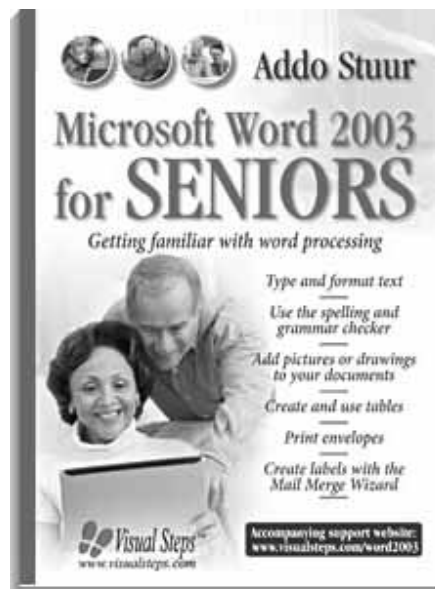


Teachers' Manual

for

Microsoft Word 2003 for Seniors



ISBN 90 5905 184 X

 **Visual Steps**TM
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

Some previous knowledge is assumed for the entire course. Students without this knowledge should plan to spend some time acquiring it before the first course meeting.

The following skills comprise the previous knowledge assumed for this course:

- able to click, double-click, and drag with the mouse
- able to start and stop programs
- able to type and edit text
- able to start up and shut down Windows

3. General

Technical matters such as proper installation of *Windows XP* and *Microsoft Word 2003* are essential for this course. Installing *Microsoft Word 2003* falls outside the scope of this course. The website that comes with the book contains practice files that will be used in the exercises. A working Internet connection is needed in order to be able to download the practice files from the website. Downloading the practice files also falls outside the scope of this course.

If students do not have a basic knowledge of word processing, they can work through Appendix B in the book first.

4. Lesson Plan

There are ten lessons, covering material from the book **Microsoft Word 2003 for Seniors**, including an accompanying website containing practice files:

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Lesson 1	Chapter 1	Changing Your Word Settings
Lesson 2	Chapter 2	Entering Text
Lesson 3	Chapter 3	Formatting Characters and Words
Lesson 4	Chapter 4	Formatting Paragraphs
Lesson 5	Chapter 5	Formatting Pages
Lesson 6	Chapter 6	Pictures and Clip Art
Lesson 7	Chapter 7	Drawings, Shapes, and Other Effects
Lesson 8	Chapter 8	Bullets, Numbering, and Tabs
Lesson 9	Chapter 9	Tables
Lesson 10	Chapter 10	Letters, Templates, and Wizards

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).

Word 2003 is a word processor with many features. In addition to the many options for processing and editing text, it allows you to adjust the program settings to suit your own needs.

When you start *Word 2003* for the first time, you'll be using the manufacturer's **default settings**. You may be satisfied with these at first. Once you have a little more experience, you can change these settings to optimize *Word 2003* to your way of working.

To get the screen shots in this course and the book to match what you see on your own screen, you will sometimes need to change certain settings in *Word 2003*. We will discuss these changes in the lessons where they are needed.

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

- start *Word 2003*
- change smart menu settings
- change toolbar settings
- change ruler settings
- open a practice text
- change the way *Word 2003* displays documents
- display hidden formatting marks
- turn off the Assistant
- close *Word 2003*

3. Review any necessary background knowledge.

Since this is the first class, you can't refer back to previous classes. It is a good idea, however, to draw attention to the general background knowledge assumed for the whole course:

- able to click, double-click, and drag with the mouse
- able to start and stop programs
- able to type and edit text
- able to start and stop *Windows*

B Instruction 1. Present the subject matter.

Pages 19-40.

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 ***Toolbar*** on page 41. They may use ***Appendix D "How Do I Do That Again?"*** beginning on page 308.

Have the students do the practice exercise ***Viewing Documents*** on page 41. They may use ***Appendix D "How Do I Do That Again?"*** beginning on page 308.

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).

When you first start typing text into *Word 2003*, you run the risk of being confronted with all kinds of strange phenomena. Weird **zigzag lines** appear under some words, and "1st" automatically turns into 1st". What's happening? Well, *Word 2003* is trying to help you out by checking the text that you type for mistakes and automatically correcting them. These **spelling and grammar tools** can be very useful once you know how to set them up and use them. And if you don't like them, you can always turn them off. After all, you're the boss in *Word 2003*.

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

- type text
- use the automatic spelling checker
- use *AutoText* and *AutoCorrect*
- use synonyms
- set up automatic text functions
- type international characters
- insert symbols
- change spelling
- use hyphens
- insert nonbreaking spaces

3. Review any necessary background knowledge.

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

- start *Word 2003*
- change smart menu settings
- change toolbar settings
- change ruler settings
- open a practice text
- change the way *Word 2003* displays documents
- display hidden formatting marks
- turn off the Assistant
- close *Word 2003*

B Instruction 1. Present the subject matter.

Pages 45-66.

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.

Have the students do the practice exercise *Inserting Symbols* on page 67. They may use *Appendix D "How Do I Do That Again?"* beginning on page 308.

Have the students do the practice exercise *Hyphenation* on page 67. They may use *Appendix D "How Do I Do That Again?"* beginning on page 308.

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.

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).

The overwhelming popularity of word processing programs has affected the way text is handled in the production of books and magazines. In the old days, an author wrote text by hand or typed it out first and later delivered it to the publisher. Then the layout person or **typesetter** took care of the appearance of the text, and the printer performed the task of printing. Nowadays, word processing programs and printers are so advanced that an author, himself can be in charge of his text **layout** and printing. You, too can format your documents in many various ways. You can experiment with **fonts**, **font-size** and features such as **boldface** and **italics** to give your text a whole new look. You can **apply formatting** to your text when you are done typing or set up your desired formatting beforehand.

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

- select characters and words
- make words italic, underlined, bold, and colored
- apply multiple kinds of formatting
- format beforehand or afterward
- select a different font
- increase or decrease the size of the letters
- print the text

3. Review any necessary background knowledge.

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

- type text
- use the automatic spelling checker
- use *AutoText*
- use synonyms
- use *AutoCorrect*
- set up automatic text functions
- type international characters
- insert symbols
- change spelling
- use hyphens
- insert nonbreaking spaces

B Instruction 1. Present the subject matter.

Pages 71-91.

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 on page 92. They may use **Appendix D “How Do I Do That Again?”** beginning on page 308.

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).

All word processing programs work in more or less the same way. In the previous lesson we looked at how you can format characters and words, and you saw how to make text bold, italic, and underlined. In this lesson you're going to go a step further and see how you can format paragraphs. In word processing programs, a **character** (a letter, symbol, or number) is the smallest unit you can format. A **sentence** is a larger unit of text: it begins with a capital letter and ends with a period, a question mark, or an exclamation point. A sentence can contain multiple **lines**. The **paragraph** is a whole block of text consisting of one or more sentences and closed by pressing the Enter key. In this lesson you'll learn how to format sentences, lines, and paragraphs.

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

- recognize paragraphs
- select paragraphs, sentences, and lines
- select the entire text
- select multiple lines
- left align, right align, and justify a paragraph
- center a paragraph
- use formatting styles
- copy formatting

3. Review any necessary background knowledge.

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

- select characters and words
- make words italic, underlined, bold, and colored
- apply multiple kinds of formatting
- format beforehand or afterward
- select a different font
- increase or decrease the size of the letters
- print the text

B Instruction 1. Present the subject matter.

Pages 97-114.

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 ***Line Alignment*** on page 115. They may use ***Appendix D “How Do I Do That Again?”*** beginning on page 308.

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.

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).

The three **levels** of *Word* formatting available for your documents are **Font, Paragraph and Page (Section) formatting**. To improve the appearance of your documents you can apply font and paragraph formatting as we have learned in the previous lessons. In this lesson we will take a look at what is commonly called the page layout. Page or Section formatting for a typical document includes elements such as **margins, paper size, paper orientation, headers and footers, page borders**, etc. The margins specify how much white space there is between the edge of the paper and the text. The margins not only ensure that your text looks good on paper but they are also important if you want to have your pages bound.

There may be times when you want to have your text divided into **columns** such as for a brochure or newsletter. *Word* lets you distribute text over columns any way you like. Page numbers, headers and footers are also indispensable for improving consistency and legibility in large documents. In *Word 2003* you can add all of these elements to your documents in many different combinations.

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

- adjust margins
- specify page breaks
- adjust header and footer texts
- insert page numbers

3. Review any necessary background knowledge.

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

- recognize paragraphs
- select paragraphs, sentences, and lines
- select the entire text
- select multiple lines
- left align, right align, and justify a paragraph
- center a paragraph
- use formatting styles
- copy formatting

B Instruction 1. Present the subject matter.

Pages 121-138.

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 **Page Formatting** on page 139. They may use **Appendix D “How Do I Do That Again?”** beginning on page 308.

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 picture is worth a thousand words,” so goes the saying. A photo or illustration can enhance your document, making the text easier to read and more attractive. In *Word 2003*, it is very easy to add all kinds of graphics such as **pictures, illustrations** or **drawings** to your documents. You can modify each graphic by adjusting the **size, color** or by changing its **brightness** or **contrast**. You can position each graphic so that it appears exactly where you want it to in your text.

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

- insert a picture
- open the *Picture* toolbar
- move a picture
- change the size of a picture
- crop a picture
- edit a photo
- create a watermark
- delete a picture
- insert clip art
- format clip art

3. Review any necessary background knowledge.

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

- adjust margins
- specify page breaks
- adjust header and footer texts
- insert page numbers

B Instruction 1. Present the subject matter.

Pages 143-170.

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 **Photo** on page 171. They may use **Appendix D "How Do I Do That Again?"** beginning on page 308.

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.

Seventh Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

A document that contains only text can seem boring. *Word 2003* offers several features for fixing that. You can add all kinds of **objects** to a text. These objects may be photos or illustrations, but they can also be drawings, such as a line or an ellipse. You can also add special objects in *Word 2003*. For example, the **AutoShape** feature contains a whole collection of images, varying from arrows to text balloons. You can decorate text in all kinds of ways using **WordArt**. You can also add borders and shading to the page.

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

- insert drawings
- insert *AutoShapes*
- insert *WordArt*
- add borders and shading
- add a text box
- anchor objects

3. Review any necessary background knowledge.

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

- insert a picture
- open the *Picture* toolbar
- move a picture
- change the size of a picture
- crop a picture
- edit a photo
- create a watermark
- delete a picture
- insert clip art
- format clip art

B Instruction 1. Present the subject matter.

Pages 175-203.

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 ***Drawing*** on page 204. They may use ***Appendix D "How Do I Do That Again?"*** beginning on page 308.

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).

Word processing programs such as *Microsoft Word 2003* contain an enormous number of functions to help you create any kind of printed matter you can think of, from simple letters to entire books, including an automatically generated table of contents and index. You can also create other printed matter, such as labels and envelopes.

Lists, charts, and tables are frequently used forms of text formatting. In this chapter, you're going to create **bulleted** and **numbered lists** first. Then you'll see how to use the Tab key to set up **tab stops**. You can create orderly rows and columns for a chart that way.

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

- use bullets in lists
- determine the formatting for new paragraphs
- number paragraphs
- use tabs
- place tab stops
- delete tab stops
- specify portrait or landscape page orientation

3. Review any necessary background knowledge.

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

- insert drawings
- insert *AutoShapes*
- insert *WordArt*
- add borders and shading
- add a text box
- anchor objects

B Instruction 1. Present the subject matter.

Pages 209-228.

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 *Tidying Up the Chart* on page 229. They may use *Appendix D "How Do I Do That Again?"* beginning on page 308.

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).

Tables are often used to format text. A table consists of horizontal **rows** and vertical **columns**. The little boxes created this way are called **cells**. In this lesson, you'll see that *Word 2003* has extensive options for creating tables. For example, you can add borders or shading. You can also format the text in the cells in a host of ways—you can even turn the text 90 degrees. If a table contains numbers, *Word 2003* can even perform simple calculations on them. Once you've learned how to create tables, you'll have a powerful tool for enhancing your text.

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

- create a new table
- adjust the column widths
- adjust the row heights
- automatically adjust the rows and columns
- add borders and shading to a table
- autoformat a table
- add text to a cell
- change the text direction
- perform simple calculations
- line amounts up neatly under one another
- merge and split cells
- draw a table

3. Review any necessary background knowledge.

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

- use bullets in lists
- determine the formatting for new paragraphs
- number paragraphs
- use tabs
- place tab stops
- delete tab stops
- specify portrait or landscape page orientation

B Instruction 1. Present the subject matter.

Pages 233-258.

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 a Table** on page 259. They may use **Appendix D "How Do I Do That Again?"** beginning on page 308.

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.

Tenth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

Word 2003 contains many helpful tools. For example, you can quickly and easily create letters and other common texts with the help of **templates** and **Wizards**. A template is a sample document in which some things have already been filled in, such as styles, text and images. A letter template may contain the address and the salutation, for example. You can make changes to the template, and that's a lot less work than having to create the whole document from scratch. *Wizards* are even simpler. A *Wizard* is a small program that leads you through document creation step by step. The entire document is built up in a series of steps. As an extra feature, *Word 2003* offers the option to use addresses you've previously stored in a table to print **address labels**, for example. That way you don't have to type them over and over again.

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

- use templates
- use *Wizards*
- create envelopes and labels

3. Review any necessary background knowledge.

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

- create a new table
- adjust the column widths
- adjust the row heights
- automatically adjust the rows and columns
- add borders and shading to a table
- autoformat a table
- add text to a cell
- change the text direction
- perform simple calculations
- line amounts up neatly under one another
- merge and split cells
- draw a table

B Instruction 1. Present the subject matter.

Pages 261-284.

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 **Letter Wizard** on page 285. They may use **Appendix D “How Do I Do That Again?”** beginning on page 308.

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 *Microsoft Word 2003 Computer Certificate* is available as a final exam. This multiple-choice test will show students how good their knowledge of *Microsoft Word 2003* 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

Addo Stuur's popular books have been optimized for classroom use. In addition to the book *Microsoft Word 2003 for Seniors*, the following titles are available:

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

Teachers' manuals are also available for the following titles:

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

For more information, please visit www.visualsteps.com.