



Lesson Plan, Windows 11 with JAWS Lesson 4

As you introduce this lesson to students be sure to let them know that the use of basic gestures in Windows is a necessary skill for them to add to their repertoire.

While the use of gestures may not be required on a daily or routine basis, there may be times when they are confronted with having to use only gestures on a Windows touch screen device that has no other method of input. This is especially true for teachers of the visually impaired (TVIs) or other assistive technology (AT) instructors. As an instructor, you should be able to switch between Windows and JAWS gestures quickly and easily as you walk around the room assisting students.

Objectives & Outcomes

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

- State the gesture to toggle between Windows gestures and JAWS gestures when JAWS is running
- List at least three commonly used JAWS gestures
- List at least two commonly used Windows gestures

Materials Needed

- Internet access (optional)
- Touch screen computer with a full-sized keyboard (or a tablet)
- Windows 11 with JAWS installed
- Headsets
- Handouts (see below)

For this lesson, JAWS should be used since the gestures covered are mostly JAWS gestures and not Windows gestures. However, if some participants choose not to use JAWS, advise them 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.

Handouts

Prepare print, electronic, and/or braille copies of handouts for the class ahead of time:

- **Lesson text** (accessible PDF - use on class PCs or print, etc.)
- **Vocabulary List for Lesson Four** (accessible PDF)
- **Gestures To Discuss for Lesson Four** (accessible PDF)

Opening to Lesson

The instructor should begin by asking the student or participants some general questions about their experience with gestures, including:

- What other devices do they use with gestures (phone, games, etc.)?
- Are the gestures across those devices similar, different, or somewhat the same?
- Do you use gestures for typing? If so, on what devices and why?
- Would you want to use mostly gestures for work or school purposes, or would you prefer a keyboard or other form of input.
- Discuss alternate input methods such as mice or trackballs, puff and other switch devices, voice dictation, etc.

Give the students handouts as well as any other materials. Discuss them in broad terms, and make sure to let the students know they will learn these terms during the lesson, 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:

- Taps
- Flicks
- Swipes
- Pinches

Discuss these in broad terms with the participants.

Body of Lesson

Make sure each student has a computer or tablet with JAWS installed to use for the lessons.

Explain the assignment to students:

- Open lesson four 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 [09:21] 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 gestures the students think they need to work more with.
- Have students list the positive benefits of knowing some basic gestures for JAWS and/or Windows.

Independent Practice

Have each student follow the instructions in lesson four beginning with one-finger flicks left and right.

Introduce students to some common of the common Windows gestures mentioned in the *Gestures to Discuss for Lesson Four* handout including the following, and give them a chance to practice using them:

- Minimize apps and move to the Windows desktop
- Switch between open apps
- Task view

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 gestures and other forms of input. Finally, encourage students to move on to lesson five when they are ready.