



Tech Savvy Seniors

PRESENTERS GUIDE

TOPIC: TECH SAVVY SENIORS PRESENTERS GUIDE

Thank you for participating in the Telstra Tech Savvy Seniors workshop presentations. Our goal is to help people better understand the internet and technology. The internet, smartphones and tablets have a tremendous amount to offer, and we'd like as many people to experience that as possible.

We appreciate that you may not have had any presenting experience before, so this may be a learning experience for you too. It can be challenging at first, but after conducting one or two sessions you'll find that most run relatively smoothly, especially if you can develop a relaxed rapport with the participants.

It's important to remember that this is a conversation, not a lecture. There are no tests at the end and you're not expected to get up and give a 140-minute speech. It's all about helping participants become comfortable with technology, and you're in a unique position to do that. They just need a little help and guidance, plus the reassurance of having a safety net as they explore this new technology, and you can give them that just by being there.

This Presenters Guide and the workshop materials will help you to plan and deliver your session. Keep in mind that the most important thing is to have fun – both you and the participants.

HOW THE PRESENTATION PACKS WORK

Each session has an associated presentation pack designed to be used by both you as a guide to your workshop and as a handout to participants. These packs are not scripts; they're intended to guide the workshop rather than be something that you simply read aloud.

TIMETABLE

Each pack is broken down into sections, with a suggested time for each section. For example, Introduction to the Internet Part 1, is broken down as follows:

Subject: What is the internet? Duration: 15 minutes



Subject: What can I do on the internet? Duration: 20 minutes

Subject: How do I connect to it? A look at different types of internet connections. Duration: 20

Break. Duration: 15 minutes

Subject: Navigating around the web. Duration: 35 minutes

Subject: Performing a web search. Duration: 25 minutes

Subject: Summary. Duration: 10 minutes

Total. Duration: 140 minutes

OVERVIEW

Within each section, you will likely have some information – provided in simple fact-based statements – and probably some activities as well.

The statements can be presented to the group as straightforward background information, or you can recast the statements as questions to help stimulate group discussion that allows participants share their knowledge or experience of the topic.

ACTIVITY

The activities and demonstrations are step-by-step guides to performing an exercise.

TIME

The target time for each workshop is roughly 140 minutes, although depending on the group it might take more or less time than that. The timeframe for each section is also a guide; you may find that you power through some things, but take a bit longer on others. Don't let the suggested times turn into a straightjacket – sessions tend to work better when they flow organically.

PREPARING FOR A SESSION

The most important thing you can do to ensure the success of your presentation is to prepare really well. The importance of thorough preparation cannot be overstated. Here are some guidelines for you:



PREPARATION

- Ensure you have sufficient copies of all materials.
- Ensure you have copies of the Managing Your Internet Costs handout for participants attending the Introduction to the Internet workshops.
- Ensure you have copies of Paying Your Telstra Bills Online handout for participants attending the Introduction to Shopping and Banking Online workshops.
- Always have some spare copies available, just in case.
- Know the layout of the participant materials.
- Understand the content and flow.
- Practice using the materials, to ensure you can confidently explain the content; rehearsing in front of a friend or even a mirror is helpful.
- It is also a good idea to know the addresses of some websites that may be of interest to participants. For example, if you were presenting a workshop to a bowls club you may wish to look up the Bowls Australia website.
- Some activities in the Introduction to Social Media workshops require social media accounts and additional software. Pre-installing Skype on two demonstration PCs (along with two accounts and the necessary hardware for Skype) and setting up demonstration Facebook and Twitter accounts beforehand (unless you plan to use your own) will save time.
- Some activities in the Introduction to Shopping and Banking Online Part 2 and Introduction to the Internet Part 3 workshops require accounts to be set up using personal and or financial information. Be sure to advise participants to protect their private information by not sharing their screen with others, or that they do not have to participate in the activity if they don't want to. Alternatively, setting up an iTunes account and opening a bank account with, say, a \$5 balance beforehand will help demonstrate most of the activities to participants.

EQUIPMENT

You should be ready with some basic gear:

- Have a flipchart or butchers paper available
- Bring a packet of coloured Textas
- Have some Blu-Tac or tape handy
- Bring pens for the participants
- Bring some name badges or sticky labels to use as name tags.

TABLE ARRANGEMENT

For sessions that require computers (which is most of them, barring the sessions on smartphones and tablets), we ideally want to have one computer per participant. If that's



not possible, however, during the session you can ask participants who have had experience with computers to share a computer with those who haven't.

Ensure each participant can easily see presentation materials from their seat.

BEFORE THE PARTICIPANTS ARRIVE

- Set up your table with this Presenters Guide and your copy of the workshop materials.
- Be comfortable that you have some room to move around.
- Have a clock in the room, or at least a watch.
- Lay out the workshop materials on the tables.
- Check that each computer works and is connected to the internet.
- Have the phone number of your club's/organisation's help desk or your organisation's technical person handy, just in case.

GROUP SIZE

Getting the group size right is very important. If it is too large, you may struggle to keep the group focused or ensure that everyone is keeping up.

If you are the sole presenter, the recommended maximum group size is 7 people.

If you have an assistant/co-presenter, the recommended maximum group size is 10 people.

If there are varying skill levels, have more experienced participants sitting with those less experienced.

INTRODUCING THE PRESENTATION

This is probably the most important part of the session, since it sets the tone for everything that is to follow. Ideally you want to use the introduction time to get the participants as comfortable with you and with each other as possible. These workshops work best if they feel like a conversation between peers. We want the participants to feel free to ask questions and speak up, and you should encourage that as much as possible.

START WITH A CONVERSATION

Welcome everyone to the workshop, and ensure everyone is directed to a seat.

If you know that participants are expected but are running late without explanation, do not delay your workshop for too long. It's unfair on those who have made it on time.



Introduce yourself. If there are participants in the group who you haven't met, tell them who you are and explain why you are presenting the workshop.

Ask participants their name. If participants don't already know each other, you can ask them to write their name on the name badge or sticky label and attach it where it can be seen.

Ask them about their existing computer experience and knowledge, and if they've attended other Telstra Tech Savvy Seniors workshops. This may help decide the pace of the session.

Ask them what they hope to get out of the session.

Ask any participants who have had experience with computers, tablets or smartphones to sit at equipment next to those who haven't used them before.

Inform them that the participant material is theirs to keep and they are encouraged to take notes.

Explain how the workshop will run, that there will be plenty of activities, lots of time allowed for questions, and a break in the middle and tea and coffee (or whatever has been made available). Let them know that they should feel free to ask questions at any time: this is a conversation, not a lecture.

If you are presenting at an unfamiliar venue, give directions to the:

- Toilets
- Exits
- Tea and coffee.

GOING THROUGH THE PRESENTATION

The presentations are arranged into time slices. You don't need to be exact – it's a guide, not a rule. If participants are struggling with a session, give them extra time. If they're enjoying a particular activity, run with it.

THE FACTS

Most presentation sections start with a series of facts and key points, to give you and participants an overview of the subject area.

Try not to read them out directly, but put them in your own words, or at least provide additional explanatory notes. Alternatively, use the information as a springboard for questions that encourage participants to share their knowledge and experiences of the topic.

Give participants time to digest the information, and prompt them for any questions they may have.



It's a good idea to keep a notepad at the ready, in case they ask questions you don't know the answer to. If you don't know the answer to something, it's OK: tell the participants that you don't know and make a note to research it for next time.

ACTIVITIES

Many sections also include activities. These are step-by-step guides to undertaking a specific task.

Run through the activities yourself before the session as it's possible that things might have changed slightly since these guides were last updated, so you want to be prepared.

You are the guide, so the activities should be done as a group, with you as the leader. Although activities are detailed step-by-step in the material, that's so the participants can do it again after the session if they want to. They're not intended as a task or test for the participants. Don't say "Complete this activity and report to me when you're done".

Feel free to mix it up. Some activities might specify that you go to a specific website, for example, but you may change the site based on the group you're with. For instance, if you're running Introduction to the Internet, and the step-by-step points you to Wikipedia, you may want to change the site based on the participants' specific interests.

THE RECAP

The recap is a time to go over the session and get feedback from the participants.

Ask them if there is anything else they'd like to know. Ask if there's anything they still don't understand. Be aware of which other workshops are available, and point the participants to them if appropriate.

USEFUL WEBSITES

Let participants know they can explore the workshop topic further by visiting a list of suggested websites.

GLOSSARY

Let participants know that there's a short dictionary at the end of their materials to help them better understand any unfamiliar terms.



TIPS FOR PRESENTERS

MANAGING TIME

Explain before starting that the workshop is set out to an estimated timetable.

Ensure you are familiar with the timetable before the workshop begins.

Keep a copy of the timetable (usually on the front first or second page of the material) handy so that you can refer to it during the workshop.

If there isn't a clock in the room, put your watch next to the timetable. This is less distracting than checking the time on your wrist.

If you are taking less time to cover a section, this is fine.

While we want to encourage questions, if you find participants asking too many questions and throwing the workshop off track, ask them to keep their questions until the end of a section. Often, by the end of the section you will have answered their question.

EFFECTIVE PRESENTATION

These are some tips to assist you in presenting:

- Try to keep eye contact with the group
- If someone asks a question, listen to them and repeat the question to confirm understanding and ensure the rest of the group hears the question
- Keep your language simple. Remember that some of the terminology will be very new to some participants
- Speak slowly, don't rush
- Remember to pause regularly and let the participants take in the new knowledge
- Before moving on to a new section or topic, ask the group if they have any questions
- Don't fidget or click your pen
- Try not to move around too much, as it can be distracting
- Give everyone equal attention
- Don't assume participants know everything or understand first time
- Always check for understanding.

MANAGING NEGATIVITY

Sometimes during a workshop a participant has an issue with a topic being presented or wishes to provide feedback. You can manage this by:

- Listening at first and then moving along



- Allowing the participant to get this issue out on the table, but not engaging in it
- Not getting involved in a debate or encouraging negativity in any way.

ASKING QUESTIONS

There will be occasions, in addition to activities, when you have to ask a question. Here are some tips on asking questions:

- Most questions should always be directed to the whole group. Try not to single out an individual too much, especially with complex questions. They may feel under pressure or embarrassed and not respond well
- Questions can be used to break up a workshop where you feel you are 'lecturing' the participants
- Questions encourage interaction with participants.

MANAGING ACTIVITIES

- Encourage participants to help each other with any problems or questions.
- Give participants some background to the activity as described in the material.
- Let them know how long the activity will take and the break up of each part of the activity.

FINAL WORDS

TAKE YOUR TIME, HAVE FUN

Remember, that a little bit of humour can help you to connect with the participants and keep them relaxed when faced with 'technology frustration' and new things they don't understand!

Please take some time to think about how you can adapt workshop activities and discussions to be more relevant to your group's interests by including some anecdotes or examples they can relate to.

Telling stories and providing personal anecdotes helps everyone relax. If participants can laugh at a story about someone else trying to get to grips with 'all this new stuff' and not getting it quite right, it makes it easier for them to admit when they are struggling and need help. This course is about helping people learn in a supportive and comfortable environment among their peers. Keeping the atmosphere light and relaxed will help to do this.



Most importantly, try to make this learning experience fun so they'll want to come back for more. Try to get them laughing with a few jokes or by sharing some of your own internet and technology experiences so that they feel more comfortable.

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