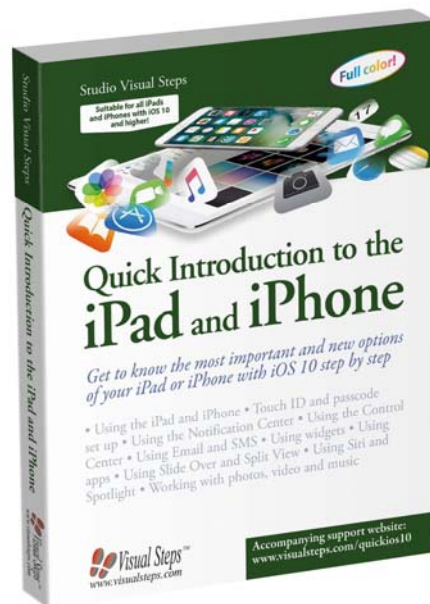


# Teachers' Manual

for

## Quick Introduction to the iPad and iPhone



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 **Visual Steps**<sup>TM</sup>  
[www.visualsteps.com](http://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 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.

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

No previous knowledge is assumed for this course, but some knowledge of working with a tablet or smartphone, might come in handy.

## 3. General

It is assumed that the students participating in the course already have an *Apple ID*. If that is not the case, they can create one by visiting the web page:  
<https://appleid.apple.com/account>

One of the subjects discussed in Chapter 2 is how to set up an email account. It is very likely that the students already have an account set up. But if they do not, be sure to have them bring their provider information such as email address, username and password to class, where an account can be set up there.

In Chapter 5 we discuss how to transfer music from a computer to an iPhone or iPad. In addition, we discuss Apple's streaming music service called *Apple Music*. We demonstrate how to use this service by means of a free 3 month trial version. To start a trial version, an Apple ID is necessary and credit card details need to be associated with the account. If a student does not have a credit card or does not wish to use their credit card details, they can just read through this particular section.

## 4. Lesson Plan

There are five lessons, covering Chapters 1 through 5.

**Lesson 1** Chapter 1 Using the iPad and iPhone

**Lesson 2** Chapter 2 Mail, SMS and Messages

**Lesson 3** Chapter 3 Apps

**Lesson 4** Chapter 4 Photos and Video

**Lesson 5** Chapter 5 Music and Apple Music

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).**

**iOS 10** is Apple's latest operating system for the iPad and iPhone. At first glance, things may look very similar to the previous **iOS 9** version. But you will soon encounter a variety of options and accessories that can make working with your device a lot faster, more convenient and comfortable.

Once you have installed the update, you will notice this right away. **Unlocking the iPad or iPhone** is done in a different way as the 'Slide to Unlock' feature has been eliminated and **Touch ID** now plays a bigger role. You will also see a **new Home app** on your screen.

Changes to the **Notification Center** allow **greater interaction with apps and 3D Touch sensitivity**. A new **Widgets panel** can also be activated by swiping to the right.

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

- unlock your device;
- install a new background;
- search through the settings;
- turn off motion;
- look for updates;
- set up and use Touch ID and a passcode;
- work with the *Notification Center* and the *Control Center*;
- turn on the *Do Not Disturb* feature.

### 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 11-32.

### 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** Tips on pages 33-34.

## 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).**

Your iPhone and iPad are equipped with an email app called **Mail**. *Mail* lets you **write, send and receive email**. In this lesson you can learn how to **set up your email account** for email addresses from Outlook.com. These include email addresses ending with outlook.com or hotmail.com. We also describe how to send, receive and delete an email.

With the **Messages** app you can send messages (**SMS or iMessages**) to other people. This app contains many new features such as **balloons and effects**, and you also have the ability to **draw with your fingers on the screen**.

You can still use the iPhone to **call people**, of course, and you can **add new contacts** to your phone. Notifications about **calls arrive in the Notification Center**. New in *iOS 10* is that you can **call back directly** from that same screen.

**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;
- send, receive and delete emails;
- add contacts;
- send messages (SMS or *iMessages*);
- use message bubble animations;
- view notifications in the *Notification Center*;
- delete notifications;
- answer messages straight from the *Notification Center*;
- call with the iPhone.

### 3. Review any necessary background knowledge.

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

- unlock your device;
- install a new background;
- search through the settings;
- turn off motion;
- look for updates;



- set up and use Touch ID and a passcode;
- work with the *Notification Center* and the *Control Center*;
- turn on the *Do Not Disturb* feature.

**B Instruction 1. Present the subject matter.**

Pages 35-62.

**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** Tips on pages 63-72.

## 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).**

Apps are one of the core features of the iPad and iPhone. What is new in *iOS 10* is the increased role of **widgets**, handy apps that give you quick access to information. In this lesson, you will learn more about these widgets, **where** you can **find them** and **how to add or remove** them.

Some of the **standard apps**, such as *Stocks* or *Weather*, can be **hidden** in *iOS 10*, so you have more space on the screen for the apps you use regularly. In previous versions, this was not possible.

**Safari**, Apple's standard browsing app, lets you surf the Internet. You can browse multiple websites using various **tabs** and access your **favorite websites** easily.

The **Maps** app will get you even more quickly to your destination. **Planning your route** is much improved with the brighter colors and crisper text in the *iOS 10* version of the app.

In the **App Store** you can **download new apps**. To work simultaneously in multiple applications, the features **Split View** and **Slide Over** come in handy.

You can switch on **voice assistant Siri** to help you answer questions, and **Spotlight** helps you to **locate information quickly** on your iPad or iPhone, or on the Internet and Wikipedia. For syncing and **storing important information online**, you can use **iCloud**, Apple's storage service.

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

- open and use widgets;
- add, sort and delete widgets;
- delete (standard) apps;
- surf with *Safari*;
- open new tabs;
- add a website to your list of favorites;
- search for locations and plan your route with the *Maps* app;
- download apps in the *App Store*;

- switch between apps;
- use *Split View* and *Slide Over*;
- sort apps and save them in folders;
- work with *Siri and Spotlight*;
- turn on *iCloud*.

### **3. Review any necessary background knowledge.**

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

- set up an email account;
- send, receive and delete emails;
- add contacts;
- send messages (SMS or *iMessages*);
- use message bubble animations;
- view notifications in the *Notification Center*;
- delete notifications;
- answer messages straight from the *Notification Center*;
- call with the iPhone.

#### **B Instruction 1. Present the subject matter.**

Pages 73-110.

#### **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** Tips on pages 111-114.

## 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).**

The iPad and iPhone have both a **front and a back camera**. The camera feature is surely one of the main reasons that make these devices so popular. You can **take pictures** wherever you are and **view** them in the **Photos app**. The revamped *Photos* app in *iOS 10* features new **smart folders**. It automatically creates a **folder for people and places**.

Photos that you have taken on your device are collected together in the album called **Camera Roll**. Here you can **create new folders and arrange your photos** as desired. It is also possible to display **photos on a map**. When you view the map, it helps you refresh your memories about the destinations you have travelled to.

*iOS 10* offers many new features for **editing photos** on the iPad and iPhone. You can annotate photos by **adding a drawing, inserting text blocks and using a magnifier to highlight certain areas** within a photo.

Smarter technology has also enhanced the ability to identify the content in your **photos** which makes it a lot easier to **search through** them. And if you start adding keywords, or names to your photos, it can be even faster.

When you **record a video** with the camera app, it is now possible to zoom in as you shoot. You can **view** your videos **in the Photo app**.

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

- take pictures with your iPad and iPhone;
- view pictures;
- create albums;
- sorting pictures into albums;
- viewing pictures on a map;
- edit and markup photos;
- draw on photos;
- do smart searches;
- record and play videos.

**3. Review any necessary background knowledge.**

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

- open and use widgets;
- add, sort and delete widgets;
- delete (standard) apps;
- surf with *Safari*;
- open new tabs;
- add a website to your list of favorites;
- search for locations and plan your route with the *Maps* app;
- download apps in the *App Store*;
- switch between apps;
- use *Split View* and *Slide Over*;
- sort apps and save them in folders;
- work with *Siri and Spotlight*;
- turn on *iCloud*.

**B Instruction 1. Present the subject matter.**

Pages 115-136.

**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** Tip on page 137.

## 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).**

On your iPad or iPhone, you can **listen to the music** you put on it yourself. The easiest way to do this is by using the **iTunes** program. You can listen to the songs with the **Music app**.

However, listening to online music is also an option. **Apple Music** is a **streaming music service** from Apple that lets you listen to unlimited music from a catalog of more than thirty million songs. *Streaming* means that the music is played over the Internet. *Apple Music* is comparable with the popular *Spotify* music service.

*Apple Music* was launched end of June 2015. To introduce as many people as possible to *Apple Music*, this service is **offered for free for the first three months**. During these three months you can listen to unlimited music. *Apple Music* adapts to your preferences and makes new suggestions based on the music you have played.

*Apple Music* does not have its own app; the service is part of the *Music* app. In this app you can also find various radio stations from *Apple Music* and Apple's own radio station *Beats One*. The station broadcasts live 24 hours a day, with DJs in London, Los Angeles and New York.

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

- add music from your PC to your iPad or iPhone;
- listen to songs with the *Music* app;
- activate *Apple Music* and choose your favorite genres and artists;
- listen to music with *Apple Music*;
- search for music;
- create and delete a playlist;
- cancel your subscription to *Apple Music*.

### 3. Review any necessary background knowledge.

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

- take pictures with your iPad and iPhone;
- view pictures;

- create albums;
- sorting pictures into albums;
- viewing pictures on a map;
- edit and markup photos;
- draw on photos;
- do smart searches;
- record and play videos.

**B Instruction 1. Present the subject matter.**

Pages 139-160.

**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** Tips on page 162.

## 6. Other Course Material

Each Visual Steps book is also optimized for classroom use.

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