



## Lesson Plan, Windows 11 with JAWS Lesson 8

As you introduce this lesson to students be sure to let them know they should use the keyboard and not the mouse. Mouse users should be encouraged to hover the mouse over different objects to view available tooltips and for orientation but encourage them to use the keyboard as an alternative, and faster way to accomplish certain tasks.

### Objectives & Outcomes

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

- Understand the concept, location of, and navigate to the pinned area of the Start menu.
- Explore the apps pinned to the Start menu on your computer, noting their position in the list
- Add and remove pinned buttons to the Start menu
- Arrange buttons in the Start menu using the keyboard or mouse

### Materials Needed

- Internet access (optional)
- Computer with a full-sized keyboard (provide USB or wireless full-sized keyboards for any laptop computer users)
- Windows 11 installed
- Screen reader installed (JAWS, NVDA, etc.), optional but recommended for visual highlighting as well as voice output of control types
- Headsets
- Handouts (see below)

For this lesson, JAWS or other screen readers may be used if desired. If you plan to install JAWS ahead of time on computers in a lab setting, please review the ***dSurf* recommended JAWS settings for classroom environments** document for helpful suggestions.

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. JAWS 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 for Lesson Eight** (accessible PDF - use on class PCs or print, etc.)
- **Vocabulary List for Lesson Eight** (accessible PDF)

## Opening to Lesson

The instructor should begin by asking the student or participants some broad questions about their experience with the Windows 11 Taskbar, including:

- Why does it matter which apps are pinned to the Start menu?
- Why does it matter which order the pinned apps occupy on the Start menu?
- Which apps would you like to see at the top of the Start menu?

Give the students handouts as well as any other materials. Discuss the handouts 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:

- Application Key
- Context Menu
- Pinned Section of the Start Menu

Discuss these in broad terms with the participants.

## Body of Lesson

Make sure each student has a computer (with JAWS installed, optional) to use for the lessons.

Explain the assignment to students:

- Open lesson eight and watch the video while reviewing the online notes or transcript for the lesson. Explain that they will have 20 minutes to view the YouTube video, which is [12:04] in length.
- After the time has elapsed, ask the students their impressions of the video and what they learned while watching it.
- Discuss the responses.
- Identify some of the tasks the students think they need to work more with.

- Have students list the positive benefits of rearranging the apps pinned to the Start menu.

## **Independent Practice**

Have each student follow the instructions in lesson eight beginning with an exploration of the pinned apps on the Start menu of the PC they are using. Have the participants write down or make note of the order of the buttons on the top part of the Start menu.

Next, have the students follow the instructions for removing a pinned app to the Start menu.

Third, have the students follow the instructions to pin an app to the Start menu using an icon on the desktop of their PC.

Next, ask the students to follow the instructions to pin an app to the Start menu using the Windows list of apps.

Finally, work with the students to help them follow instructions to arrange the pinned items on the Start menu.

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 the benefits of having icons they use often pinned to the top of the Start menu. Finally, encourage students to move on to lesson nine when they are ready.