Teachers' Manual
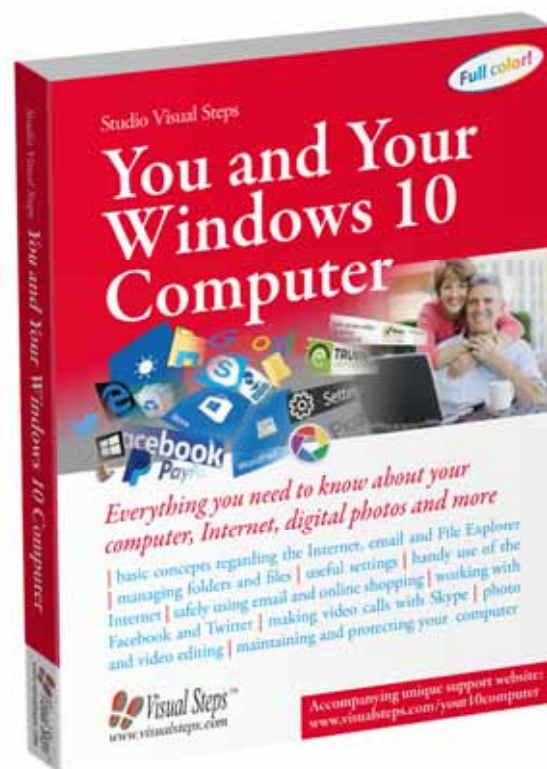
for

You and Your Windows 10 Computer

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 eleven class meetings later in this manual. You can split the lessons which cover a longer chapter if needed. You may wish to handle the material in these chapters in separate sessions.

Plan to use the available class time as follows:
- Introduction 10-15%
- Instruction 60-70%
- Conclusion 20-25%

Lesson Structure

A Introduction **1. Make sure the students are ready for class to begin.**
The instructor can ask for silence, close the door, write an announcement on the board, or in some other way draw attention to the coming lesson.

2. Explain this lesson's objectives.
It is important for both student and instructor to know exactly what a lesson's desired results are. The student's work attitude, for example, depends upon whether he needs to recognize, commit to memory, or apply the material being presented.
Simply listing the subjects that will be covered is not enough. The instructor must explain them in recognizable terms.

3. Review any necessary background knowledge.
At the start of each lesson, the instructor should make sure the new information will connect to and build upon previously acquired concepts and skills. In order to do so, the instructor must first help the students recall (activate) the relevant knowledge.

B Instruction **1. Present the subject matter.**
The heart of the learning process is the offering of information by the instructor or by the textbook.

2. Help the students learn the material.
The instructor doesn't stand at the front of the class during the learning process, but rather moves around, observing the students' activities and offering support where necessary. The didactic approach being applied can be characterized as guided experiential learning.

3. Have the students demonstrate the requested techniques.
The point here is not to check whether students have done their homework, but rather to provide an opportunity for practicing the desired (final) techniques. Specific questions will give the students the opportunity to demonstrate to themselves and to the instructor that they understand or can apply the information.

4. Give feedback on the demonstrations.
It's instructive and reinforcing to provide students with feedback on their demonstrations of what they've learned.
Feedback on a student's execution of techniques often occurs naturally: it either works or it doesn't. In any case, feedback should provide information about correct execution of the techniques that are visible during the learning process.

C Conclusion **1. Assess the final results of the learning process.**
The point of this step is to determine whether the student has accomplished the educational objectives, and whether he can execute the desired techniques with confidence. There are various forms of testing available for this: completing an exercise, for example, or answering questions. They don't all have to be given at the same time. Naturally, the tests should be tailored to the stated educational objectives.

2. Recap and demonstrate uses for what's been learned.
This last step is focused on helping the material sink in for the long term. As a result, this information should bridge multiple lessons and focus on making connections among different topics.

2. Previous Knowledge

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

Windows 10 for SENIORS for the Beginning Computer User
ISBN 978 90 5905 118 8
www.visualsteps.com/windows10senior

3. General

Technical matters such as the appropriately installed *Windows 10* is essential for giving this course. A functioning Internet connection is needed for the chapters about the Internet and for downloading the practice files.

Students will also need an empty USB stick and a working printer. If your students do not have a printer, they can skip these exercises. A digital camera, iPad, iPhone or other portable device with a built-in camera.

It is also important that your students use a local user account. The screen shots shown in the book have been made using a local user account. It is also possible to login with a *Microsoft* account. Since this is a book for beginning computer users, we have chosen to not to use this type of account. If your students are working with a *Microsoft* account, they will sometimes see different windows and other options.

4. Lesson Plan

There are eleven lessons, covering Chapters 1 through 11.

Lesson 1 Chapter 1 Basic Computer Knowledge
Lesson 2 Chapter 2 Folders and Files
Lesson 3 Chapter 3 Making Useful Settings
Lesson 4 Chapter 4 Make Smart Use of the Internet
Lesson 5 Chapter 5 Safely Using Email and Purchasing Items on the Internet
Lesson 6 Chapter 6 Working with Facebook
Lesson 7 Chapter 7 Twitter
Lesson 8 Chapter 8 Video Calls with Skype
Lesson 9 Chapter 9 Managing and Editing Digital Photos with Picasa
Lesson 10 Video Editing with Movie Maker
Lesson 11 Computer Maintenance

If desired, you can split or combine lessons and/or prolong lessons.

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 can give you a lot of pleasure. It is so easy to stay in touch with your friends, children or grandchildren with **email**, for example. And what about all the interesting **websites** you can visit while surfing the Internet?

On the other hand, it has become more and more of a necessity these days to have some **basic computer skills** in order to participate in modern day-to-day life. Such things as **managing** a **bank account** or **making travel arrangements** are mostly done online using the Internet. You can carry out all these practical and useful tasks if you have some basic computer skills.

In this lesson you will read about **opening and closing programs**, the **Internet**, *Mail*, the **folder window** in *Windows*, and the *Settings* app. You need this app to customize your computer's settings. By working through chapter 1, you can check your level of basic computer knowledge, and possibly expand it.

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

- opening and closing programs;
- the Internet;
- email;
- *File Explorer*;
- changing settings.

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 19-34.

2. Help the students learn the material.
See the general lesson structure.

3. Have the students demonstrate the requested techniques.
See the general lesson structure.

4. Give feedback on the demonstrations.
See the general lesson structure.

C Conclusion **1. Assess the final results of the learning process.**
Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.
Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on pages 35 and 36.

Second Meeting

A Introduction 1. Make sure the students are ready for class to begin.
See the general lesson structure.

2. Explain this lesson's objectives.

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

In this lesson you will learn how to work with the *files, folders,* and *libraries* stored on your computer. A file is a collective term for everything that is saved on the computer. It might be a program, an address book, a text document, or a photo.

If you have many stacks of documents on your desk, it becomes much harder to find the document you are looking for. That is why paper documents are often stored in a filing cabinet. By **arranging** the **documents** in a logical order, finding a specific document becomes a lot easier. The folders on your computer have a similar function.

A folder does not only contain files, but can contain other folders as well. A folder that is saved within another folder is called a *subfolder*. You can create as many subfolders as you like, and in each subfolder you can save any number of files and additional subfolders.

In this lesson you will also learn how to work with libraries. The advantage of a library is that you can link folders and files so that they can be displayed all in one place. In this way you can easily find your files.

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

- use *File Explorer* and create a new folder;
- adjust the view of the *File Explorer* window, the folders, and the files;
- copy, move, and delete folders and files;
- create and save a new file;
- change the name of a folder and a file;
- empty the *Recycle Bin*;
- create a compressed folder;
- add and delete files;
- connect a USB stick or external hard drive;
- copy files to a USB stick or external hard drive;
- delete a USB stick or external hard drive;

- create and delete a library;
- about *OneDrive.*

3. Review any necessary background knowledge.

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

- opening and closing programs;
- the Internet;
- email;
- *File Explorer*;
- changing settings.

B Instruction   **1. Present the subject matter.**
Pages 37-77.

2. Help the students learn the material.
See the general lesson structure.

3. Have the students demonstrate the requested techniques.
See the general lesson structure.

4. Give feedback on the demonstrations.
See the general lesson structure.

C Conclusion   **1. Assess the final results of the learning process.**
Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.
Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 78-84.

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).

You can edit various **settings** on a *Windows 10* computer. There are many components on your computer that can be adjusted to suit your own needs and **preferences**. For example, you can check whether there are options available that will make certain elements easier to work with on the computer.

Choosing the right settings for your computer is not just worthwhile because it makes complicated operations easier, but it also prevents you from experiencing negative consequences in the long run. For example, you can set up the mouse in such a way that it is easier to use. This can help prevent your hand or wrist from being overburdened.

In this lesson you will also read how to adjust the **Start menu**, the image of the **lock screen**, and the **desktop background** to suit your own taste.

You can just go ahead and **experiment** with different settings and find out for yourself whether they are an improvement. It is a good thing to know that you can always restore any setting you adjust back to its default state.

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

- how to add program and app tiles to the Start menu;
- how to change the size of the Start menu;
- how to move tiles and create groups in the Start menu;
- about *Settings*;
- how to change the image of the lock screen and desktop background;
- how to set up the mouse;
- how to change the size of letters and icons;
- adjust the screensaver, the sound, and the energy saving settings.

3. Review any necessary background knowledge.

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

- use *File Explorer* and create a new folder;
- adjust the view of the *File Explorer* window, the folders, and the files;
- copy, move, and delete folders and files;
- create and save a new file;
- change the name of a folder and a file;
- empty the *Recycle Bin*;
- create a compressed folder;
- add and delete files;
- connect a USB stick or external hard drive;
- copy files to a USB stick or external hard drive;
- delete a USB stick or external hard drive;
- create and delete a library;
- about *OneDrive*.

B Instruction **1. Present the subject matter.**
Pages 85-110.

2. Help the students learn the material.
See the general lesson structure.

3. Have the students demonstrate the requested techniques.
See the general lesson structure.

4. Give feedback on the demonstrations.
See the general lesson structure.

C Conclusion **1. Assess the final results of the learning process.**
Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.
Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 111-114.

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).

On the **Internet** you can find **information** on a wide variety of topics. You can manage your **bank accounts**, do some **shopping**, play **games**, or make **video calls**. **Security** is essential for computers that are connected to the Internet. There are a number of safety measures you can take yourself.

Edge allows you to set the safety settings by adjusting the security level for **Internet access**, for example. You can indicate which websites are trusted and which websites will get restricted access only. You can also ask *Edge* to block **cookies**, and use the **SmartScreen filter**.

In this lesson you will also read how to save and arrange **favorite websites**, and how to **look up information** on the Internet.

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

- view the security and privacy settings in *Edge*;
- save and arrange favorite websites;
- search efficiently with *Google*;
- assess search results;
- search for information on a comparison website.

3. Review any necessary background knowledge.

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

- how to add program and app tiles to the Start menu;
- how to change the size of the Start menu;
- how to move tiles and create groups in the Start menu;
- about *Settings*;
- how to change the image of the lock screen and desktop background;
- how to set up the mouse;
- how to change the size of letters and icons;
- adjust the screensaver, the sound, and the energy saving settings.

B Instruction **1. Present the subject matter.**
Pages 115-135.

2. Help the students learn the material.
See the general lesson structure.

3. Have the students demonstrate the requested techniques.
See the general lesson structure.

4. Give feedback on the demonstrations.
See the general lesson structure.

C Conclusion **1. Assess the final results of the learning process.**
Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.
Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 136-140.

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).

Are you receiving a lot of **unwanted email** every day? For example, **phishing messages**, **spam**, **hoaxes**, or **chain letters**. Nowadays, many of these types of messages will be blocked by your email service provider, but you can take steps yourself to prevent and delete unwanted email. In this lesson we provide some useful tips on how to do this.

You can order and pay for products and services online in a **webshop**. As you surf the Internet, it may seem amazing how easy it is to buy things right from your armchair, and in most cases, have them delivered to your front door.

There are various ways to **pay** for products and services you buy online. The seller determines the **payment methods** on offer. As a buyer, you need to agree to these methods. It is important to pay attention to the **security issues regarding online payments**, and you need to take the time to read the terms of delivery and warranty.

In this lesson you will learn more about the issues involved in making **online purchases**, such as recognizing a **secure website** and the payment methods being used. You can just read this information as a means to help you make informed decisions. Then you will know what to take into account when you purchase something yourself.

In this lesson, you'll get information on:
(also write this somewhere that's easy for the students to read)

- phishing, spam, hoaxes, and chain letters;
- safe mail behavior;
- safe online shopping;
- payment methods on the Internet;
- identifying a secure website.

3. Review any necessary background knowledge.

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

- view the security and privacy settings in *Edge*;
- save and arrange favorite websites;
- search efficiently with *Google*;
- assess search results;
- search for information on a comparison website.

B Instruction   **1. Present the subject matter.**
Pages 141-183.

2. Help the students learn the material.
See the general lesson structure.

3. Have the students demonstrate the requested techniques.
See the general lesson structure.

4. Give feedback on the demonstrations.
See the general lesson structure.

C Conclusion   **1. Assess the final results of the learning process.**
Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.
Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on page 156.

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).

Facebook is one of the most popular **social networking sites** on the Internet. Since its founding in 2004, there are now over a billion people worldwide using *Facebook* to keep in touch with friends, family and colleagues, and the number keeps growing.
The name *Facebook* is derived from the 'face books' that appear on paper and are used by American universities to help new students and staff quickly get to know one another.

If you want to start using *Facebook* and get to know other members of this popular social network, you will need to sign up first for a **free account**. On *Facebook* this is called a **profile**. You can add personal information to your profile, such as your name, age, occupation, education, and hobbies.

Once you have created your own profile you can **contact other members** on *Facebook*. These may include friends and acquaintances, but also people you have never met before. In this way you can build your own **'social' network**.

In this lesson you will learn how to **register** for a free *Facebook* account and enter the settings for your personal profile. You can read about the various **privacy settings** that can be applied so that you can manually control who is allowed to see your profile information. You will also learn how to **search for friends** on *Facebook* and add **messages** and a **photo album**.

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

- signing up with *Facebook*;
- fill in your profile;
- enter your privacy settings;
- enter your account settings;
- sign off from *Facebook*;
- sign in with *Facebook*;
- search for friends with the Find Friends function;
- search directly for friends and confirm friends;
- view the News Feed;

- post news messages;
- post a message on a friend's timeline;
- add a photo album;
- deactivate your account.

3. Review any necessary background knowledge.

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

- phishing, spam, hoaxes, and chain letters;
- safe mail behavior;
- safe online shopping;
- payment methods on the Internet;
- identifying a secure website.

B Instruction

1. Present the subject matter.
Pages 157-192.

2. Help the students learn the material.
See the general lesson structure.

3. Have the students demonstrate the requested techniques.
See the general lesson structure.

4. Give feedback on the demonstrations.
See the general lesson structure.

C Conclusion

1. Assess the final results of the learning process.
Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.
Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 193 and 194.

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).

Twitter is a **social networking service** that centers on a single question: 'What are you doing at this moment?' *Twitter* users, also called **Twitterers** (or **tweeters**), write **messages (tweets)** and post updates on a wide variety of topics, some more interesting than others. In this way, it is quick and easy to share websites, tips, news and information. For example, people will often want to express their sympathy following an unfortunate news event.

You can easily **keep in touch** with your (grand)children, friends, and acquaintances and stay abreast of each other's activities. You will not need to keep everybody informed by calling them every time. A single message will spread the news among all your followers.

Also, you can use *Twitter* to quickly and easily react to current affairs, for instance, while you are watching a news show or entertainment show on TV. You can also react to things you hear on the radio, or read on a web page, or in a newspaper.

The goal of using *Twitter* is **gathering a network** of people who follow you, or whom you are following yourself.

In this lesson you will learn how to **create an account**, **post tweets**, and **reply to tweets**.

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

- how to create an account;
- to sign in with your *Twitter* account;
- to search for other people with a *Twitter* account;
- to post messages (tweets);
- to reply to tweets;
- to react to a tweet with a mention;
- retweet messages;
- to delete tweets;
- adding pictures to a tweet.

3. Review any necessary background knowledge.

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

- signing up with *Facebook*;
- fill in your profile;
- enter your privacy settings;
- enter your account settings;
- sign off from *Facebook*;
- sign in with *Facebook*;
- search for friends with the Find Friends function;
- search directly for friends and confirm friends;
- view the News Feed;
- post news messages;
- post a message on a friend's timeline;
- add a photo album;
- deactivate your account.

B Instruction   **1. Present the subject matter.**
Pages 195-212.

2. Help the students learn the material.
See the general lesson structure.

3. Have the students demonstrate the requested techniques.
See the general lesson structure.

4. Give feedback on the demonstrations.
See the general lesson structure.

C Conclusion   **1. Assess the final results of the learning process.**
Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.
Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 213-218.

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).

Skype is a program that enables you to make **free phone calls** over an Internet connection.

You can use *Skype* to make a phone call to other ***Skype* users**, when they are online. During a call, you speak into a microphone and you hear the other person's voice through your head phones or your computer's speakers.

If you have a **webcam**, you can make a video call instead of a regular phone call. You will be able to see each other through the webcam. This makes it very easy to communicate with distant family members or even nearby friends and colleagues.

This service is **available throughout the entire world**. The location of your contact is of no importance, the only requirement is that both parties have a **fast Internet connection** and the **free *Skype* program** is already installed.

In this lesson, you will learn how to download *Skype* for free, and create a ***Skype* account**. Next, you will learn how to make a video call.

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

- download and install the *Skype* program;
- create a *Skype* account;
- sign in with *Skype*;
- add contacts;
- set up the image and sound;
- run a sound check;
- make a video call with a contact.

3. Review any necessary background knowledge.

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

- how to create an account;
- to sign in with your *Twitter* account;
- to search for other people with a *Twitter* account;
- to post messages (tweets);
- to reply to tweets;
- to react to a tweet with a mention;
- retweet messages;
- to delete tweets;
- adding pictures to a tweet.

B Instruction   **1. Present the subject matter.**
Pages 219-239.

2. Help the students learn the material.
See the general lesson structure.

3. Have the students demonstrate the requested techniques.
See the general lesson structure.

4. Give feedback on the demonstrations.
See the general lesson structure.

C Conclusion   **1. Assess the final results of the learning process.**
Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.
Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 240-242.

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).

Picasa, the **photo editing program** from *Google*, has become very popular. Not only is it available as a **free download**, it is loaded with **many options** and is **simple** to use. It also lends a feeling of extra security, knowing that no matter how many edits you make in *Picasa*, your original photos will always be preserved.

In this lesson you will learn all of the **basic operations** necessary for **simple photo editing**. *Picasa* allows you to adjust and correct photos that you ordinarily would have deleted because of a mistaken exposure or a slanted subject. In many cases the corrections are so successful that you can even **print** the photo, or use it in a **slideshow**.

Picasa uses its own system for **sorting photos**. You will see how this works by looking at the *Library*. The advantage of this, is that you can see all the folders with photos and other images right away.

In this lesson you will get acquainted with *Picasa*. You will soon discover that photo editing can be quite simple and easy.

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

- download and install *Picasa*;
- manage *Picasa* folders;
- work with the *Library* and create albums;
- view, move, and delete photos;
- automatically correct, contrast, color, and exposure using automatic correction;
- adjust shape and size of a photo, and straighten a skewed photo;
- correct red eye;
- create a web album.

3. Review any necessary background knowledge.

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

- download and install the *Skype* program;
- create a *Skype* account;
- sign in with *Skype*;
- add contacts;
- set up the image and sound;
- run a sound check;
- make a video call with a contact.

B Instruction   **1. Present the subject matter.**
Pages 243-271.

2. Help the students learn the material.
See the general lesson structure.

3. Have the students demonstrate the requested techniques.
See the general lesson structure.

4. Give feedback on the demonstrations.
See the general lesson structure.

C Conclusion   **1. Assess the final results of the learning process.**
Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.
Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 272-274.

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).

In this lesson you will learn the **basic operations** for **editing videos**. First, you will need to place the videos on your computer. This is called *importing*.

Modern digital (HD) cameras, cell phones, iPads and other tablets can be connected to your computer with a **USB cable**, or you can import files from a **memory card.** The computer will treat the camera, cell phone, iPad or other tablet in the same way as an external hard disk drive. If your device is not recognized, you may need to install a device driver first; the driver program is usually supplied by the device's manufacturer. It may also be found on a CD or DVD that has been supplied with the product, or on the manufacturer's website.

Once you have imported the video material, the next step is to **arrange** the recordings so that they become an ongoing story. The first recording you made does not necessarily need to be placed at the beginning of the film. And you may not want to include all of your recorded material. You may even want to crop some scenes from the beginning or end of the video, or even from the middle section.

In this lesson you will learn how to use the options and functions in *Movie Maker*. We have used practice files for the examples in this book. These practice files consist of short clips of an African safari, and a piece of music that was played during a ride in a minibus. This is a quick and efficient method for getting to know the basics of working with *Movie Maker*. If you prefer, you can also start working directly with your own video files.

Once you have **edited the material**, you can **save** the film on your computer and upload it to the *YouTube* video website.

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

- download and install *Movie Maker*;
- import video files to the computer;
- add video files;

- save a project;
- delete a video;
- crop videos;
- add effects, transitions, and music;
- save the film on your computer;
- upload the film to *YouTube*.

3. Review any necessary background knowledge.

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

- download and install *Picasa*;
- manage *Picasa* folders;
- work with the *Library* and create albums;
- view, move, and delete photos;
- automatically correct, contrast, color, and exposure using automatic correction;
- adjust shape and size of a photo, and straighten a skewed photo;
- correct red eye;
- create a web album.

B Instruction **1. Present the subject matter.**
Pages 275-303.

2. Help the students learn the material.
See the general lesson structure.

3. Have the students demonstrate the requested techniques.
See the general lesson structure.

4. Give feedback on the demonstrations.
See the general lesson structure.

C Conclusion **1. Assess the final results of the learning process.**
Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.
Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 304-308.

Eleventh Meeting

A Introduction 1. Make sure the students are ready for class to begin.
See the general lesson structure.

2. Explain this lesson's objectives.

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

Security is essential for all computers connected to the **Internet**. A good security system minimizes the risk of acquiring *viruses* or other **harmful software** on your computer. A virus is a program that tries to distribute itself from one computer to another, and causes damage by deleting or damaging data. Another type of virus will annoy users by displaying **unwanted messages**, or alter the information that is displayed on screen.

It can be very frustrating to work on a computer that has been infected with a virus. Not just for you, but for others too. If your computer is infected, it may infect other computers too. This happens without you noticing it, for example, when you send an email or a (chat) message, or when you share files from a CD, DVD, Blu-ray disk, external hard drive, or USB stick. You are responsible for the security of the computer you work on as a user. With a recently updated *antivirus program* you can make sure that your computer is regularly scanned for viruses or other harmful software.

After a period of time, you will probably have installed new programs to your computer. Among these may be programs you no longer use. It is wise to **uninstall the programs** you no longer use. This not only helps to free up space but keeps your computer better organized.

Finally, we want to mention how important **backups** are. You have many personal files stored on your computer. For instance, precious photos of important moments in your life, important documents, addresses, and favorite websites. You can easily create a backup copy of these files. You need to store a safety copy somewhere outside of the computer, in a secure location. This is an effective method of preventing the loss of important data if your computer malfunctions one day.

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

- update *Windows* and apps;
- scan your computer with an antivirus program;
- remove programs in the correct way;

- clean up your hard disk;
- create a backup copy of the entire content of your computer;
- create a backup copy of your personal files.

3. Review any necessary background knowledge.

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

- download and install *Movie Maker*;
- import video files to the computer;
- add video files;
- save a project;
- delete a video;
- crop videos;
- add effects, transitions, and music;
- save the film on your computer;
- upload the film to *YouTube*.

B Instruction **1. Present the subject matter.**
Pages 309-338.

2. Help the students learn the material.
See the general lesson structure.

3. Have the students demonstrate the requested techniques.
See the general lesson structure.

4. Give feedback on the demonstrations.
See the general lesson structure.

C Conclusion **1. Assess the final results of the learning process.**
Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.
Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on pages 339-340.

6. Other Course Material

Each Visual Steps book is also optimized for classroom use.

If you would like to be informed about the Visual Steps books, please sign up for the Visual Steps newsletter. Our newsletter will inform you about forthcoming books, additional chapter supplements, tips and tricks, special offers and more. Your details will not be used for any purpose other than to send you our newsletter and each newsletter contains a one-click link, allowing you to unsubscribe at any time.

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