Lesson Plan, Windows 11 with JAWS Lesson 10

As you introduce this lesson to students be sure to let them know they may use a mouse or the keyboard. Instructions are given for both techniques.

Objectives & Outcomes

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

- Describe how the snap layout grid and snap groups appear visually to others
- The concept behind the use of snap groups
- Use snap assist to create groups more easily
- Describe at least two of the more commonly used snap layouts
- Use a mouse or keyboard to add apps to a snap group
- Use a mouse or keyboard to explore and use the task switcher lists for snap groups on the Taskbar

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. 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, part of the lesson is written from a keyboard-user perspective and works 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 Ten** (accessible PDF – use on class PCs or print, etc.)
- **Vocabulary List for Lesson Ten** (accessible PDF – use on class PCs or print, etc.)

Opening to Lesson

The instructor should begin by asking the students or participants some broad questions about their experience with the new Windows 11 snap layouts, including:

- What is the need for grouping windows together on one screen in the first place?
- Who might use snap groups and when? (Example: You are attending a meeting with a group of peers, either physically in a conference room or virtually. The person just before you used a snap group on her PC to get the attention of the audience. Three apps were used to give visuals for sales figures in one window, market trends for different regions of the country in a second window and plans for future growth of sales in the third window.)
- Has anyone used snap techniques in earlier versions of Windows? (Snap layout grids are new in Windows 11 but snapping apps with the keyboard has been around for a while.)

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 three of the more common vocabulary terms, such as the following:

- Snap layout
- Snap assist
- Snap group

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 ten and watch the video while reviewing the online notes or transcript for the lesson. Explain that they will have 30 minutes to view the YouTube video, which is [14:28] 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 and answer any questions.
- Identify some of the tasks the students think they need to work more with.

Methodology

Some suggestions for your training, depending on time available, include:

A. Allow participants to choose either of the following:

- Mouse instructions begin at [01:59] in the video and last approximately four minutes.
- Keyboard instructions begin at [06:05] in the video and last just under seven minutes.

B. Plan to go through the entire lesson with the whole group of participants.

Independent Practice

Have each participant follow the instructions in lesson ten for either method A or B above, depending on your lesson plans.

Float around the room and assist those in need.

Video Heading Times (4 headings):

YouTube Video, Snap Layouts, Snap Assist, and Snap Groups in Windows 11
https://youtu.be/RQ3F78qzl30

00:55 Introduction

01:59 Mouse User Instructions

06:06 Keyboard User Instructions

12:50 Snap Windows Settings

Closing

Thank the students for participating. Discuss the things they want to work on in future training. Engage them with a discussion of the benefits of the new snap layouts in Windows 11.