



## Lesson Plan, Windows 11 with JAWS Lessons 1-3

For participants who wish to use this lesson plan without an instructor there are two suggestions from the author:

- A. If you are computer savvy and feel comfortable with making some basic changes to Windows 11 on your own, feel free to work through lessons one through three in their entirety.
- B. If you are a beginning student, or perhaps not comfortable with making changes to your PC without having someone more technically inclined to assist, you may skip lessons two and three until you have someone to help you with those changes. Go on to lesson four after completing lesson one, and then come back later to make the changes recommended in lessons two and three.

### Objectives & Outcomes

Students will be able to identify, describe, define, and/or perform the steps outlined below:

#### Lesson One

- The Windows desktop in broad terms
- At least two of the major changes introduced in Windows
- At least five of the different elements that compose the Windows 11 user interface
- At least four of the different vocabulary terms listed in the *Windows 11 with JAWS Vocabulary List* included as one of the resources in these lessons

#### Lesson Two

- Change permissions to allow downloads from anywhere, instead of just the Microsoft Store

#### Lesson Three

- Permanently unhide some of the most used System Tray icons so they always appear visually in the Taskbar overflow area

### Materials Needed

- Internet access and a computer with a full-sized keyboard and Windows 11 installed

- Sufficient administrative privileges on the PC to make changes to Windows settings
- Headsets for those who wish to use a screen reader for speech output.

JAWS, NVDA, or Windows Narrator may be used if desired and are not required to participate in the lessons. However, if these tools are not used, advise participants that they will hear JAWS speech output in the recordings of the instructor's PC. The speech output from JAWS is to be viewed primarily as an auditory resource (i.e., a describer of the events happening on the PC) for the purposes of these lessons. However, the lessons are written from a keyboard-user perspective and work well with screen reading software. Participants who use or require screen reading software are encouraged to participate and should be allowed to install the assistive technology of their choice, if possible.

Prepare handouts for the class ahead of time:

- Print or braille copies and/or transcripts for participants
- ***Windows 11 with JAWS Vocabulary List***

## Opening to Lesson

The instructor should begin by asking the student or participants some general questions about their experience with Windows (and PCs in general). These might include some of the following:

- What is Windows 11?
- How do you use Windows 11 now?
- If you have used Windows, do you have a game or other app you use, and if so, what is it and how often do you use it or play?
- Are you aware that Windows is used in many schools, universities, and offices?
- Do your family members use Windows for work, school, or other reasons?
- Discuss with the class how people depend on apps that run in Windows to do their jobs, get their education, and more.

Also, during the first morning, give the students a copy of the ***Windows 11 with JAWS Vocabulary List***. Discuss it in broad terms, and make sure to let the students know they will learn these terms later, and not to worry about them now other than to just get an overview.

Mention and read the definitions of four of the more common vocabulary terms, such as the following:

- Desktop List View
- Start menu
- Taskbar
- And System Tray

Discuss these in broad terms with the participants.

## **Body of Lessons 1 - 3**

Make sure each student has a computer to use for the lessons. Also, make sure students wear a headset if they are using a screen reader for speech output.

### **Lesson One**

Explain the assignment to students:

Open lesson one and watch the video while reviewing the online notes or transcript for the lesson. Explain that they will have 10 minutes to view the YouTube video, which is 06:18 in length.

After the time is finished, ask the students their impressions of the video and what they learned while watching it.

Discuss the responses.

Identify some of the elements the students think they need to work more with.

Have students list the positive benefits of things they see in the new version of Windows.

### **Lesson Two**

Explain the assignment to students:

Open lesson two and watch the video while reviewing the online notes or transcript for the lesson. Explain that they will have 6 minutes to view the YouTube video, which is 03:06 in length.

After the time is finished, ask the students their impressions of the video and what they learned while watching it.

Discuss the responses.

### **Independent Practice**

Have each student follow the instructions in lesson two to make the changes needed to allow downloads from anywhere, instead of just the Microsoft Store.

Float around the room and assist those in need.

### **Lesson Three**

Explain the assignment to students:

Before beginning this lesson, discuss with each student the apps they use personally which might benefit them by being displayed permanently in the System Tray. Some examples include:

- Assistive Technology (AT) app icons, such as JAWS, NVDA, ZoomText, etc. While having these icons pinned there may not be needed by the AT software itself, it can be helpful to sighted instructors, parents, or anyone else who may need to assist the end user to have them visible and easily accessed via a single right mouse click.
- App icons for those apps used often by the student that appear in the "Taskbar corner overflow show all settings" area under Taskbar settings in Windows 11 (reference lesson notes). These might include Skype, Microsoft Teams, access to games or printer apps, and more. This will depend also on what is installed on the PC.

Open lesson three and watch the video while reviewing the online notes or transcript for the lesson. Explain that they will have 15 minutes to view the YouTube video, which is 07:05 in length.

After the time is finished, ask the students their impressions of the video and what they learned while watching it.

Discuss the responses.

### **Independent Practice**

Have each student follow the instructions in lesson three to make the changes needed to enable at least one app to appear permanently in the Taskbar corner overflow area.

Float around the room and assist those in need.

### **Closing**

Thank the students for participating. Discuss the things they want to work on going forward. Engage them with a discussion of apps of their interest in the Windows environment. Finally, encourage students to move on to lesson four when they are ready.