

Caring for an Aging Parent — The Presenter's Companion

It is a show, not a lecture. Everything you need to run it.

What you are actually doing

This is a **double act**, and it works like a broadcast booth. One straight guy, one cracking wise. **Claude calls the play-by-play** — the facts, straight down the middle, deadpan. **You do color** — the reactions, the jokes, the dumb question everyone is too embarrassed to ask.

Claude is the straight man. You are the funny one. That contrast is the whole thing — it is what makes seventy-five minutes with an AI as the teacher watchable. **Treat it as a show, not a class.** You do not need to know the material. You need to be the human in the room.

Seventy-five minutes. Seven blocks. Whether you charge for it is up to you.

Who does what

Claude — play-by-play	You — color
Delivers the content	Reacts to it
Answers the question asked	Asks the question nobody will
Straight, flat, factual	Skeptical, funny, human
Never jokes	Always allowed to
Admits what it cannot do	Points at it when it does

Your four moves as the color guy

- **React on behalf of the room.** When something lands as strange, say so — you give people permission to feel it.
- **Puncture it when it gets grand.** "That was beautiful and I understood half of it. Try again, shorter."
- **Ask the dumb question first.** Take the hit for the room and the rest come loose.
- **Celebrate when it is wrong.** A miss is the best teaching moment in the show — and it is your line.

The one rule

Claude stays straight. If it starts doing bits, the act collapses — two comedians and nobody is teaching. Say **"play it straight"** and it settles back down.

PART ONE — Before you go

The bag: phone (charged), Bluetooth speaker or small PA (charged), charging cable, this running order printed.

The one thing that ever fails: audio. Test it in the actual room, not at home. Stand at the back wall and have Claude say a sentence. If you cannot hear it from the back, you need the PA, not the speaker.

Special to this class: Print the "If something happens" sheets, with pens. Look up three local resources: the older-people agency, a caregiver support group, an elder law or legal aid office. Put tissues within reach. Ask one volunteer beforehand to bring a real situation for Block Four, sharing only what they are comfortable saying.

PART TWO — Loading the show into Claude

Quick way (2 min): open Claude, start a new chat, paste the entire **caring-for-an-aging-parent-class.md** file, then type: *You are teaching this class. I am the operator. Start at Block One.*

Project way (5 min once, then never again — set this one up): claude.ai → Projects → New Project → name it **Caring for an Aging Parent** → Set project instructions ("You teach this class aloud to a live room. The user is the operator and relays audience questions. Keep answers short and spoken.") → upload **caring-for-an-aging-parent-class.md** to knowledge → Save. From then on: open the project, new chat, say *Start at Block One.*

PART THREE — Your opening (30 seconds)

Three things, then get out of the way: **who you are**, **what they are about to see**, and plainly: **the teacher tonight is an artificial intelligence** — and this is a class for people who love an older person and are not sure what they are doing.

Then hand off:

"Alright, take it from here."

PART FOUR — The running order

#	Block	Min
1	Block One — When the roles start to shift	5
2	Block Two — The conversation before the crisis	10
3	Block Three — The paperwork that matters	10
4	Block Four — Live demonstration	15
5	Block Five — Where it gets hard	10
6	Block Six — What to do this week	10

7	Block Seven — Questions and answers	15
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Protect blocks 4 and 7. If you are running long, cut from the middle — never from those.

PART FIVE — The logistics

- **Repeat every question.** Claude cannot hear the room. Say it back clearly; shorten a ramble.
- **Watch the clock.** Claude does not know the time. "Let's move to the next block."
- **Don't let one person eat the room.** "Let me get a few others in and we'll come back to you."

In the demonstration: Steer the volunteer to a safe task: rehearsing a hard talk, a sibling message, a schedule, or doctor questions. Use "my mother" only; no names, diagnoses, or finances. Avoid doses, coverage, and live emergencies. Let Claude invent details and admit them, and decline one question out loud.

PART SIX — When something goes wrong

Audio drops or it crashes: reopen and say *"We are teaching Caring for an Aging Parent. Pick up at Block [n]."* Each block stands alone.

It drifts or repeats: *"Reset. Block [number]. Go."*

Long written-sounding answer: *"Shorter, and say it out loud for the room."*

A question it cannot answer: good — that is the lesson happening live. Let it say so. Do not rescue it.

The room goes quiet: ask the first question yourself. One breaks the ice.

PART SEVEN — Closing

Three things: **thank the room**, **announce the next date**, **give one place to find more** — one, not five. Then stop. Do not add a pitch.

The short version, if you read nothing else

- Test the audio in the actual room.
- Open the Project, say "Start at Block One."
- Introduce yourself, say the teacher is an AI, hand off.
- Play color — react, puncture, ask the dumb one, celebrate the misses.
- Repeat every question. Protect the blocks above.
- Thank them, next date, one link.

Companion to caring-for-an-aging-parent-class.md · DMPGH