



2018

# Facilitator's Manual

Let's  
Connect  
TECHNOLOGIES

Owner

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## PROJECT OVERVIEW:

### Introduction

Let's Connect Technologies is a program designed to deliver computerized equipment, and instruction in its use, to enhance daily living for persons with intellectual disabilities.

Technology is prevalent in our daily lives, and makes many tasks easier to accomplish. In some cases, it makes tasks possible for persons living with intellectual disabilities. A small, relatively affordable tool such as an iPad can notably change a person's life.

Let's Connect Technologies is an opportunity to come together for a social outing in a learning environment to build literacy, communications, and technology skills. Participants learn practical applications to build greater independence through use of technological tools and improved communication skills. Learners build transferrable talents to carry into daily work and programs, and build professional expertise to support employability and self-sufficiency.

This manual is a comprehensive guideline. Curriculum is structured to allow a facilitator to choose as many topics as desired to tailor a course to specific goals or outcomes.

To simplify facilitation for Let's Connect, the workshop is structured to cover six significant areas for beginner learners.

1. Introduction to an iPad
2. Introduction to Wi-Fi, Internet and Accessibility Settings
3. E-mail, Apple ID and Password setup
4. How to use App Store, iMessage, and Facetime
5. How to operate YouTube, Google and Games
6. Introduction to Social Media and Routine Apps

### Learning Objectives

Participants learn practical applications to build greater independence through use of technological tools and improved communication skills.

### Facilitator's Qualifications

Our target population is persons living with intellectual disabilities. Certain personal characteristics we may anticipate with students of this demographic might include:

1. unfamiliarity with and/or fear of technology
2. difficulty concentrating, in particular for longer periods of time
3. visual impairment
4. auditory barriers
5. physical limitations requiring the use of assistive devices
6. ailments that may impede abilities to retain information or lack of confidence in one's abilities
7. a need to proceed slowly
8. skills for learning in a formal setting may need refreshing

To accommodate learners' needs and support students to their full potential, a facilitator will demonstrate the following skills:

1. patience and non-judgement; a sense of fun, and an ability to be flexible in their role
2. continuous check-ins to ensure students are keeping up (some participants may be reluctant to speak up, or may think they are a bother to the instructor)
3. able to repeat the same information in different ways to reinforce learning
4. creative ways to relate information to something non-technical
5. strong mentorship as a coach who does not attempt to take over
6. keen observation skills to watch carefully for bad habits, or students falling behind in the lesson.
7. written, oral and visual communications skills to aid in production of step-by-step instructions as handouts.

### Technology used for the Workshop (Apple iPad Air 2)

This project used a 9.7-inch Retina Display, which offers very high resolution and 16GB of storage. It can connect to the Internet when near a Wi-Fi hotspot. Each organization will have different version of hardware and software for workshops, and facilitators may choose as per requirements for their class.

### Location for the Workshop:

Organization	Address	Time

### Facilitator's Check List of Materials

Some items, like multimedia projector, laptop and iPad, are used each week. However, each organization will develop different lists of items to include based on curriculum sections chosen. Therefore, each section will specify unique materials a facilitator may require.

### Facilitator's Responsibility on Workshop Day

1. Facilitator must arrive 30 minutes prior to start time and stay for 30 minutes after the workshop ends to have time to prepare and time to wrap up at the end of class.
2. Facilitator must ensure all equipment used (laptop, projectors, printer, Wi-Fi devices and other workshop materials) is returned to the appropriate person in the partner organization.
3. Facilitator brings a memory stick with power point presentation, curriculum and workshop handouts.
4. Refreshments, such as water and snacks for students, assistants, and volunteers, are good to have on hand. A facilitator must also anticipate rules to apply regarding food and drink near iPads.

### KEY TO USING THIS MANUAL

This manual is divided into seven modules. Part one is the project overview, workshop facilitator's qualifications and administrative responsibilities. The remaining six parts are detailed guidelines for the facilitator and teaching assistants.

Each lesson consists of facilitator's actions, with explanations in plain text, and participant's activities. There are information sheets within that are specific to teaching persons with intellectual disabilities on topics such as internet security and useful Apps.

## WORKSHOP 1: INTRODUCTION TO AN iPad

This module introduces the participants to an iPad device.

- Before beginning this lesson, ensure your participants have a copy of the course handouts,
- Your power point presentation is open and displayed on the projector,
- and participants' iPads are ready for use.

### 1. What is an iPad?

#### 1.1 Lesson Guidelines to Facilitator

Explain what an iPad is by describing it as a touchscreen tablet computer made by Apple that can help do a variety of awesome things such as:

1. taking photos and videos
2. enjoying music
3. playing games
4. watching movies
5. reading books
6. sending e-mail to your friends.

**Tip:** In fact, there's so much good stuff on iPad that many of us don't know about. Some of the most useful, clever or entertaining things our devices can do are explained in this manual!

Describe various parts and accessories of an iPad and explain basic iPad terms, making sure to point out and describe the items as they are displayed on the projector screen. Show students how to take care of an iPad. Hand out their new iPads and move to the activity below.

#### 1.2 Participant's Activities #1.1

1. Open the iPad box and take out the iPad.
2. Identify the accessories of an iPad; lightning cable, lightning slot, mic, speakers.
3. Identify the Volume, Sleep/Awake and Home buttons on the iPad.
4. Indicate the screen of your projector where parts of an iPad should be displayed on the power point. Ask students to find the equivalent part on their iPad.

**Tip:** Press and hold the Sleep/Wake button for a few seconds until the Apple logo appears!

#### 1.3 Getting the iPad Started

1. Display function of Sleep and Wake button on their iPad.
2. Review how to turn the iPad On and Off.
3. Explain Home screen.
4. Introduce Home screen icons and talk about Apps.
5. Explain how to manage icons on iPad's Home screen.
6. Create and remove folders on Home screen.

**Tip:** You can create a new folder by clicking on an app, holding your finger down and then dragging it over another app.

## 1.4 Participant's Activities #1.2

1. Have students turn their iPad on and off and use the Sleep and Wake button.

### Lesson Review

Students now understand some of the things they can do with the iPad, and are familiar with the various parts of the iPad.

**Thank you for perusing the sample, simply email or call Inclusion Regina and we will send you complete copies for free. We'd love to hear about your goals, and we welcome your feedback!**

**Contact us @**

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