, or a photo. Actually, everything that is on the hard disk of your computer is called a file.

A *folder* is little more than a container in which you store files. If you put thousands of paper files on someone's desk, it would be virtually impossible to find any particular one when you needed it. That is why people often store paper files in folders inside a filing cabinet. Arranging files into logical groups makes it easy to locate any particular file. Folders on your computer work exactly the same way. Not only do folders hold files, but they also can hold other folders. A folder within a folder is usually called a **subfolder**. You can create any number of subfolders, and each can hold any number of files and additional subfolders.

When it comes to getting organized, you do not need to start from scratch. *Windows Vista* comes with a handful of common folders that you can use as anchors to begin organizing your files. Here is a list of some of the most common folders to store your files and folders in: **Documents, Pictures, Music, Videos, Downloads.**

In the previous chapters you have already saved some of your work in the folder *Documents*.

Using a folder window, you can work with files and folders that are on the hard disk of your computer. You can delete, copy and move files or folders there. Perhaps at one time you will want to put a text or another file on a **USB memory stick**. You can do that in this folder window too.

**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 folder window *Document*
- make a new folder
- move and copy a file to another folder
- copy and delete files
- change the name of a file or folder
- empty the *Recycle Bin*
- copy a file to a USB memory stick

3. Review any necessary background knowledge.

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

- move the cursor with the mouse
- select a single word or paragraph
- delete a word
- move a word or paragraph
- split a paragraph and paste it back together

B Instruction 1. Present the subject matter.

Pages 183-215.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

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

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

Have the students do the practice exercise **Opening Folder Windows** on page 216. They may use **Appendix B “How Do I Do That Again?”** beginning on page 383.

Have the students do the practice exercise **Working with the Navigation Pane** on page 216. They may use **Appendix B “How Do I Do That Again?”** beginning on page 383.

Have the students do the practice exercise **Making a New Folder** on page 217. They may use **Appendix B “How Do I Do That Again?”** beginning on page 383.

Have the students do the practice exercise **Copying Files** on page 217. They may use **Appendix B “How Do I Do That Again?”** beginning on page 383.

Have the students do the practice exercise **Renaming a File** on page 217. They may use **Appendix B “How Do I Do That Again?”** beginning on page 383.

Have the students do the practice exercise **Deleting Files** on page 218. They may use **Appendix B “How Do I Do That Again?”** beginning on page 383.

Have the students do the practice exercise ***Renaming and Deleting a Folder*** on page 218. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 383.

Have the students do the practice exercise ***Copying a File to a USB Stick*** on page 218. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 383.

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.

Points to keep in mind:

Students will need an empty **USB stick**.

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).

Since the arrival of word processing programs, much has changed in the way that people work with text when writing books and magazine articles. Before word processing was used, a text was written by hand by the author, or typed, and submitted to the publishing house. The typesetter or layout staff was responsible for the **layout** of the text. The printing company took care of the printing.

Nowadays, word processing programs and printers are so well developed that the average computer user can determine the text layout of any document and select different printing options when a printer is available.

A text can be laid out in various ways. You can experiment with simple **character formatting** such as **underline**, **boldface**, and **italicized text**. Then you can try a variety of other formatting options, such as changing the **font** or adding color to your text.

You can decide on a particular layout after you have typed your text, or you can choose the layout characteristics you want before you start typing.

In this lesson, you'll learn the following:

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

- what laying out a text is
- how to make words bold, italicized, or underlined
- how to apply a different color
- how to select a different font
- how to make letters larger or smaller
- how to apply layout options before or after the text has been typed

3. Review any necessary background knowledge.

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

- use the folder window *Document*
- make a new folder
- move and copy a file to another folder
- copy and delete files
- change the name of a file or folder
- empty the *Recycle Bin*
- copy a file to a USB memory stick

B Instruction 1. Present the subject matter.

Pages 227-240.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

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

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

Have the students do the practice exercise *The Directions* on page 241. They may use *Appendix B "How Do I Do That Again?"* beginning on page 383.

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.

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).

The **Internet** consists of millions of computers that are all interconnected. The **World Wide Web** is one of the most exciting parts of the Internet. *World Wide Web* means exactly what it says: a web of computers where an infinite amount of information is located regarding every imaginable topic. No matter where you are in the world, you can access that information with your computer.

On the Internet, a source of information is called a **website**. It is a site somewhere on the Web. Within the website, you can browse from one page to another by clicking with your mouse. You can even jump from one website to another. This is called **surfing**. The type of program you need to surf the Internet, is called a **browser**. You might browse through a printed catalog, but these days you can also **browse** just as easily through the company's online catalog.

In order to get on the Internet, you must initiate a connection with a computer that is permanently connected to the Internet. This is done by means of an **Internet Service Provider** (ISP). If you want to use the provider's services, you must subscribe to them or pay for them in another way. The provider then assigns you a **username** and a **password**. The username and password will give you access to the Internet.

If you are connected to the Internet, you are online. In this chapter, first you will learn to go **online** and then how to **surf**.

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

- open *Internet Explorer*
- contact your *Internet Service Provider*
- use a web address
- browse forward and backward
- save a web address
- use a *favorite*
- stop using the Internet

3. Review any necessary background knowledge.

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

- what laying out a text is
- how to make words bold, italicized, or underlined
- how to apply a different color
- how to select a different font
- how to make letters larger or smaller
- how to apply layout options before or after the text has been typed

B Instruction 1. Present the subject matter.

Pages 249-272.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

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

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

Have the students do the practice exercise **SeniorNet Favorite** on page 273. They may use **Appendix B “How Do I Do That Again?”** beginning on page 383.

Have the students do the practice exercise **Surfing** on page 274. They may use **Appendix B “How Do I Do That Again?”** beginning on page 383.

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.

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).

One of the most widely-used applications on the Internet is electronic mail: e-mail. E-mail uses no pen, paper, envelope or stamp. You type your message into the computer and it is sent via the Internet.

If you have an Internet service subscription, you will automatically be assigned an *e-mail address*. This e-mail address can be used to send and receive mail. Your *Internet Service Provider (ISP)* has a kind of post office, also called a *mail server*. Like with regular mail, this post office handles all of the daily mail traffic.

In order to send an e-mail to someone, the addressee must also have an e-mail address, of course. But it does not matter where that person lives. Sending an e-mail to someone in Australia takes the same amount of time and money as sending an e-mail to your next-door neighbor. Unlike stamps on regular mail, there are no direct costs involved per e-mail, except for your Internet subscription. There is no limit to the number of messages that you can send or receive.

Another significant advantage is that you can send all kinds of things with your e-mail, such as a picture that you have made with a digital camera. E-mail has an extensive effect on communication at work. As the use of e-mail increases, the use of the fax and regular telephone decreases.

Windows Vista has a simple program, *Windows Mail*, with which you can quickly and easily send and receive electronic "letters". You will be using this program in this chapter. You will discover how easy e-mail is: no more stamps to buy and no more trips to the mailbox.

**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 Mail*
- create, send, receive and read e-mail message
- include an attachment

3. Review any necessary background knowledge.

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

- open *Internet Explorer*
- contact your *Internet Service Provider*
- use a web address
- browse forward and backward
- save a web address
- use a *favorite*
- stop using the Internet

B Instruction 1. Present the subject matter.

Pages 287-305.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

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

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

Have the students do the practice exercise ***Creating an E-mail*** on page 306. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 383.

Have the students do the practice exercise ***Receiving E-mail*** on page 306. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 383.

Have the students do the practice exercise ***Sending an E-mail with Attachment*** on page 307. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 383.

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.

6. The Final Exam

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

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

7. Other Course Material

Each Visual Steps book is also optimized for classroom use. In addition to the book *Windows Vista for SENIORS*, the following title will be available spring 2007:

Internet and E-mail for SENIORS with Windows Vista

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