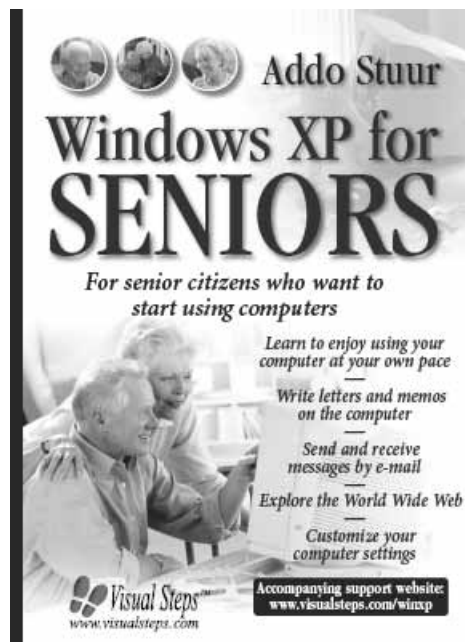


# Teachers' Manual

for

## Windows XP for Seniors



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## 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%

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## 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 XP*, *Desktop Accessories*, *Internet Explorer* version 6 and *Outlook Express* version 6 are essential for this course.

Students will also need an empty floppy disk (diskette), 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 eight lessons, covering Chapters 1 through 8.

## 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're sitting in front of is also called a **PC**. This is an abbreviation for **Personal Computer**. In the past twenty years, the PC has conquered the world, marching from the office to the home. Nowadays nearly everyone has heard of **Windows**. But it was not all that long ago - 1993 in fact - that *Windows* was used on PCs for the first time. Since then, *Windows* has marched along with the PC. But what exactly is *Windows*? It's a system you can use to operate your computer. Before *Windows* came along, computers were operated by typing a variety of complicated commands. But with *Windows* you can perform most operations by using the **mouse**. After this meeting, you'll understand why this **operating system** is called *Windows*. You'll see that nearly everything that happens is displayed in "window panes" on your screen.

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

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

- start and stop *Windows XP*
- point and click with the mouse
- enter commands
- start and stop programs
- minimize and maximize a window
- use the taskbar

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

Since this is the first class, you can't refer back to previous classes.

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

Pages 21-38.

**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 ***Starting and Stopping*** on page 39. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 325.

**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's actually a relatively new addition. The mouse didn't become a standard part of PCs 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 a wider group could use it. This is why the software became increasingly **graphic**: pictures and buttons replaced complicated commands. **Windows XP** is an excellent example of this. The most important commands can be carried out by using the mouse. Various aspects of *Windows XP* were developed to make it easier and 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 scrollbars. The mouse has also been given more and more functions. In this meeting, you'll learn how to utilize those 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 XP*.

### 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
- use a scrollbar
- use the *Help and Support Center*
- double-click with the mouse
- change the size of a window
- right-click with the mouse

### 3. Review any necessary background knowledge.

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

- start and stop *Windows XP*
- point and click with the mouse
- enter commands
- start and stop programs
- minimize and maximize a window
- use the taskbar

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

Pages 45-69.

**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.

Have the students do the practice exercise *Dragging a Window* on page 70. They may use *Appendix B “How Do I Do That Again?”* beginning on page 325.

Have the students do the practice exercise *Double-Clicking and Dragging* on page 70. They may use *Appendix B “How Do I Do That Again?”* beginning on page 325.

Have the students do the practice exercise *Using the Help and Support Center* on page 71. They may use *Appendix B “How Do I Do That Again?”* beginning on page 325.

Have the students do the practice exercise *Left- and Right-Clicking* on page 73. They may use *Appendix B “How Do I Do That Again?”* beginning on page 325.

**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 317 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, in part thanks to how easy computers have made it to write and produce texts. As a computer user, it's handy to have good 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 amount of **keyboard skill** is needed if you're to become handy in using the computer, because not everything can be done with the **mouse**.

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

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

- start *WordPad*
- type using the keyboard
- correct a typing error
- type capital letters
- make a new line
- type various special characters
- move the cursor
- start a new text
- stop *WordPad*

### 3. Review any necessary background knowledge.

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

- drag with the mouse
- use a scrollbar
- use the *Help and Support Center*
- double-click with the mouse
- change the size of a window
- right-click with the mouse

**B Instruction** **1. Present the subject matter.**  
Pages 79-96.

**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 97. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 325.

Have the students do the practice exercise ***Corrections*** on page 98. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 325.

**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's hard to find an office anywhere that still uses a **typewriter** to type letters. Without endless retyping and without correction fluid, it's easy these days to produce letters, reports and other texts without errors using the computer.

Texts or letters used before can be used again with a few changes, or can be used to send to a large number of readers or addressees. Writing texts and letters with the computer is also handy for you because you can easily change them until they say exactly what you want them to. You can also save a text and work on it again later. In this meeting, you'll start by writing a letter using the computer. This is also done with the program **WordPad**. Once you're familiar with this program, you'll also be able to use more detailed programs, such as **MS Word**.

**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 text
- save changes or not save changes

### 3. Review any necessary background knowledge.

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

- start *WordPad*
- type using the keyboard
- correct a typing error
- type capital letters
- make a new line
- type various special characters
- move the cursor
- start a new text
- stop *WordPad*

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

Pages 103-117.

**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 118. They may use ***Appendix B "How Do I Do That Again?"*** beginning on page 325.

**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 112 Students can print it out in class if printers are available.

Page 118 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's very easy to change a text using your computer. You can select a word that you want to move somewhere else, for example, or move lines or sentences, or copy a piece of text to use it again somewhere else. Because so many people use word- processing programs, many **standard letters** exist. One type of letter is made about a certain subject. Then bits are added or changed to make the letter more personal. The recipient's name is inserted and the letter is printed properly. That makes it seem like all the recipients have received a personal letter, even though the letter was typed only once. This meeting primarily focuses on word processing. You'll 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 line
- delete a word
- move a word or line
- split lines and paste them back together

### 3. Review any necessary background knowledge.

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

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

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

Pages 125-139.

**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 140. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 325.

Have the students do the practice exercise ***The National Anthem*** on page 142. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 325.

Have the students do the practice exercise ***Copying and Pasting*** on page 143. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 325.

**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).**

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've written, or even a photo. Actually, everything that's on the hard disk of your computer is a file.

Because a hard disk can have thousands of files, they're neatly organized in **folders**. This keeps the contents of your hard disk manageable.

**Windows XP** has a special folder that you can save all of your work in. This folder is named **My Documents**. You've already saved some of your work in the *My Documents* folder. This keeps all of your work neatly together.

The word **document** refers to a file that you've made yourself with a program, such as a text using *WordPad* or a drawing using *Paint*. Using the *My Documents* window, you can work with files that are on the hard disk, a CD-ROM or a diskette. You can delete, copy or move files there. Perhaps at one time you'll want to put a text or a photo on a diskette and send it to someone. You can do that in this window too. In *My Documents* you can also make your own folders, to keep all of your letters together, for example.

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

- use *My Documents*
- make a new folder
- save something in a folder
- copy and delete files
- change the name of a file
- empty the *Recycle Bin*
- copy a file to a diskette

### 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 line
- delete a word
- move a word or line
- split lines and paste them back together

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

Pages 147-169.

**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 *My Documents* on page 170. They may use **Appendix B “How Do I Do That Again?”** beginning on page 325.

Have the students do the practice exercise *Making a New Folder* on page 170. They may use **Appendix B “How Do I Do That Again?”** beginning on page 325.

Have the students do the practice exercise *Copying Files* on page 170. They may use **Appendix B “How Do I Do That Again?”** beginning on page 325.

Have the students do the practice exercise *Renaming a File* on page 171. They may use **Appendix B “How Do I Do That Again?”** beginning on page 325.

Have the students do the practice exercise *Deleting Files* on page 171. They may use **Appendix B “How Do I Do That Again?”** beginning on page 325.

Have the students do the practice exercise *Copying a File to a Diskette* on page 171. They may use **Appendix B “How Do I Do That Again?”** beginning on page 325.

**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 **floppy disk (diskette)**.

## 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 making books and magazines. 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 took responsibility 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 take responsibility for the layout of texts and print them on his or her own printer.

A text can be laid out in various ways. By experimenting with **types of letters (fonts), letter sizes** and a variety of graphic options, including **bold** and **italicized**, you can make a text look entirely different. You can determine the layout of the text after you've typed it, but you can also choose the layout you want before you start typing the text.

### **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 or give them a different color
- how to apply various types of layout
- how to select a different font
- how to make letters larger or smaller
- how to apply layout options in advance or after the text has been typed

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

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

- use *My Documents*
- make a new folder
- save something in a folder
- copy and delete files
- change the name of a file
- empty the *Recycle Bin*
- copy a file to a diskette

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

Pages 177-189.

**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 190. They may use *Appendix B "How Do I Do That Again?"* beginning on page 325.

**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).**

Because the speed and capacity of computers is constantly improving, the possibilities for working with **graphic illustrations** have increased. To an increasing degree, photos used in books and magazines are prepared on computers. You, too, can work with illustrations and photos on your computer. *Windows XP* has a simple **drawing program** that you can use to make small drawings. The fun thing about programs of this type is that you can change the drawing as many times as you want until you have exactly what you need. A drawing program also has a variety of tools that can help you make your drawing. Even if you couldn't draw a circle on paper with a pencil, you'll be surprised at what you can do with a drawing program. You'll also discover how easy it is to **insert** your drawing into a text.

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

- start the program *Paint*
- draw by dragging the mouse
- draw figures
- color figures
- insert text into a drawing
- copy a drawing in *Paint*
- paste the drawing into *WordPad*

### 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 or give them a different color
- how to apply various types of layout
- how to select a different font
- how to make letters larger or smaller
- how to apply layout options in advance or after the text has been typed

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

Pages 199-206.

Pages 210-214.

**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.

Have the students do the practice exercise *The Pencil* on page 207. They may use **Appendix B “How Do I Do That Again?”** beginning on page 325.

Have the students do the practice exercise *Drawing Figures* on page 207. They may use **Appendix B “How Do I Do That Again?”** beginning on page 325.

Have the students do the practice exercise *A Map* on page 209. They may use **Appendix B “How Do I Do That Again?”** beginning on page 325.

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

The test can be taken online at [www.ccforseniors.com](http://www.ccforseniors.com) .

## 7. Other Course Material

Addo Stuur's popular books have been optimized for classroom use. In addition to the book *Windows XP for Seniors*, the following titles are available:

*Internet and E-mail for Seniors with Windows XP*  
*Digital Photo Editing for Seniors*

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