Teachers' Manual

for

iPad with iOS 10 for Seniors
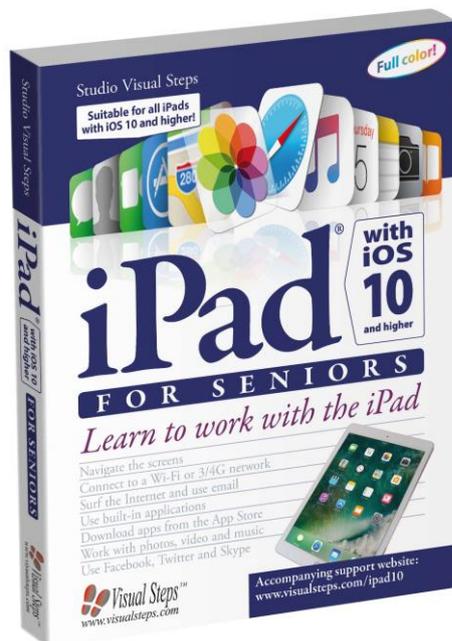
Visual Steps™

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 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.

To follow the steps in section 6.12 Printing a Photo, you will need a printer that supports the AirPrint function.

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 on Your iPad
Lesson 5 Chapter 5 Downloading Apps
Lesson 6 Chapter 6 Photos and Video
Lesson 7 Chapter 7 Entertainment
Lesson 8 Chapter 8 Communication

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, 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.

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 or 4G version, to the mobile data network 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)

- turning the iPad on or waking it up from Sleep Mode;
- initial setup;
- 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;

- connecting the iPad to the computer;
- safely disconnecting the iPad;
- 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 309.

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 309.

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 62-70.

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 Charter, Comcast, Cox, AT & T 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.

In this lesson we will also explain how to send, receive and **delete email 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 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 *Recycle Bin*;
- 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;

- 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;
- connecting the iPad to the computer;
- safely disconnecting the iPad;
- putting the iPad into Sleep Mode or turning it off.

B Instruction   **1. Present the subject matter.**
Pages 71-92.

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 Email** on page 93. They may use Appendix A "How Do I Do That
Again?" beginning on page 309.

Have the students do the practice exercise **Sending and Receiving
an Email** on page 94. They may use Appendix A "How Do I Do That
Again?" beginning on page 309.

Have the students do the practice exercise **Permanently Deleting
an Email** on page 94. They may use Appendix A "How Do I Do That
Again?" beginning on page 309.

Have the students do the practice exercise **Check for New Email
Messages** on page 94. They may use Appendix A "How Do I Do
That Again?" beginning on page 309.

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 95-108.

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.

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 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;
- 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 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 *Recycle Bin*;
- permanently delete an email.

B Instruction **1. Present the subject matter.**
Pages 109-126.

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 127. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

Have the students do the practice exercise **Add a Bookmark** on page 127. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

Have the students do the practice exercise **Open a Link** on page 128. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

Have the students do the practice exercise **Recently Used Apps** on page 128. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

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 129-136.

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.com, Hotmail* or *Google Calendar*, you can show it with your iPad. You can add new events and edit or delete activities already made.
Next to the *Calendar* app, the ***Reminders*** app will help you **save** important **appointments and tasks**.

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. 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. Another helpful function is *Siri*. ***Siri*** lets you give verbal instructions for the iPad to execute, and lets you ask the iPad for information.

There also a central option with which you can neatly arrange and display all the messages you have received on your iPad, such as new email messages and the notifications you have set up on your iPad. This is called the ***Notification Center***.

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

- add and edit contacts in the *Contacts* app;
- add an activity in the *Calendar* app;
- set a reminder;
- establish your current location in the *Maps* app;
- change the view;
- search for a location and get directions;
- search with *Spotlight*;
- ask *Siri* for help;

- view notifications;
- disable apps.

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;
- switch between multiple open page tabs
- go to the previous or next page;
- 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 137-170.

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 171. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

Have the students do the practice exercise **Calendar** on page 171. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

Have the students do the practice exercise **Maps** on page 172. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

Have the students do the practice exercise **Spotlight** on page 172. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

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 173-184.

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 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, 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*;
- 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 and edit contacts in the *Contacts* app;
- add an activity in the *Calendar* app;
- set a reminder;

- establish your current location in the *Maps* app;
- change the view;
- search for a location and get directions;
- search with *Spotlight*;
- ask *Siri* for help;
- view notifications;
- disable apps.

B Instruction **1. Present the subject matter.**
Pages 185-206.

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 207. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

Have the students do the practice exercise **Manage Apps** on page 208. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

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 209-212.

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 your own picture.

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** or you can **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;
- zoom in and zoom out while viewing pictures;
- view a slideshow;
- play a video recording;
- copy photos and video to the computer;
- copy photos and video to your iPad;
- automatically enhance photos;
- correct contrast and exposure;
- crop a photo;
- use filters;
- send a photo by email;
- print photos.

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*;
- 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 213-240.

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** page 241. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

Have the students do the practice exercise **View Pictures** on page 241. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

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 242-252.

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**.

With the *iBooks* app, you can turn your iPad into a pleasant **e-reader** with which you can read digital books. Because you can change the size of the font and adjust the background lighting, you will no longer be dependent on the lighting conditions of your surroundings when you want to read a book.

In the *iBookstore* (an online book store) you can buy the newest books and transfer them to your iPad in seconds. If you want to learn to know *iBooks* a bit better you can practice downloading and reading a free ebook in this lesson.

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;
- download a book in the *iBookstore*;
- read a book with the app *iBooks*.

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;
- zoom in and zoom out while viewing pictures;

- view a slideshow;
- play a video recording;
- copy photos and video to the computer;
- copy photos and video to your iPad;
- automatically enhance photos;
- correct contrast and exposure;
- crop a photo;
- use filters;
- send a photo by email;
- print photos.

B Instruction **1. Present the subject matter.**
Pages 253-269.

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 270. They may use Appendix A "How Do I Do That Again?" beginning on page 309.

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 271-280.

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).

Are you a keen *Facebook* and/or *Twitter* user? Then you should not forget to install the free apps for these **social networks** to your iPad.

Moreover, *Facebook* and *Twitter* have already been integrated in several of the standard **apps** on your iPad. You can quickly paste items on your *Facebook* wall or send tweets from within other apps. A link from *Safari*, a photo from *Photos*, a location from the *Maps* app: with just a few taps you can **share** these **items** with your friends or followers. The events you have applied on *Facebook* will also be entered in your calendar at once, and your *Facebook* friends will be included in the *Contacts* app.

With the free ***Skype*** app you can hold **video conversations** with contacts that also use *Skype* on their computer or smartphone. If you already use *Skype* on your computer or notebook, you will find that Skyping with your iPad is very easy and pleasant.

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

- sign in with *Facebook* and *Twitter* and install the free apps;
- use the *Facebook* app;
- use the *Twitter* app;
- make use of *Facebook* and *Twitter* within standard iPad apps;
- hold a video conversation with *Skype*.

3. Review any necessary background knowledge.

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

- add music to the *iTunes Library*;
- synchronize music with your iPad;
- buy music on your iPad;
- play music on your iPad;
- download a book in the *iBookstore*;
- read a book with the app *iBooks*.

B Instruction **1. Present the subject matter.**
Pages 281-299.

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 300-308.

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.

Teachers' manuals will also become available for these books. For more information, please visit **www.visualsteps.com/instructor**