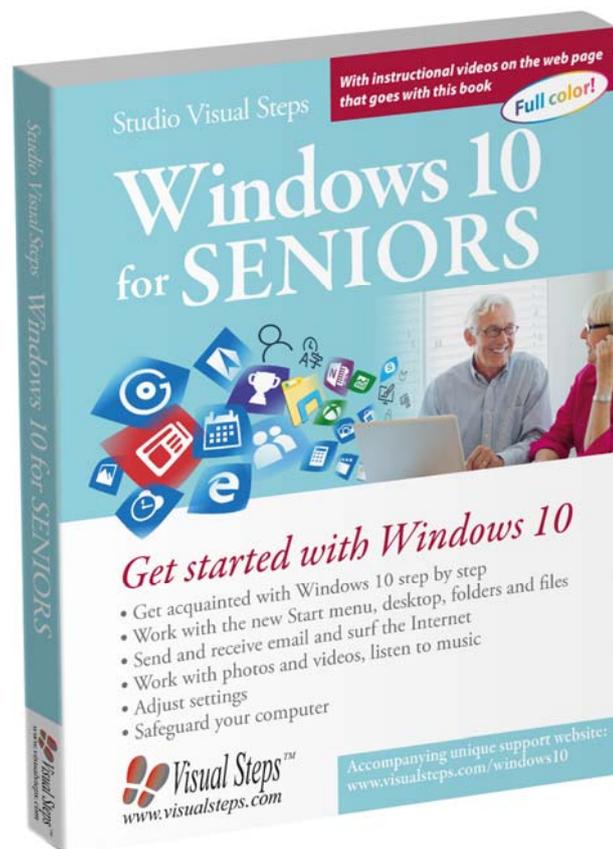


Teachers' Manual

for

Windows 10 for Seniors



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 **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 seven 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. Or you can combine some lessons if you want to.

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

For the book we assume your students have some computer skills and can work with *Windows 8.1* or *Windows 7*. These are the basic skills your students need to have:

- starting up and shutting down *Windows*;
- clicking the mouse;
- opening and closing programs;
- typing text;
- opening web pages;
- sending and receiving emails;
- adjusting setting on the computer.

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 Bonus Online Chapters.

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, and a music CD.

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 seven lessons, covering Chapters 1 through 7.

Lesson 1 Chapter 1 Starting Windows 10

Lesson 2 Chapter 2 Opening, Editing and Saving Documents

Lesson 3 Chapter 3 Folders, Files and Libraries

Lesson 4 Chapter 4 Surfing the Internet

Lesson 5 Chapter 5 Working with Mail

Lesson 6 Chapter 6 Introduction to Photos, Video and Music

Lesson 7 Chapter 7 Useful Settings and Security

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).

Over the last thirty years **Microsoft**, the manufacturer of **Windows**, has issued various versions of *Windows*. **Windows 10** is the **latest version**.

In all the *Windows* versions prior to *Windows 8*, the **desktop screen** was the place where you started after logging on to your computer. This changed in *Windows 8*, and the new **Start screen** became the starting point. Many users were not happy with this. They missed their old, familiar desktop. So in *Windows 10* the **desktop** and the popular **Start menu** have returned. The new desktop also includes the **taskbar**, the **system tray** and **icons for popular programs**.

Another **new feature** in *Windows 8* were the **apps**. Originally, apps were programs for mobile devices, such as smartphones and tablets. But you can also use apps in *Windows 10*. The difference between apps and programs is less apparent in *Windows 10*. Both are opened up and used within a window.

The new **Task View** feature is a useful addition to *Windows 10*. It lets you quickly see which windows are open and you can easily switch to another window.

The **search function** is also a new addition to the taskbar. This function not only lets you search for a specific program, app or setting in *Windows*, you can also start a search on the Internet right away.

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

- start *Windows 10*;
- use the desktop;
- open a program or app using the search function;
- use the ribbon;
- maximize and minimize windows;
- use the Start menu to open a program or app;
- restore a window with the taskbar button;
- use Task View;

- close a program or app;
- open a program or app from a tile;
- lock, sign out or turn off the computer.

3. Review any necessary background knowledge.

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

B Instruction 1. Present the subject matter.

Pages 19-44.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

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

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

Have the students do the practice exercise ***Opening and Closing*** on page 45. They may use ***Appendix A "How Do I Do That Again?"***

Have the students do the practice exercise ***Using Maps*** on page 46. They may use ***Appendix A "How Do I Do That Again?"***

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 47-54.

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).

It is very easy to **edit text** on a computer. This is one of the reasons why computers have become so popular. No endless re-typing, no correction fluid or tape is needed; with a computer you can produce flawless letters, reports, and many other types of documents. You can make a few slight changes to a previously written text and use it over and over again. The newly edited text can then be sent to a large number of readers or recipients. You can also save an unfinished text if you want to stop working, and finish it later on. If you are satisfied with the changes made to a certain bit of text, you can choose to have it printed.

In this lesson you will **compose a letter** in *WordPad*, **save** this letter to your computer, and **open** it again. In this way you will learn all the actions needed for **creating a file**, **saving** it, and **opening** it on a *Windows 10* computer. You can use these skills later on with many other types of files.

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

- adjust the font and the font size;
- undo an action;
- insert an image;
- save a document;
- re-open a document;
- print;
- save changes;
- open a new document;
- select and move text;
- edit text.

3. Review any necessary background knowledge.

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

- start *Windows 10*;
- use the desktop;
- open a program or app using the search function;
- use the ribbon;
- maximize and minimize windows;
- use the Start menu to open a program or app;
- restore a window with the taskbar button;
- use Task View;
- close a program or app;
- open a program or app from a tile;
- lock, sign out or turn off the computer.

B Instruction 1. Present the subject matter.

Pages 55-73.

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 **Save changes** on page 74. They may use **Appendix A “How Do I Do That Again?”**

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 75-86.

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 window of **File Explorer** has changed in *Windows 10*. Depending on the *Windows* version you were previously using, you will notice this to a certain extent. Starting with *Windows 8*, the **ribbon** was a new feature in *File Explorer*, which meant that the **commands and functions** were distributed among the **tabs**. This is the same in *Windows 10*.

Besides working with the **folders** and **files** on your computer, you will also work with **libraries**. In a library, you can link folders and files. Then these folders and files will be displayed in the library. In this way you can easily find your files.

Just like in previous *Windows* versions, a number of **default folders** and libraries have already been created in *Windows 10* too. These are the following folders, among others: *Documents*, *Pictures*, *Music*, *Videos*, and *Downloads*. The default libraries are: *Documents*, *Pictures*, *Camera Roll*, *Saved Pictures*, *Music*, and *Videos*. You can use these folders and libraries to arrange your files.

In this lesson you will learn where to find the well-known commands for **creating** a new **folder**, for example, for **moving documents**, **deleting files**, and **changing the view of the window**. You will also get to know the option for **creating a library**.

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

- use the window of *File Explorer*;
- change the display of the window;
- create a new folder and a new file;
- move a file, copy it to another folder, and delete it;
- change the name of a folder or file;
- empty the *Recycle Bin*;
- copy a file to a USB memory stick;
- create and delete a library.

3. Review any necessary background knowledge.

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

- adjust the font and the font size;
- undo an action;
- insert an image;
- save a document;
- re-open a document;
- print;
- save changes;
- open a new document;
- select and move text;
- edit text.

B Instruction 1. Present the subject matter.

Pages 87-118.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

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

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

Have the students do the practice exercise ***Opening File Explorer Windows*** on page 119. They may use ***Appendix A “How Do I Do That Again?”***

Have the students do the practice exercise ***Creating a New Folder*** on page 119. They may use ***Appendix A “How Do I Do That Again?”***

Have the students do the practice exercise ***Copying Files*** on page 119. They may use ***Appendix A “How Do I Do That Again?”***

Have the students do the practice exercise ***Renaming a File*** on page 120. They may use ***Appendix A “How Do I Do That Again?”***

Have the students do the practice exercise ***Creating a Library*** on page 120. They may use ***Appendix A “How Do I Do That Again?”***

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 121-128.

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).

For many years, *Internet Explorer* was the **default Internet browser** that came with the *Windows* operating system. This is no longer the case in *Windows 10*. *Internet Explorer* has been replaced by a new browser called **Edge**. The main reason for this replacement is that *Internet Explorer* is outdated and cannot compete with the more recent Internet browsers any longer. *Edge* is a **faster browser** than *Internet Explorer*.

Internet Explorer is still available *Windows 10*, but will probably not be supported by Microsoft after a while. This means there will be no more updates, which may lead to security issues when using this browser.

In this lesson you will learn how to **work with Edge**. Some options and functions will look familiar to you because they are similar to *Internet Explorer* while others may need to be reviewed once more. There are also several new options available.

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

- open *Edge*;
- open a website;
- zoom in and zoom out;
- save a web address;
- arrange your favorites;
- print a web page;
- work with tabs;
- use the reading list;
- use the reading view;
- take notes;
- set a home page;
- view the browser history;
- delete the browser history;
- use the security and privacy settings in *Edge*.

3. Review any necessary background knowledge.

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

- use the window of *File Explorer*;
- change the display of the window;
- create a new folder and a new file;
- move a file, copy it to another folder, and delete it;
- change the name of a folder or file;
- empty the *Recycle Bin*;
- copy a file to a USB memory stick;
- create and delete a library.

B Instruction 1. Present the subject matter.

Pages 129-156.

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 SeniorNet Favorite* on page 157. They may use **Appendix A “How Do I Do That Again?”**

Have the students do the practice exercise *Tabs* on page 157. They may use **Appendix A “How Do I Do That Again?”**

Have the students do the practice exercise *Use the Reading View* on page 158. They may use **Appendix A “How Do I Do That Again?”**

Have the students do the practice exercise *Take Notes* on page 158. They may use **Appendix A “How Do I Do That Again?”**

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 159-172.

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).

Mail is an app that lets you **send** and **receive electronic mail**, quickly and easily. In this lesson you will learn how to use this app. You will discover how easy it is to use *Mail*.

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

- set up an email account;
- create an email message;
- send, receive, open, and reply to an email;
- delete email messages;
- send, open, and save attachments;
- change the signature.

3. Review any necessary background knowledge.

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

- open *Edge*;
- open a website;
- zoom in and zoom out;
- save a web address;
- arrange your favorites;
- print a web page;
- work with tabs;
- use the reading list;
- use the reading view;
- take notes;
- set a home page;
- view the browser history;
- delete the browser history;
- use the security and privacy settings in *Edge*.

B Instruction 1. Present the subject matter.

Pages 173-195.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

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

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

Have the students do the practice exercise ***Creating an Email Message*** on page 196. They may use ***Appendix A “How Do I Do That Again?”***

Have the students do the practice exercise ***Deleting an Email Message*** on page 196. They may use ***Appendix A “How Do I Do That Again?”***

Have the students do the practice exercise ***Sending With Attachment*** on page 196. They may use ***Appendix A “How Do I Do That Again?”***

Have the students do the practice exercise ***Viewing the Attachment*** on page 197. They may use ***Appendix A “How Do I Do That Again?”***

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 198-212.

Sixth Meeting

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

See the general lesson structure.

2. Explain this lesson's objectives.

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

In this lesson you will be introduced to a few of the options offered by *Windows 10* for **working with photos, video, and music**.

Many people have large collections of digital photos stored on their computer. You can open these photos in the **Photos app**, and view them one by one, or in a more creative way as a **slideshow**. If a photo is upside down, you can **rotate** it in *Photos*. You will also see how to **crop a photo**, and read about the other **photo editing options** available in this app.

Windows 10 also offers various options for **sharing your photos** with others. We will show you how to use the *Photos* app to **print** your photos or send them as attachments in an **email**.

Do you have photos stored on your digital camera? In this lesson you will learn how to **transfer these photos** to your computer.

You will also become acquainted with the **Movies & TV app** and **Windows Media Player**. You can **play** your **video files** with *Movies & TV* and **listen to music** on a CD with your computer using *Windows Media Player*.

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

- view photos in *Photos*;
- rotate a photo;
- crop a photo;
- use other photo editing options;
- view a slideshow;
- print and email photos;
- connect your digital camera to the computer;
- import photos from your digital camera;
- play a video file in the *Movies & TV* app;
- play a CD in *Windows Media Player*.

3. Review any necessary background knowledge.

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

- set up an email account;
- create an email message;
- send, receive, open, and reply to an email;
- delete email messages;
- send, open, and save attachments;
- change the signature.

B Instruction 1. Present the subject matter.

Pages 213-238.

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 ***View a Photo and a Slideshow*** on page 239. They may use ***Appendix A “How Do I Do That Again?”***

Have the students do the practice exercise ***Play a Video*** on page 239. They may use ***Appendix A “How Do I Do That Again?”***

Have the students do the practice exercise ***Play a Music CD*** on page 240. They may use ***Appendix A “How Do I Do That Again?”***

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 241-246.

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).

In *Windows 10* you can also **adjust many components** of your computer and set them up according to your **own needs** or **preferences**, just like in previous *Windows* versions. In this lesson you can learn how to **adapt** the **lock screen** and **desktop** to your own personal taste. Just go ahead and experiment a bit, and see if the new settings suit you. All the settings you change can easily be restored to their original state, so do not be afraid to try things.

Good security measures are essential to computers that are connected to the Internet. As a computer user, you are responsible for the security of your own computer. A good **security system** reduces the risk of introducing **viruses** or **other harmful software** on your computer. *Windows 10* helps you to get the job done with **Windows Defender**. This is a program that offers complete protection against computer viruses and other types of unsolicited software. In this lesson you will read how the **real-time protection** functions of *Windows Defender* protect your computer, and how you can **scan your computer** for viruses or other harmful software.

The **Security and Maintenance window** is another security tool in *Windows 10*. In the *Security and Maintenance* window you can check the security settings for *Windows 10* on your computer and change them, if necessary.

You have the possibility of **creating multiple desktops** in *Windows 10*; this is a feature that was originally designed for mobile devices. With this option you can easily group programs and apps on a desktop, and keep *Windows* well-ordered.

**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*;
- about *Windows Update*;
- how to update apps;

- how to create multiple desktops;
- how to change the image of the lock screen and desktop background;
- how to change the size of letters and icons;
- how to set up the screensaver;
- how to adjust the power options;
- more about the *Notification* window and *Notification* center;
- how to view the *Security and Maintenance* window;
- about *Windows Firewall*;
- how to scan your pc for malware with *Windows Defender*.

3. Review any necessary background knowledge.

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

- view photos in *Photos*;
- rotate a photo;
- crop a photo;
- use other photo editing options;
- view a slideshow;
- print and email photos;
- connect your digital camera to the computer;
- import photos from your digital camera;
- play a video file in the *Movies & TV* app;
- play a CD in *Windows Media Player*.

B Instruction 1. Present the subject matter.

Pages 247-283.

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 284-290.

5. 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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