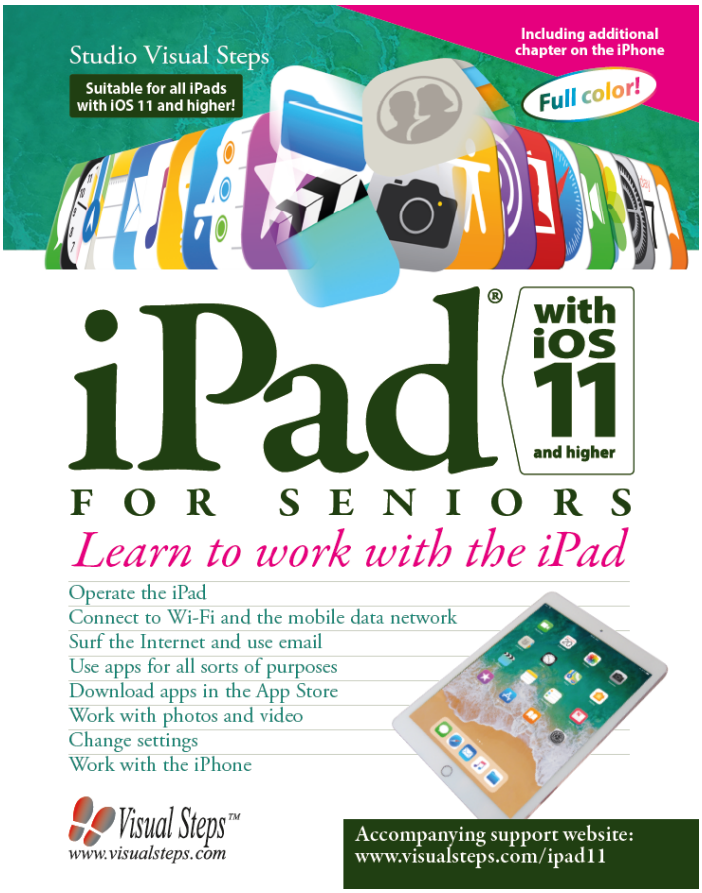
Teachers' Manual

for

iPad with iOS 11 for Seniors



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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%

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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.

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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.

3. General

The iPad can be set up during the course. Step by step set-up instruction is given in Chapter 1.
You can also decide to have the iPads set up beforehand. In this case, we advise you to instruct your students to read the applicable sections so they will become acquainted with the set up process.
In chapter 5 of the book, the students will learn how to redeem an *iTunes Gift Card*. This might be useful when the students would like to download paid apps in the future. You can purchase these cards from the *Apple Online Store*, at your *Apple* retailer and at thousands of other retailers across the USA, the UK and Australia. You can also purchase the *iTunes Gift Card* at www.instantitunescodes.com.
It is also possible to link a Visa, MasterCard or American Express credit card to an Apple ID. We advise you to inform your students about this matter in lesson 4, the lesson before Chapter 5 is discussed.

4. Lesson Plan

There are eight lessons, covering Chapters 1 through 8.

Lesson 1 Chapter 1 The iPad
Lesson 2 Chapter 2 Sending E-mails With Your iPad
Lesson 3 Chapter 3 Surfing with Your iPad
Lesson 4 Chapter 4 The Standard Apps and Functions
Lesson 5 Chapter 5 Downloading and Managing Apps
Lesson 6 Chapter 6 Photos and Video
Lesson 7 Chapter 7 Changing Settings
Lesson 8 Chapter 8 The iPhone

If desired, you can split or combine lessons and/or prolong lessons.

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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).

Since the introduction of the first **iPad** in January 2010, millions of iPads have been sold. The iPad has now become one of the best-selling **tablet** computers in the world. There are several editions of the iPad available today, but each iPad works in the same way.

The popularity of the iPad is not so surprising if you consider how lightweight and portable the iPad is and how **easy it is to use**. It has many of the same functions and capabilities of a regular computer. Not only can you **surf the Internet** and **send** and receive **emails**, you can also **maintain a calendar**, **play games** or **read** your favorite **book**, **newspaper** or **magazine**. You can also **take pictures** or **make a movie** and view or share them easily with others. You can do all this by using the so-called **apps**, the programs that are installed on the iPad. Along with the standard apps supplied on your iPad, you can easily add more (free and paid) by visiting the **App Store**, the web shop with all the apps.

In this lesson you will get to know your iPad. Depending on the type you have purchased, you **connect to the Internet** through a wireless network (**Wi-Fi**), or through the mobile data network with **3G or 4G**, and **look for updates**. You will also look at the ***Notification Center***. Here you can view and manage the notifications on your iPad, such as new email messages, and any notifications you may have set for your calendar. Furthermore, you are going to look at the **Dock**, from where you can open apps, and the ***Control Center***, where you will find several buttons for frequently used functions.

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

- turning the iPad on or waking it up from Sleep Mode;
- initial setup;
- the most important components of your iPad;
- updating the iPad;
- some basic operations for the iPad;
- connecting to the Internet via a wireless network (Wi-Fi);
- connecting to the Internet via the mobile data network;
- putting the iPad into sleep mode or turning it off.

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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 17-41.

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 Background information on pages 42-44.

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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 iPad contains a standard email app called ***Mail***.

With *Mail* you can **send**, **receive** and **compose email messages**, just like on your regular computer. In this lesson you can learn how to **adjust the settings** for your **email account**. We will explain how to do this for Internet service providers (ISP), such as Sprint, T-Mobile, Cox, AT&T, US Cellular or Verizon and also for web-based email services such as *Outlook.com* or *Hotmail*. If you use multiple email accounts, you can configure each one to work with the *Mail* program.

Composing an email on your iPad is quite easy. You will have lots of opportunity to practice this by working though this lesson. You will learn how to **select**, **copy**, **cut**, and **paste items** using the iPad screen. You will also become familiar with the **autocorrect function** that is built into the iPad.

Later on this lesson, we will explain how to **send, receive and delete** email messages. In the *Tips* at the back of the chapter you can read how to send an email with an **attachment**.

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;
- set up an *Outlook.com*, *Hotmail* or *Gmail* account;
- send an email;
- receive an email;
- reply an email;
- move an email to the *Trash*;
- permanently delete an email.

3. Review any necessary background knowledge.

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

- turning the iPad on or waking it up from Sleep Mode;
- initial setup;
- the most important components of your iPad;

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- updating the iPad;
- some basic operations for the iPad;
- connecting to the Internet via a wireless network (Wi-Fi);
- connecting to the Internet via the mobile data network;
- putting the iPad into sleep mode or turning it off.

B Instruction

1. Present the subject matter.
Pages 45-67.

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 Background information and Tips on pages 68-78.

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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).

In this lesson you are going to get acquainted with ***Safari***, the web browser used by all Apple devices. With this web browser you can **surf the Internet** using your iPad. If you are familiar with using the Internet on your computer, you will see that surfing on the iPad is just as easy. The big difference is that you do not need a mouse, or keyboard to navigate. You surf by using the **touchscreen** on your iPad.

You will learn how to open a web page, **zoom in and out** and how to **scroll** by touching the screen in a specific way. We will also discuss how to **open a link** (or hyperlink) and work with web pages that you have saved, also called **bookmarks**.

In *Safari* you can open multiple web pages at a time. In this lesson you will learn how to switch back and forth between these open pages.

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

- open a web page;
- zoom in and zoom out;
- scroll;
- open a link on a web page and on a new tab;
- switch between multiple open page tabs
- go to the previous or next page;
- add a bookmark;
- search.

3. Review any necessary background knowledge.

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

- set up an email account;
- set up an *Outlook.com*, *Hotmail* or *Gmail* account;
- send an email;
- receive an email;
- reply an email;

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- move an email to the *Trash*;
- permanently delete an email.

B Instruction **1. Present the subject matter.**
Pages 79-91.

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 Background information and Tips on pages 92-97.

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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).

Along with *Mail* and *Safari*, there are other useful apps already installed on your iPad. The ***Contacts*** app allows you to **manage your contacts**. You can synchronize your contacts with your computer and edit, delete or add new contacts with the iPad.

The ***Calendar*** app lets you keep track of your **appointments** and daily activities. Next to the *Calendar* app, the ***Reminders*** app will help you **save** important **tasks**.

In the ***Maps*** app you can **look up addresses** and well-known places. Once you have found the desired location, you can also get directions on how to get there. With this, you can even use your iPad with Wi-Fi and 3G/4G as a **navigation system**.

The iPad has a **search utility**. With this utility you can search through the apps, files, activities and contacts stored on your iPad. Another helpful function is *Siri*. ***Siri*** lets you give verbal instructions for the iPad to execute, and lets you ask the iPad for information.

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

- add contacts in the *Contacts* app;
- add an activity in the *Calendar* app;
- set a reminder;
- work with the *Maps* app;
- use the *Notes* app;
- search on the iPad;
- ask *Siri* for help.

3. Review any necessary background knowledge.

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

- open a web page;
- zoom in and zoom out;
- scroll;
- open a link on a web page and on a new tab;

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- switch between multiple open page tabs
- go to the previous or next page;
- add a bookmark;
- search.

B Instruction **1. Present the subject matter.**
Pages 99-122.

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 Background information and Tips on pages 123-126.

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).

In the previous lessons you have become acquainted with the standard apps installed on the iPad. But there is so much more for you to discover! In the ***App Store*** you will find thousands of apps, free of charge or for a small fee, which you can **download and install**.

There are so many apps, it is impossible to list them all. Apps for news, magazines, the weather, games, recipes, sports results: you name it, there is bound to be an app available that interests you!

In this lesson you will learn how **download apps**. If you want to download apps that charge a fee, you can pay for them safely with an *iTunes Gift Card*. This is a prepaid card available in a variety of different venues. You can also link a credit card to your ***Apple ID***.

Once you have purchased apps, you can **arrange** them on your iPad in any order you want. You can also **create** space saving **folders** that can hold up multiple apps. If you are no longer happy with a particular app, you can delete it.

In this lesson we will also explain how to use multiple apps at once. You can do this by **switching between apps**, or **displaying multiple apps** on the screen.

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

- download and install a free app;
- use an *iTunes Gift Card*;
- move apps;
- save apps in a folder;
- delete apps;
- switch between recently used apps;
- simultaneously use multiple apps;
- close apps.

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3. Review any necessary background knowledge.

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

- add contacts in the *Contacts* app;
- add an activity in the *Calendar* app;
- set a reminder;
- work with the *Maps* app;
- use the *Notes* app;
- search on the iPad;
- ask *Siri* for help.

B Instruction **1. Present the subject matter.**
Pages 127-145.

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 Background information and Tips on pages 146-156.

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Sixth 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 is equipped with **two cameras** that will give you plenty of opportunity for taking pictures or shooting videos. The ***Camera*** app lets you use the built-in back camera of the iPad, so you can take a picture or make a video of an interesting object. While taking a picture, you can **focus, zoom in and zoom out**. If you switch to the front camera of the iPad, you can also take a self-portrait (selfie).

To view the pictures and videos on your iPad, you can use the ***Photos*** app. You can also **edit** the pictures in several ways.

You do not need to limit yourself and only use the photos you have made with the iPad. In this lesson you can read how to **transfer photos** from your computer to the iPad. Of course, you can also do it the other way round and transfer the photos you have made with the iPad to your computer.

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;
- focus on an object;
- zoom in and zoom out;
- shoot a video with your iPad;
- view photos;
- play a video recording;
- copy photos and video to the computer;
- copy photos and video to your iPad;
- automatically enhance photos;
- crop a photo;
- find the other options for pictures.

3. Review any necessary background knowledge.

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

- download and install a free app;
- use an *iTunes Gift Card*;
- move apps;

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- save apps in a folder;
- delete apps;
- switch between recently used apps;
- simultaneously use multiple apps;
- close apps.

B Instruction

1. Present the subject matter.
Pages 157-181.

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 Background information and Tips on pages 182-188.

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Seventh 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).

In the previous lessons you have become acquainted with the various options and apps on the iPad. Many of these apps and functions can be **adjusted according to your preferences**. In this lesson you will learn more about some of these settings.

For example, you will read about setting up ***iCloud***, the online storage service offered by Apple. Here you can **save files and data** in order to **view them on other devices**, such as an iPhone. And if you have set up *iCloud*, this will also serve as a **backup**, in case something goes wrong with your iPad, or if it is stolen.

When you set up your iPad you may also have set a **passcode**. But you can also let the iPad scan your **fingerprint** and use **Touch ID** to unlock your device. Besides, you can set the time period after which the iPad is locked, in case you do not use it for a while.

Apart from this there are some settings that **protect your privacy**. You will see which apps have **access to your location or to other data**, such as your contacts. And you can also **determine what is displayed** in the ***Notification Center*** and in the **widgets**.

Furthermore, you will view the settings for the **background**. Of course, there are lots of other settings you can change. With the knowledge you have gained in this lesson you will be able to view and use these settings later on.

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 *iCloud*;
- change and disable the passcode;
- set the Touch ID;
- set the automatic lock;
- activate location services and access to your data;
- set up the *Notification Center*;
- set widgets;
- set the background.

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3. Review any necessary background knowledge.

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

- take pictures with your iPad;
- focus on an object;
- zoom in and zoom out;
- shoot a video with your iPad;
- view photos;
- play a video recording;
- copy photos and video to the computer;
- copy photos and video to your iPad;
- automatically enhance photos;
- crop a photo;
- find the other options for pictures.

B Instruction **1. Present the subject matter.**
Pages 189-209.

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 Background information and Tips on pages 210-211.

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Eight 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).

Maybe you also have an **iPhone** apart from your iPad. Working on an iPhone is **very similar to using an iPad**, but **some apps may look different on the iPhone**, due to the different size of the screen. For example, the *Settings* app on the iPad has a screen that consists of two parts, while the same app takes up a single screen on the iPhone and you will skip from screen to screen on that device.

In apps such as *Safari* and *Calendar*, you will see certain **buttons appear in another place on the screen**, or you might need to use a certain button to reach another screen that will display the button you were looking for. But after you have practiced using the *iOS* operating system for a while and are used to it, you will be able to use the iPad and iPhone without any difficulty.

There are also some specific apps that you will mainly use on the iPhone, such as **apps for making phone calls, and sending and reading text messages**.

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

- about the main differences between the iPad and iPhone;
- how to make phone calls with the iPhone;
- how to make a video call with *FaceTime*;
- how to use the *Messages* app;
- about the use of mobile data.

3. Review any necessary background knowledge.

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

- set up *iCloud*;
- change and disable the passcode;
- set the Touch ID;
- set the automatic lock;
- activate location services and access to your data;
- set up the *Notification Center*;
- set widgets;

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- set the background.

B Instruction **1. Present the subject matter.**
Pages 213-234.

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 Background information and Tips on pages 235-237.

6. Test Your Knowledge

After you have worked through this book, you can test your knowledge online, at the **www.ccforseniors.com** website. By answering a number of multiple choice questions you will be able to test your knowledge of the iPad.
After you have finished the test, you will receive a *Computer Certificate*. Participating in the test is **free of charge**. The computer certificate website is a free Visual Steps service.

7. Other Course Material

Each Visual Steps book is also optimized for classroom use.

If you would like to be informed about the Visual Steps books, please sign up for the Visual Steps newsletter. Our newsletter will inform you about forthcoming books, additional chapter supplements, tips and tricks, special offers and more. Your details will not be used for any purpose other than to send you our newsletter and each newsletter contains a one-click link, allowing you to unsubscribe at any time.

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