

## **Instructor Outline: Mobile Device Basics—iOS**

This document is designed to be used by the instructor alongside the PowerPoint presentation and/or a projected live demonstration. It includes a course overview, talking points, and instructions for the activities. Please note the slide numbers to help keep you on track.

### **Workshop Description**

This in-person or virtual workshop is for those who have a new Apple mobile device, or are considering getting one, and want to learn more about the basic functions. It will help learners get connected, identify common apps, and build confidence in using their devices safely.

### **Curriculum Track**

Basics

### **Audience**

Adults from newly connected households and/or who are looking to build basic skills and confidence using technology

### **Workshop Length**

60–90 minutes

### **Training Method**

Volunteer, instructor-led, hands-on

### **Purpose**

In this workshop you will introduce newly connected computer and internet users to Apple mobile devices. Learners will find out about using touch gestures and discover common apps. A primary objective of the workshop is for learners to increase confidence in their ability to use their devices safely.

### **Equipment Requirements**

**In person:** Projector and projection screen; internet-connected computers for instructor and participants; laser pointer (recommended)

\*For this workshop, learners are encouraged to bring their mobile device and to follow along with the instructor as they demonstrate using the PowerPoint presentation. The instructor will engage participants by talking through the activities and performing interactive tasks in a group discussion format.

**Virtual:** A web conferencing platform; computers with internet connections for instructor and participants. Encourage learners to bring their mobile device to follow along and engage in activities. The instructor will engage participants by talking through the activities and performing interactive tasks in a group discussion format.

### **Software Requirements**

Computer capable of running a PowerPoint presentation with a web browser, preferably Google Chrome

### **Material Requirements**

- Notepaper plus pens or pencils
- Instructor PowerPoint—before the workshop, review the slides and update the following information:
  - Verify which web browser you will be using during the workshop, and practice launching the browser from the desktop.
  - Slide 1: Update instructor name, instructor affiliation (for example, AT&T employee, library staff member, community volunteer, and so on), and location name. Be prepared to give a brief introduction about yourself.
  - Slide 27: Insert information about Wi-Fi connections at your location.
  - Slide 53: Insert name and date of next workshop if one is being offered.
- Instructor Outline (this document): Review the Instructor Outline and familiarize yourself with the workshop materials.
- Learner Handout
  - For an in-person workshop, print handouts for each learner and provide them before the workshop begins.
  - For a virtual workshop, provide a link to the Learner Handout, either before the workshop as part of their registration confirmation or in the online platform's chat feature.
- Learner Activity Worksheet
  - For an in-person workshop, print handouts for each learner and provide them before the workshop begins.
  - For a virtual workshop, ask the questions listed in the activity sheet during the workshop. The PowerPoint presentation includes the questions and activities. You may ask attendees to share their answer through chat or use the internal polling tool if it's available within the web conferencing tool.

- Certificate of Completion: For the in-person workshop, print certificates to hand out to each learner once the workshop is completed. For virtual attendees, send each an electronic copy by email.
- Attendee Name Tags: If you want to easily identify attendees, bring name tag stickers or table tents.

## Learning Objectives

At the end of the session, learners will be able to:

- Identify external buttons on a mobile device.
- Distinguish between common touch gestures for navigating and engaging with a mobile device.
- Identify apps for common tasks on a mobile device.
- Identify a secure network versus a public network on a mobile device.
- Recall two tips for keeping safe on Wi-Fi.
- Recall two tips for keeping your device safe and secure.

## Before the Workshop Begins

- In person:
  - Make sure all computers are turned on and ready for attendees to use. (See the previous note about classroom settings, in the “Equipment Requirements” section.)
  - Place learner materials at each computer. These materials include the Learner Activity Sheet and Learner Handout. They may also include paper (for attendees to take notes) and pens or pencils.
  - If you’re using name tags, make sure they are easily accessible to attendees and that you provide a marker or pen for learners to write their names.
  - Keep a registration list so you can identify who attended.
  - Review the computer before the course and see which web browser is installed and how to launch it from the computer.
  - Identify a “parking lot,” which is a place to track questions to be answered later in the workshop. Some suggested places for a parking lot are a whiteboard, flip chart, or notepad. Encourage learners to note the slide number and section as they “park” questions.
- Virtual:
  - Send instructions to participants about how to connect to the workshop. If possible, you may want to create a short video or document with step-by-step instructions (with images) to provide a basic overview of how to use the web conferencing tool.

- Before the workshop, send out a link to the learner materials. These include the Learner Activity Sheet and Learner Handout. During the workshop, resend the link through the web conferencing chat tool.
- Keep a registration list so you can identify who attended.
- Identify a “parking lot,” which is a place to track questions to be answered later in the workshop. You may want to use the chat feature or the question feature of the web conferencing tool. Encourage learners to note the slide number and section as they “park” questions.

### **Instruction Methods**

- When possible, encourage learners to practice what they are learning.
  - For this workshop, each learner is encouraged to bring their own mobile device (iPhone or iPad). The instructor can encourage learners to perform activities while the instructor demonstrates the features. Also, learners can complete the practice activities at specific times in the workshop.
  - The option you choose will depend on your comfort level, the number of students, and whether you have assistants helping you.
  - If learners are performing the same steps as you are, think about how you will help learners who are experiencing issues. Will you stop the workshop and assist the learner, or will you wait until the practice section?
  - Even if learners are performing the same steps as you are, encourage them to complete the activity sections to reinforce the workshop objectives.
  - The section times are based on learners listening to the facilitator and then practicing their skills. If you invite learners to follow along using their computers, then the time it takes to complete each section will increase.
  - If learners do not have access to a mobile device in the workshop, invite them to ask questions and call out answers. There are question prompts in the outline below.

### **Assessment Technique(s)**

Successful completion of activities

### **Important: Additional Workshop Requirements**

Please contact learners in advance of the workshop to encourage them to bring their Apple device to the workshop. Remind learners: This workshop is specific to Apple mobile devices and the iOS operating system. If you are interested in another operating system, please visit <https://www.digitallearn.org> or consider signing up for a different scheduled workshop.

There are points in the workshop where learners will benefit from you demonstrating on your own device but in a way that your device remains private—for example, to see what a tap or swipe looks like, or to see where your charging port is located. Please demonstrate these features or functions if you have a device, even if it is not an Apple device.

As previously mentioned, please look up the Wi-Fi information for the classroom ahead of time and add this information to slide 27. This will allow learners with devices to have hands-on experience getting connected. In addition, check the public and secured Wi-Fi options for the classroom using your own device. Use this information to discuss learners' answers to Activity 3 (see description in Slides 29 to 31 later in this document) about which connections are secure and which are public.

# Instructor Presentation

## Slide 1: Internet Basics Workshop.

Please update this slide with the appropriate information:

- Instructor name
- Instructor affiliation (for example, library staff, community volunteer, and so on)
- Location name

Before the workshop, please review the Instructor Outline. It provides guidance on what to do to prepare for the workshop, how to conduct the workshop, and what you should do once the workshop ends.

Today's workshop is provided by AT&T and the Public Library Association.

*INSTRUCTOR NOTE: Include a thank-you to the community collaborator if applicable.*

My name is **<your name here>** and I am **<brief description of yourself>**. Before we get started, here are a few housekeeping items: *[Mention the items that are relevant to your workshop.]*

- Where are the restrooms?
- Where are the emergency exits?
- When/how to ask questions. Point to the page number located on each slide for participants to write down along with the question.
- If you have a cell phone with you, please make sure to either turn it off or set to silent.
- Will there be a break?

## Introduction

### Slide 2: Workshop Content Outline—Agenda (3 mins.)

In this workshop you will learn about mobile devices, and Apple devices in particular. We'll work on building skills and confidence in using your iPhone or iPad.

We will cover:

- An introduction to mobile devices
- Skill building, including . . .
  - Navigating your mobile device
  - Common apps on mobile devices
  - Getting connected to Wi-Fi on your device
  - Helpful device settings for accessibility and privacy

You'll also learn tips and tricks for safety and security with your device. And you will have opportunities to practice.

*INSTRUCTOR NOTE: Please remind participants: This workshop is specific to Apple mobile devices and the iOS operating system. If you are interested in another operating system, please visit <https://www.digitallearn.org> or consider another workshop being offered.*

Let's get started!

### **Slide 3: Introduction: What Brings You to This Workshop?**

*INSTRUCTOR NOTE: Ask learners the question on the slide. Lead learners in a brief discussion on why they're attending the workshop. Possibilities include that they have an Apple device and want to learn more, or that they're in the process of deciding whether to buy an Apple device.*

### **Slide 4: Introduction (continued)—What Is a Mobile Device?**

Today's mobile devices can do many of the same things that a traditional computer can do. You can search the internet, access email messages, watch videos, play games, take pictures, listen to music, get directions, and connect with friends and family.

### **Slide 5: Introduction (continued)—Smartphones and Tablets.**

On the left, we see an iPhone, which is a kind of smartphone. A smartphone is a mobile telephone that has both cellular and internet access. Smartphones allow you to make and receive phone calls and text messages. Because they are connected to the internet, they also have the capability to share photos, play videos or games, check and send email, and browse the web.

On the right, we see an iPad, which is a kind of tablet device. A tablet is a portable computer that uses a touchscreen. Most tablets are smaller and weigh less than a laptop computer but are usually bigger and weigh slightly more than a smartphone. Tablets connect to the internet through a Wi-Fi or cellular connection.

### **Slide 6: Touch Gestures.**

A primary difference between a mobile device and a computer is the way you get around. Rather than using a mouse or keyboard, you use your fingers to tap, type, scroll, and more. You can also use your voice to help navigate your device.

*INSTRUCTOR NOTE: If you have a mobile device, demonstrate these gestures on your phone:*

- *Instead of clicking, you tap.*
- *The keyboard is onscreen, and you type using that.*
- *You scroll with your finger instead of using your mouse or pointer.*

### **Slide 7: External Buttons.**

*INSTRUCTOR NOTE: If you have a mobile device, demonstrate these features on your phone, and encourage learners to find them on their own phones.*

The ports and buttons on your smartphone or tablet will vary depending on the specific model you are using. In general, phones and tablets have a power button and volume control. Smartphones typically have a ring/silent switch.

### **Slide 8: Charging Port.**

Both smartphones and tablets have a charging port.

*INSTRUCTOR NOTE: If you have a mobile device, demonstrate the charging port on your phone, and encourage learners to find it on their own devices.*

### **Slide 9: Unlocking Your Phone.**

As we get started using the phone, the first thing we need to do is unlock the device. The way you do this depends on the choices you made when you set up your phone. You may have set up Face ID or a passcode. Depending on the iPhone you have, you may also have the option to use your fingerprint to unlock the phone.

### **Slide 10: Home Screen.**

*INSTRUCTOR NOTE: Talking points for this slide include:*

- *Home screen has built-in apps for your convenience*
- *Some apps are in the main part of the screen, and some are across the bottom of the screen.*

*Ask learners: What apps do you recognize? What apps have you used?*

- *iPhones come with phone, messages, email, internet, camera, maps, clock, calendar, and more.*
- *Top of screen includes status bar showing battery percentage, Wi-Fi, and cellular connection.*

### **Slide 11: Tap | Tap and Hold.**

*INSTRUCTOR NOTE: If you have a mobile device, demonstrate the touch gestures of tapping and tapping and holding. This is just to show what a tap or tap and hold looks like with your finger, not to actually show your screen.*

**Tap** your finger on the screen to activate a control, type on a keyboard, or select something on the screen. For example, you can tap an app to open it. Give it a try. Go to the Maps app on your phone, and open it. (To go back to the home screen, swipe up from the bottom of the screen. We'll look at swiping again in a minute.)

Next, **tap and hold** with your finger to display a menu of options. In this example, if you tap and hold the Maps app icon, the menu opens. Give it a try. Go to any app on your phone, and then tap and hold. Do you see a menu appear?

### **Slide 12: Swipe Up/Down | Left/Right.**

*INSTRUCTOR NOTE: If you have a mobile device, demonstrate the swiping touch gestures. This is just to show what a swipe looks like with your finger, not to actually show your screen.*



**Swiping Left and Right:** From the Apps view, you can swipe left to see more apps available on your phone. You can swipe left and right on many apps and websites to navigate around. From your Apps view, give this a try: swipe left across the screen to see the next page of apps.

**Swiping Up and Down:** From the home page, you can swipe up from the bottom of the screen. This will bring you to the Apps view on your phone. Swiping up and down is what you do to scroll through apps and websites. If you're on your home screen, give this a try: swipe up from the bottom of the screen to see your Apps view.

**Slide 13: Activity #1.**

*INSTRUCTOR NOTE: Point attendees to Activity 1 on Activity Sheet page 1.*

**Slide 14: Activity #1—External Buttons and Touch Gestures.**

*INSTRUCTOR NOTE: Walk around and help learners with the activity as needed. Demonstrate features on a device or use slide 13 as needed. When participants have finished the activity, talk through each item in the activity and answer questions as needed.*

**Answers to questions 4 and 5:** To see all of your apps, swipe left and right to page through all apps. To scroll through a website, swipe up (to scroll down) and swipe down (to scroll up).

**Slide 15: Common Apps.**

*INSTRUCTOR NOTE: In this section, you will introduce some of the most common apps on an iPhone. Encourage participants to use their own phones to follow along and explore the apps as you demonstrate them. Note that if attendees are on a tablet, they will be able to follow along with all apps except for the phone app.*

Phones and tablets offer access to an almost unlimited number of apps. Apps are programs designed to help you accomplish different tasks.

When you turn on your phone and unlock it, you should see a screen that looks something like this one.

In this section of the workshop, I will introduce and talk about some of the most common apps on Apple devices shown here on the screen. Please follow along on your own device and briefly explore each of the apps.

**Slide 16: Phone.**

The Phone app allows you to make and receive calls. To use it, tap the app to open it.

*INSTRUCTOR NOTE: Point out the Phone app, and then click ENTER to bring up the phone app image.*

When the app opens, you'll see the keypad. You'll also see options to go to other screens for recent calls, your contacts, and more.

*INSTRUCTOR NOTE: Point out these items in the bottom menu.*

There are two main ways to make a call. You can tap the Contacts icon to select a name listed in your contacts app, or you can type a number on the keypad.

*INSTRUCTOR NOTE: Press ENTER to advance to the next image.*

After dialing a number, you'll tap the green phone button to start the call.

*INSTRUCTOR NOTE: Press ENTER to advance to the next image.*

When you're ready to hang up, tap the red phone button to end the call.

*INSTRUCTOR NOTE: Press ENTER to bring up incoming call image.*

To answer incoming calls, tap on Accept.

### **Slide 17: Messaging.**

If you want to send a text message, you'll use the Messages app. To open the app, tap on it on the home screen.

*INSTRUCTOR NOTE: Point out the Messages app, and then click ENTER to bring up the Messages app image.*

When you open the app, you'll see your current conversations.

You can use the search box to search all of your text messages. You can tap the Compose icon to start a new conversation, or you can tap a current conversation to send or read a new message and send a response.

*INSTRUCTOR NOTE: Point out these items as you discuss them.*

To create a new text message conversation, you'll tap the Compose icon to start a conversation.

*INSTRUCTOR NOTE: Press ENTER to bring up next image.*

You can send a text message to someone by typing their cell phone number in the To field, or, if the person is in your contacts, you can begin to type their name. Once the name of the person displays, you'll tap it to select it.

*INSTRUCTOR NOTE: Press ENTER to bring up next image.*

Then you'll type your message, and then tap the green arrow to send it.

**Slide 18: Email.**

If you want to send or read an email, you'd use the Mail app.

*INSTRUCTOR NOTE: Point out the Mail app.*

But before you can receive or send an email, you must first set up your Mail app to connect to an email account. To set up an email account from the home screen, tap Settings.

*INSTRUCTOR NOTE: Point out the Settings app, and then click ENTER to bring up the Settings app image.*

Then you would scroll down and tap Mail.

*INSTRUCTOR NOTE: Press ENTER again to advance to the next image.*

And then you'd click Accounts. We won't go through these steps, but it's helpful to know that you can add an email account from almost any email provider using the Settings app.

**Slide 19: Browser.**

When you want to search the web from your phone, tap the internet icon to launch a web browser. In this example, the web browser is Safari, which is included with the Apple device. This app works much like a web browser on a computer.

*INSTRUCTOR NOTE: Point out the Safari app, and then press ENTER to bring up the browser image.*

In this example, we can see the homepage of the library. You can search the web or visit a website using the address bar on the bottom.

*INSTRUCTOR NOTE: Point out the address bar.*

Once you have a webpage up in the browser, you can swipe up to scroll down the page.

**Slide 21: Camera.**

When you want to take a picture or video, tap the Camera icon to launch the camera app.

*INSTRUCTOR NOTE: Point out the Camera app, and then click ENTER to bring up the camera app image.*

To take a picture or video, you would tap the button shaped like a circle.

*INSTRUCTOR NOTE: Point out the button.*

You can scroll through this menu to switch between camera modes, including video, portrait, and panorama modes.

*INSTRUCTOR NOTE: Point out these items as you discuss them. Then press ENTER again.*

After you take a picture, you can click on the small image tile to view, edit, and share the image, or delete the photos and videos you've taken.

*INSTRUCTOR NOTE: Point out these items as you discuss them.*

### **Slide 21: Maps.**

When you want to find an address or get directions, you'll tap the Maps icon to launch the Maps app.

*INSTRUCTOR NOTE: Point out the Maps app, and then click ENTER to bring up the Maps app image.*

To do a search, you would enter the location into the "Search Maps" box.

*INSTRUCTOR NOTE: Press ENTER again to bring up the location.*

Once you have the location on the screen, you would click the blue button to get directions to the location.

*INSTRUCTOR NOTE: Press ENTER again to bring up directions.*

From there, you can select directions for driving, walking, public transit, and more.

*INSTRUCTOR NOTE: Point out these items as you discuss them.*

Note that to get live directions similar to a GPS, you must have a data plan and be connected to a cellular or Wi-Fi network. You may also need to give the app permission to view your location, or you can add your location manually.

### **Slide 22: Popular Categories of Apps.**

*INSTRUCTOR NOTE: Ask participants: what other apps might you be interested in? Ask what apps they may know of in these popular categories, or others they come up with on their own (for example, Spotify or Pandora for music, Netflix or Hulu for streaming video, and so on).*

### **Slide 23: App Store.**

To add new apps to an iPhone or iPad, tap the App Store icon located on the Home screen.

*INSTRUCTOR NOTE: Point out the App Store app, and then click ENTER to bring up the App Store image.*

When the App Store is open, you can browse Featured Apps, look for games, or search for an app by name.

*INSTRUCTOR NOTE: Point out these items as you discuss them. Then press ENTER again to bring up the results list.*

Here we can see results from a search for a dictionary app. Let's take a look at the first app in the list.

*INSTRUCTOR NOTE: Press ENTER again to show the app screen.*

If an app has a Get button instead of a price, like this example, the app is free. From this page you can learn more about the app, including preview pictures and customer reviews.

To install the app, you would click the Get button and follow the installation steps.

*INSTRUCTOR NOTE: Press ENTER again to advance to the next image.*

Once the app downloads, it appears on the Home screen.

*INSTRUCTOR NOTE: Press ENTER again to show the screen with the Remove App menu option.*

To delete an app, tap and hold on the app. A menu will appear where you can remove the app.

## **Slide 24: Activity #2.**

*INSTRUCTOR NOTE: Point learners to Activity 2 on Activity Sheet page 2.*

## **Slide 25: Activity #2—Common Apps.**

*INSTRUCTOR NOTE: For the first six questions, ask learners the questions, and have them call out the answers. Encourage them to tap to open each of the apps. Consider asking one learner to show you their screen so you can check that learners are following along and are able to open the appropriate apps. Encourage learners without a device to answer using the Activity Sheet image.*

What app do you use to:

- Send an email? \_\_\_\_\_
- Search the web? \_\_\_\_\_
- Send a text? \_\_\_\_\_
- Record a video? \_\_\_\_\_
- Make a phone call? \_\_\_\_\_

How do you get back to the Home Screen when you have an app open? \_\_\_\_\_

Open the camera app and take a picture. Show the instructor the image you took.

Open the browser and search for the PLA Digital Learn website at <https://www.digitallearn.org/>. Scroll to the link Using a Mobile Device. Tap the link, and then show the instructor your screen.

**Slide 26: Settings—Getting Connected.**

Mobile devices must be connected to a cellular or wireless network to access the internet and make calls. To connect your phone to a cellular network, you need to have a service plan with a cellular service provider. If you have a cellular plan, your phone will connect to the network automatically everywhere your cellular plan has coverage. You will know you are connected to the cellular network when you see the cell phone signal symbol to show the strength of the connection. The number of bars of the cellular connection lets you know how strong the signal is.

Another way you can connect your phone or tablet to the internet is by connecting to a Wi-Fi network. All smartphones and tablets can connect to the internet using Wi-Fi.

Many businesses, libraries, and other public places offer free Wi-Fi. You can use these public Wi-Fi networks while you visit these locations. Sometimes, you may need a password to access the network.

If you want to connect your iPhone or iPad to a Wi-Fi network in your home, you will need to sign up with an internet service provider (ISP).

**Slide 27: Getting Connected (continued).**

*INSTRUCTOR NOTE: Please edit this slide to add a text box with information on the Wi-Fi at your location, for learners to connect to.*

If you want to connect to Wi-Fi, you'll click on Settings on the Home Screen.

*INSTRUCTOR NOTE: Point out the Settings app, and then click ENTER to bring up the Settings App image.*

Then you'll tap on Wi-Fi.

*INSTRUCTOR NOTE: Point out Wi-Fi on the image. Then press ENTER again to bring up the next screen.*

A list of Wi-Fi networks that are nearby display. Networks with a lock icon require a password. Networks without a lock are public and do not need a password. Some public networks may ask you to accept an agreement before they will allow you to connect your device.

Once you are connected to the Wi-Fi network, you will see the Wi-Fi icon in the status bar at the top of your device.

*INSTRUCTOR NOTE: Point out the Wi-Fi icon on the status bar.*

**Slide 28: Wi-Fi Security Tips.**

To keep your information safe when you connect to Wi-Fi, follow these Wi-Fi security tips.

*INSTRUCTOR NOTE: Press ENTER to see bullet 1.*

Make sure you trust a public network before connecting to it. Do you know who set up the network?

*INSTRUCTOR NOTE: Press ENTER to see bullet 2.*

Try not to send private information over public Wi-Fi networks.

*INSTRUCTOR NOTE: Press ENTER to see bullet 3.*

If you do send personal information, make sure the website is secure and begins with *https*.

*INSTRUCTOR NOTE: Press ENTER to see bullet 4.*

Set up a password for your home network to block intruders from accessing it.

**Slide 29: Activity #3.**

*INSTRUCTOR NOTE: Point attendees to Activity 3 on Activity Sheet page 3.*

**Slide 30: Activity 3—Getting Connected.**

*INSTRUCTOR NOTE: Learners will answer these questions:*

- Navigate to the available Wi-Fi-Networks screen on your device. Write down what steps you took to get there.
- Write down one of the networks that is secure (if applicable).
- Write down one that is public (if applicable).

*INSTRUCTOR NOTE: Check the public and secured Wi-Fi options using your own device. Use this information to discuss learners' answers about which networks are secure and which are public. Remember: Networks with a lock icon are secure and require a password. Networks without a lock icon are public and do not need a password.*

*If a learner doesn't have their own device, they can use the image on the Activity Sheet to write down a secure network and a public network.*

**Slide 30: Activity #3 (continued).**

*INSTRUCTOR NOTE: Talk through the questions on the scenario of using Wi-Fi in a coffee shop.*

You're relaxing in a coffee shop. You want to connect to Wi-Fi and do some personal tasks on your smartphone. On your phone, you see a list of Wi-Fi networks. Which would you connect to? Why or why not?

**Answer:** They would want to use the public Wi-Fi "CoffeeRoasters Public" because it's free, but they would want to be careful about what personal tasks they are engaging in.

You want to do some online banking at the coffee shop. Is this a good idea on the Wi-Fi network you're on? Why or why not?

**Answer:** It's a bad idea to do banking on a public network. It's best to wait to do banking on a private network where you know and trust the person who set up the network.

**Slide 32: Settings—Security, Privacy, and Accessibility.**

In the Settings app...

*INSTRUCTOR NOTE: Press ENTER to bring up the next image.*

...you can view and change the settings on your mobile device, including accessibility features, biometrics and security preferences, software updates, and more.

**Slide 33: Unlocking Your Phone.**

*INSTRUCTOR NOTE: Lead a brief discussion with learners: What method are you using to lock and unlock your phone?*

*Possible methods: PIN, passcode, Face ID, iris scan, or fingerprint*

Mobile devices come with settings to help protect your device and your information. One of the most important things you can do is set a personal identification number (PIN) or passcode to access and use your mobile device. This will help protect the data that is stored on your device if it is ever lost or stolen. Each time you turn on your device or wake up the screen, you will see a prompt to unlock it.

**Slide 34: PIN or Passcode.**

To set a pin or passcode, tap Settings.

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

Then look for the option for Face ID & Passcode.

*INSTRUCTOR NOTE: Press ENTER again to bring up the next screen.*



You'll find the options there.

You can also unlock your phone using Face ID, iris scan, or on some models, a fingerprint. You would need to follow the prompts to store that information in your Settings before you can enable this feature.

*INSTRUCTOR NOTE: Please recommend that learners explore these features on their own after the workshop. The Learner Handout includes this recommendation.*

### **Slide 35: App Security.**

Many apps on mobile devices have regular updates. Sometimes the updates have new features, but most importantly, updates fix bugs and problems and increase security.

You can see app and operating system update settings by going to Settings...

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

...then tapping "General"...

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

...then tapping Software Update. You'll be able to see if there are any software updates to install. If there are, you can follow the prompts on the screen to install the updates.

### **Slide 36: Privacy.**

Privacy settings are also important for mobile devices. Using your phone's privacy settings, you can decide which apps have access to information and data stored on your device, such as your location, photos, and microphone.

To access the privacy settings, tap the Settings icon.

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

Then scroll down and tap Privacy.

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

You can adjust settings for Location Services and Tracking. Also, you can change which apps can have access to specific features on your phone, such as contacts, photos, microphone, camera, and more.

*INSTRUCTOR NOTE: Please recommend that learners explore these features on their own after the workshop. The Learner Handout includes this recommendation.*

**Slide 37: Accessibility.**

Accessibility settings on your mobile device can help you customize your phone to meet your visual, physical, motion, or hearing needs. To find the Accessibility features, tap Settings.

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

Then scroll down the page and tap Accessibility.

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

*INSTRUCTOR NOTE: Press ENTER to bring up examples.*

Common features to explore include a voice assistant to get spoken guidance to navigate the device without needing to see the screen; changing text size, contrast, and display color of the screen; adjusting audio settings; and enhancing or changing the touch interactions.

*INSTRUCTOR NOTE: Please recommend that learners explore these features on their own after the workshop. The Learner Handout includes this recommendation.*

**Slide 38: Activity #4.**

*INSTRUCTOR NOTE: Point attendees to Activity 4 on Activity Sheet pages 4 and 5.*

**Slide 39: Activity #4—Which App Seems More Trusted?**

*INSTRUCTOR NOTE: When learners have completed the activity, lead a discussion on what people came up with.*

Which of these apps seems more trusted? How do you know?

**Answer:** The second one (on the right) is the more trusted. In the first app, the reviews average 1.5. The reviews discuss issues with logging in. The second app has very good reviews and it has received an Editor's Choice award. It also tells you that there are in-app purchases (this information increases trust).

**Slide 40: Activity #4—What Might Be a Problem?**

Imagine you're at work talking with some coworkers. Even though your phone is locked, you receive this notification. What might be a problem in this situation? How could you address this problem?

**Answer:** The problem is that you may want this information to be kept private, especially if coworkers could see it. Do you want your coworkers to know you have a job interview? To address this problem, you would go to Settings and then Privacy Settings. Then you would change your notification settings.

*INSTRUCTOR NOTE: Allow learners a few minutes to find this setting on their phone and support them as needed.*

**Slide 41: Security Tips.**

Here are some security tips to keep you safe when using your mobile device.

*INSTRUCTOR NOTE: Press ENTER to bring up bullet 1.*

Set a passcode on all of your mobile devices to prevent someone from accessing the information stored on the device if it is lost or stolen.

*INSTRUCTOR NOTE: Press ENTER to bring up bullet 2.*

Download trusted apps only. You can determine this by reading reviews, ratings, and privacy statements.

*INSTRUCTOR NOTE: Press ENTER to bring up bullet 3.*

Review the privacy settings on your device. Adjust your settings to control which apps have permission to access your camera, location, microphone, and personal information.

*INSTRUCTOR NOTE: Press ENTER to bring up bullet 4.*

Adjust your notifications to change how much content will display on the lock screen when messages come in.

*INSTRUCTOR NOTE: Press ENTER to bring up bullet 5.*

Check that the apps and operating system are running the most up-to-date versions available, or set these to automatically update.

**Slide 42: Activity 5.**

In this activity, we will practice what we've covered and see what everyone has learned.

*INSTRUCTOR NOTE: Lead the group in the following activity and have learners respond as a group.*

**Slide 43: Opening Apps.**

If you want to open an app on your phone, what do you need to do?

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

**Answer:** You would tap the app to open it.

**Slide 44: Public Wi-Fi.**

Which Wi-Fi network does not require a password?

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

**Answer:** The network that doesn't have a lock icon doesn't need a password.

**Slide 45: Wi-Fi Safety.**

To keep your information safe when connecting to a Wi-Fi network, what should you do?

**Answer:** All of the above

**Slide 46: Text Message.**

What icon would you click to start a new text message?

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

**Answer:** You would tap the Compose icon.

**Slide 47: Web Search.**

If you want to search the web, what app would you use?

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

**Answer:** You would use the Safari icon, which is the web browser that comes with the iPhone and iPad.

**Slide 48: App Store—Download.**

If you want to download an app on your phone, what do you need to do?

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

**Answer:** You would tap the App Store icon to find the app and download it.

**Slide 49: Passcode.**

If you want to set a passcode to protect your device and information, what would you do?

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

**Answer:** You would go to Settings and click on Face ID and Passcode.

### **Slide 50: Deleting an App.**

If you no longer want the dictionary app on your phone, what do you do?

*INSTRUCTOR NOTE: Press ENTER to bring up the next screen.*

You would tap and hold on the app to open the menu.

### **Slide 51: Questions.**

*INSTRUCTOR NOTE: Ask if there are any other final questions and answer any outstanding ones that may have been missed in the “parking lot” sections. For information about what the parking lot is, see the “Before the Workshop Begins” section of the Instructor Guide.*

### **Slide 52: Congratulations!**

Congratulations! Today you have:

- Learned about iPhone and iPad mobile devices
- Built skills to:
  - Navigate your device
  - Get connected to Wi-Fi
  - Identify common apps
  - Identify helpful settings
- Learned useful tips to connect to Wi-Fi and use your device safely

*INSTRUCTOR NOTE: Provide each learner with a Certificate of Completion.*

### **Slide 53: Additional Training Online.**

*INSTRUCTOR NOTE: Point the learners to additional courses that are available. Draw learners' attention to the website address in the slide.*

### **Slide 54: Thank You!**

*INSTRUCTOR NOTE: Close out the session by following these steps:*

- *(If applicable): Mention future AT&T and PLA digital learning workshops planned for the location and/or community.*
- *Ask if there are any other final questions and answer any outstanding ones that may have been missed in the parking lot sections.*
- *“Thanks again to AT&T and the PLA for this workshop. We appreciate all our participants for coming and we encourage you to keep learning!”*