Teachers’ Manual

for

iPad for Seniors

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Visual Steps™

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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 three 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.

3. General
The iPad can be set up and configured during the course, as long as there are computers available with iTunes pre-installed.
You can also decide to have the iPads set up beforehand. Step by step set-up instruction is given in Chapter 1. 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 purchase an app in the Apple App Store. An iTunes Gift Card may be used to pay for an app. 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.

In chapter 6 we handle the topic of taking pictures and shooting video. If you have students working with an iPad 1, you can allow them to transfer a couple of photos from the pc to the iPad. In the Tips section at the end of chapter 6, your students can read how to do this. Afterwards, they can follow the operations in section 6.4 and in the following sections.

To follow the steps in section 6.6 Printing a Photo, you will need a printer that supports the AirPrint function.
4. Lesson Plan

There are seven lessons, covering Chapters 1 through 7.

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 on Your iPad
Lesson 5 Chapter 5 Downloading Apps
Lesson 6 Chapter 6 Photos and Video
Lesson 7 Chapter 7 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).

Since the introduction of the first iPad in January 2010, more than 25 million have been sold. The iPad has now become the best selling tablet computer in the world and with the arrival in March 2011 of the iPad 2, it is surely to gain even more popularity.

This 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 e-mails, 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.

If you connect your iPad to the computer, you can use iTunes to load your favorite music, movies, tv series and podcasts onto it. When you have done this you can use the iPad wherever you want. You can connect to the Internet through a wireless network (Wi-Fi) and with the 3G version, to the mobile data network (3G) as well.

In this lesson you will get to know your iPad and you will learn the basic operations necessary to operate the iPad and the onscreen keyboard.

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

- the differences between the iPad 1 and the iPad 2;
- turning the iPad on or waking it up from Sleep Mode;
- initial setup;
- connecting the iPad to the computer;
- configuring the iPad in iTunes;
- safely disconnecting the iPad;
- the most important components of your iPad;
• updating the iPad;
• the basic operations for the iPad;
• using the onscreen keyboard;
• connecting to the Internet via a wireless network (Wi-Fi);
• connecting to the Internet via the mobile data network 3G;
• putting the iPad into Sleep Mode or turning it off.

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 17-60.

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.

Have the students do the practice exercise **Turn On, Sleep Mode and Turn Off** on page 61. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

Have the students do the practice exercise **The Onscreen Keyboard** on page 61. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

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 62-68.
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 e-mail app called Mail. With Mail you can send, receive and compose e-mail messages, just like on your regular computer. In this lesson you will learn how to adjust the settings for your e-mail account. We will explain how to do this for Internet service providers (ISP), such as Charter, Comcast, Cox, AT & T or Verizon and also for web-based email services such as Windows Live Hotmail. If you use multiple e-mail accounts, you can configure each one to work with the Mail program.

Composing an e-mail on your iPad is quite easy. You will have lots of opportunity to practice this by working through this chapter. 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.

In this lesson we will also explain how to send, receive and delete e-mail messages.

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 e-mail account;
• set up a Hotmail account;
• send an e-mail;
• receive an e-mail;
• move an e-mail to the Recycle Bin;
• permanently delete an e-mail.

3. Review any necessary background knowledge.

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

• the differences between the iPad 1 and the iPad 2;
• turning the iPad on or waking it up from Sleep Mode;
• initial setup;
• connecting the iPad to the computer;
• configuring the iPad in iTunes;
- safely disconnecting the iPad;
- the most important components of your iPad;
- updating the iPad;
- the basic operations for the iPad;
- using the onscreen keyboard;
- connecting to the Internet via a wireless network (Wi-Fi);
- connecting to the Internet via the mobile data network 3G;
- putting the iPad into Sleep Mode or turning it off.

B Instruction 1. Present the subject matter.
Pages 69-89.

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.

Have the students do the practice exercise Writing and Correcting an E-mail on page 90. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

Have the students do the practice exercise Sending and receiving an E-mail on page 91. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

Have the students do the practice exercise Permanently Deleting an E-mail on page 91. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

Have the students do the practice exercise Check for New E-mail Messages on page 91. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

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 92-100.
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 chapter 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 up to nine web pages at a time. In this chapter you will learn how to switch back and forth between these open pages.

   While you are surfing, you may want to do something else, such as listening to some music or modifying a particular setting. Your iPad can perform multiple tasks simultaneously, so this is not a problem. You can switch from one app to another app easily. In this lesson you will learn how to do this.

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

   • open Safari;
   • open a web page;
   • zoom in and zoom out;
   • scroll;
   • open a link on a new tab;
   • switch between multiple open page tabs
   • add a bookmark;
   • search;
   • switch between recently used apps;
   • view the settings of Safari;
   • use a different search engine.
3. Review any necessary background knowledge.

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

- set up an e-mail account;
- set up a Hotmail account;
- send an e-mail;
- receive an e-mail;
- move an e-mail to the Recycle Bin;
- permanently delete an e-mail.

B Instruction 1. Present the subject matter.
Pages 101-122.

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.

Have the students do the practice exercise View a web Page on page 123. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

Have the students do the practice exercise Add a Bookmark on page 123. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

Have the students do the practice exercise Open a Link on page 124. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

Have the students do the practice exercise Recently Used Apps on page 124. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

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 125-130.
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. If you already have a calendar in Outlook or Google Calendar, you can synchronize it with your iPad. You can add new events and edit or delete activities already made.

   With **Notes** you can quickly jot down a few thoughts or **write a memo** on what looks like old fashioned yellow lined paper. You were introduced to this app in the first chapter. In Notes, it is also surprisingly quick and easy to send a note by e-mail.

   In the **Maps** app you can **look up addresses** and well-known places. You can view these locations on a regular map or on a satellite photo. Many locations have the option of opening **Google Street View**, which will make you feel like you are standing right there in person. Once you have found the desired location, you can also get directions on how to get there.

   **Spotlight** is the iPad’s **search utility**. With this app you can search through the apps, files, activities and contacts stored on your iPad.

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

- add, edit and delete contacts in the **Contacts** app;
- add, edit and delete an activity in the **Calendar** app;
- synchronize your **Outlook** calendar with your iPad;
- jot down, edit and delete a note in the **Notes** app;
- send a note by e-mail;
- establish your current location in the **Maps** app;
- change the view;
- search for a location and view it in **Google Street View**, get directions;
- search with **Spotlight**;
• set a reminder;
• view notifications;
• disable apps.

3. Review any necessary background knowledge.

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

• open Safari;
• open a web page;
• zoom in and zoom out;
• scroll;
• open a link on a new tab;
• switch between multiple open page tabs
• add a bookmark;
• search;
• switch between recently used apps;
• view the settings of Safari;
• use a different search engine.

B Instruction
1. Present the subject matter.
Pages 131-169.

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.

Have the students do the practice exercise Contacts on page 170. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

Have the students do the practice exercise Calendar on page 170. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

Have the students do the practice exercise Maps on page 171. They may use Appendix A “How Do I Do That Again?” beginning on page 279.
Have the students do the practice exercise **Spotlight** on page 171. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

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 172-184.
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 chapter you will learn how to create an Apple ID. You will need this in order to download apps from the App Store. 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 folders that can hold up to twenty similar apps in the same folder. If you are no longer happy with a particular app, you can delete it.

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

- create an iTunes App Store Account (Apple ID);
- download and install a free app;
- use an iTunes Gift Card;
- buy and install an app;
- sign out from the App Store;
- move apps;
- save apps in a folder;
- delete apps.

3. Review any necessary background knowledge.

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

- add, edit and delete contacts in the Contacts app;
• add, edit and delete an activity in the Calendar app;
• synchronize your Outlook calendar with your iPad;
• jot down, edit and delete a note in the Notes app;
• send a note by e-mail;
• establish your current location in the Maps app;
• change the view;
• search for a location and view it in Google Street View, get directions;
• search with Spotlight;
• set a reminder;
• view notifications;
• disable apps.

B Instruction 1. Present the subject matter.
Pages 185-212.

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.

Have the students do the practice exercise Download Free Apps on page 213. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

Have the students do the practice exercise Manage Apps on page 214. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

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 216-222.
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 2 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 2, 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 2, you can also take your own picture. You can use the Photo Booth app to add all kinds of humorous effects to your photos.

To view the pictures and videos on your iPad, you can use the Photos app. You can view them one by one or view them as a slideshow. You can even turn your iPad into a digital picture frame. This is a great feature, because you can display your photos while your iPad is connected to a docking station or loading device.

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 2;
- focus on an object;
- zoom in and zoom out;
- switch between the front and back cameras;
- shoot a video with your iPad 2;
- take pictures with special effects while using Photo Booth;
- view photos;
- zoom in and zoom out while viewing pictures;
- view a slide show;
- send a photo by e-mail;
- print photos;
- copy photos to the computer;
- use your iPad as a digital picture frame.

3. Review any necessary background knowledge.

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

- create an iTunes App Store Account (Apple ID);
- download and install a free app;
• use an *iTunes Gift Card*;
• buy and install an app;
• sign out from the *App Store*;
• move apps;
• save apps in a folder;
• delete apps.

**B Instruction**

1. **Present the subject matter.**
   Pages 223-245.

   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.

   Have the students do the practice exercise *Take Pictures (only with iPad 2)* on page 246. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

   Have the students do the practice exercise *View Pictures* on page 247. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

   Have the students do the practice exercise *The iPad as a Digital Picture Frame* on page 247. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

   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 249-258.
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).

   Your iPad is equipped with an extensive music player, the Music app. If you have stored any music files on your computer, you can transfer this music to your iPad, through iTunes. In the iTunes Store you can also purchase songs or entire albums.

   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 to the iTunes Library;
   • synchronize music with your iPad;
   • buy music on your iPad;
   • play music on your iPad.

3. Review any necessary background knowledge.

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

   • take pictures with your iPad 2;
   • focus on an object;
   • zoom in and zoom out;
   • switch between the front and back cameras;
   • shoot a video with your iPad 2;
   • take pictures with special effects while using Photo Booth;
   • view photos;
   • zoom in and zoom out while viewing pictures;
   • view a slide show;
   • send a photo by e-mail;
   • print photos;
   • copy photos to the computer;
   • use your iPad as a digital picture frame.

B Instruction

1. Present the subject matter.
   Pages 259-273.

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.

   Have the students do the practice exercise *Listen to Music* on page 274. They may use Appendix A “How Do I Do That Again?” beginning on page 279.

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 275-278.
6. 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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