



## COURSE PLAN – Walk’n’Talk SMART

### General description

5 units, 150 minutes each (2,5 hours)

2 trainers plus 2 assistants

## Smartphone Workshop 03.05. – 30.05.2018

### Thursday, May 3<sup>rd</sup> - First lesson (150 minutes)

#### „The Beginning“

#### 1. Presentation

- Introduction of the teacher’s team and the learners
- Collecting wishes and fears regarding the workshop with moderation cards
- What types of smartphones do exist (android, blackberry, apple...)

– Ways of use of Smartphone and Tablet

- ⇒ Smartphone or Tablet
- ⇒ Simplify daily life
- ⇒ Communication
- ⇒ Taking pictures, edit, save, share
- ⇒ Entertainment
- ⇒ Games

#### 2. Request to the learners – „What do you want to do with your item?“

Learners are provided with moderation cards and are asked to write down the answers

Collecting the cards on a pin board, grouping similar wishes, making a common schedule when to focus on what topic.

**3. Technical terms** – Handouts with short explanation for technical terms related to smartphones or tablets

**4. Symbols on my smartphone** (and tablet) – Handouts for all learners

Verbal **evaluation**, again focusing on the cards collected at the beginning.



## Wednesday, May 9<sup>th</sup> - Second lesson (150 minutes)

### „My smart telephone“

Starting with a reflection round. Asking for new problems or topics which occurred while practising last week.

#### 1. To phone with my smartphone

- ⇒ To use the smartphone as a telephone
- ⇒ To meet technical hurdles

#### Implementation

##### **Phase 1:** To practise calling and collecting tips

The participants come together in pairs, e.g. according to device manufacturer, operating system, interests, etc. (see also "Methods for group identification").

On a sheet of paper, the couple notes their own names and mobile numbers. Then person A calls person B and vice versa. Repeat the exercise a few times until it works well.

Then, together, a list is created of what to look out for when using a smartphone (what to do, what can happen, what is difficult, what is convenient, ...).

#### **Examples:**

- ⇒ If you are called, move the green handset to the right to answer the call. Repeat this "wipe" until it works well. The lock screen and the cumbersome right-shift have the advantage of not accidentally picking up a call in the jacket or handbag.
- ⇒ To prevent accidentally switching to loudspeakers, mute, pausing, etc. during the call, slowly guide the phone to the ear, but do not press it so that the screen has time to lock and no buttons can be mistakenly touched.
- ⇒ In contrast to old telephone sets, it is not helpful with a smartphone to keep the device close to the head. Better put the volume to maximum. This also works while speaking on the phone.

#### **Phase 2: Exchange tips with the group**

Reflection with the whole group. The most important tips are collected on a flip chart by the trainer.

#### 2. Administrate contacts

##### Aims

- ⇒ Where is my phonebook
- ⇒ Create new contacts
- ⇒ Deleting contacts
- ⇒ Editing contacts



## **Implementation**

### **Phase 1: Create and manage phonebook, collect tips**

The participants come together in pairs, e.g. according to device manufacturer, operating system, interests, etc. (see also "Methods for group identification").

On a sheet of paper, the couple notes their own names and mobile numbers.

The participants try to create the contact of the partner in the phone book. Then this contact is processed (e.g., an address added, an email address added, etc.). Then the contact is deleted again. Repeat the exercise a few times until it works well.

Then, together, a list is created of what to look out for when setting up and managing contacts with your smartphone (what to do, what can happen, what is difficult, what is convenient ...).

### **Phase 2: Discuss tips in the group**

This is followed by a round of reflection in plenary. The most important tips on the telephone book are summarized by the trainer on the flipchart.

### **Please note!**

If the pairs do not want to exchange the mobile numbers, the note is destroyed after the exercise and the numbers in the call list are deleted.

For Android: "Delete from call log (>)".

For iPhone: In the call list go to the corresponding call, push it to the left and press the red delete button.

### **Documents**

- Handout "Smartphone Icons"
  - Handout "technical terms simply explained"
- Simple Home screen → • Android: Settings Home screen  
Display zoom → Display → • iOS: Settings

- [www.iloveandroid.de](http://www.iloveandroid.de): Videos for beginners - from the start screen set up to install apps.

## **Wednesday, May 16<sup>th</sup> - Third lesson (150 minutes)**

### **„The world of apps“**

Starting with a reflection round. Asking for new problems or topics which occurred while practising last week.

### **Aims:**

- ⇒ Understand how apps work and app store
- ⇒ Know how to download and install APPS



Prerequisite for this exercise:

The app store that matches the operating system must be created or set up so that each participant can download (free) apps.

### **Implementation:**

#### **Phase 1: Explore the App Store and search for apps**

We decide to download the app of BMV/UDB (the local garbage collecting organization)

1. Make sure all attendees find the app store on their device.
2. Now the App Store searches for either the name of the app or a keyword. The search is often marked with a "magnifying glass symbol". Without a special search the provider proposes apps what he thinks might be interesting to the user or those he wants to promote as advertising.
3. If an app is found in the shop, select it and read the users rating for the app. The more frequently and the better an app is rated, the more recommendable is the app. If you're not sure, Google can search for apps and compare what's written there.
4. Now install the app on the device. For this, the access data to the App Store is required. In some systems (e.g., iOS), the device will now ask what permission the app may have. This should be chosen wisely. So a communication app will need access to the phone book, a flashlight app does not need access to the contacts! Discuss nonsensical app access permissions using a variety of examples.
5. Now the app is installed and ready for operation. Some apps will now require you to register with them. Make sure that other credentials are chosen than e.g. for the app store. Note the access data immediately in your own documents, not on your smartphone.

#### **Phase 2: Reflection in plenary session**

Finally, it will be discussed:

- ⇒ What must be paid special attention to in the App Store?
- ⇒ What must be paid special attention during the app download?
- ⇒ How is a good app recognized?
- ⇒ What does app authorization mean? Which access rights should I allowed in which cases, which ones better not?
- ⇒ How to download music



## **Thursday, May 24<sup>th</sup> - Fourth lesson (150 minutes)**

### **„Provide the world with your fotos“**

Starting with a reflection round. Asking for new problems or topics which occurred while practising last week.

#### **Aims:**

- ⇒ Take photos with your smartphone/tablet and edit them
- ⇒ Share photos with other people (family, acquaintances) via the Internet (e.g., via e-mail, whatsapp, etc.)

#### **Requirements:**

On the device necessary - camera, app for image editing and e-mail program with set up account

#### **Implementation:**

##### **Phase 1 – Input by the trainer**

Basic functions on the device (camera, image processing and, if desired, the e-mail program) will be briefly presented to all.

##### **Phase 2: take pictures**

On a flipchart, the most important steps are briefly noted. The groups will now be able to make and edit pictures of objects from the room / building at their own pace. Each person decides to whom they would like to send an e-mail with a picture. If no e-mail addresses are known, an e-mail can also be sent to the organizer.

##### **Phase 3: Create step-by-step instructions**

Each participant creates his own step-by-step guide to taking pictures. In addition, you can continue to photograph as you wish to practice.

#### **For further training**

Think who will send out of the group an image daily / weekly by e-mail. Make sure that the persons involved agree to the exchange of e-mail addresses or that they would not be tempted to receive e-mails.

#### **Make sure!**

- Pay attention to the size of the pictures! The e-mail program does not always correct the sizes automatically. Therefore, manually save the images in different sizes before sending. If the image is edited in an image editing program, it is usually automatically stored in a small size. Some programs ask when saving in which size the image should be saved.
- For image-editing apps, look for in-app purchases and related cost traps (for example, PicsArt).



- Maintain the "right to one's own image": In the course of this exercise, it is possible to discuss which images can be shared by people and which can not. Tip: Shown previously ask if they agree with a publication!
- Be wary of supposedly "sweet" pictures of toddlers, as they may be perceived as detrimental to children many years later. Ask older children whether you are allowed to share the pics.

### **Apps**

- Share photos: Social networks: Instagram, WhatsApp, Facebook Messenger, etc.
- Save photos: Dropbox, Google Drive, iCloud, Windows OneDrive, Picasa
- Free e-mail address: ex. Gmail, Yahoo! Mail

## **Wednesday, May 30<sup>th</sup> - Fifth lesson (150 minutes)**

### **„Whatsapp and the app of the local municipality; Plus: Using the calendar“**

Starting with a reflection round. Asking for new problems or topics which occurred while practising last week.

#### **Aims:**

- ⇒ Understand whatsapp; creating a group
- ⇒ Understand the app of our local municipality
- ⇒ Using the calendar (reminder for birthdays, setting appointments, etc)

#### **Requirements:**

Make sure that all learners have exchanged their phone numbers (if they want so); find the calendar on their device

#### **Implementation:**

##### **Phase 1 – Input by the trainer**

Basic functions of whatsapp will be briefly presented to all.

##### **Phase 2: create a group**

The first group is set up by the trainer, students are invited. We practice together: writing comments, taking photos, sending photos, adding links or pics from the internet, information about GIF's

Then students create their own groups, invite people, add group names, etc.

##### **Phase 3: installing a new app**

Now the installing of the new app of our municipality is installed through whatsapp. All information is provided in our freshly set up group.



### **For further training**

The following days each student has to share information about the municipalities' app via whatsapp.

### **Calendar**

- We are looking for the calendar on the smartphone
- Then we bring the calendar to the desktop of the smartphone and check if the data set are OK
- We create some common dates; add reminder and place
- Set reminders and repetitions for special occasions (birthdays)

Quick oral **evaluation**: "I like that I can ... now"

Detailed lesson planning - the practice takes a long time in courses with senior citizens

<b>Time</b>	<b>Content</b>
15 min	Presentation, collection questions, reflection of the last week
15 min	New content (theory and intuition)
50 min	Exercise of new content (implementation)
5 min	Pause
10 min	Further new content
40 min	Exercises
15 min	Reflection and conclusion