

COURSE CREATION WORKBOOK

Knowledge increases by sharing but not by saving.

Sam Winch 

Welcome....

To the Course Creation Workbook.

It's great to have you here.

First things first, this isn't one of those ebooks that you just skim through and then stash away in a file for later reading (we all know no-one ever goes back to that file).

This book is all about doing! It's time to get your course written and out into the work.

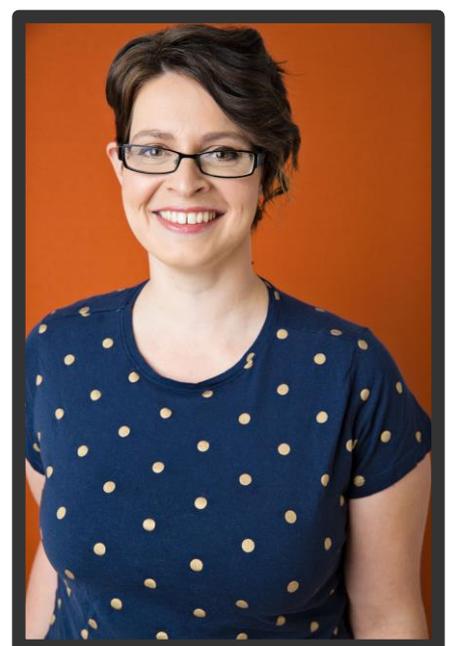
This workbook designed to take you step by step through the process of building any course, so that you can use it time and time again.

Remember, I've placed content and questions in this book for a specific reason. Don't skip over the first bits because you don't think you need them. Even if it's a task you think you might have done in the past, take the time to re-write your answers. The process of going back over your assumptions will often give you a lot of clarity, and may even lead you to making some changes.

And if you need anything, I'm here for you.
Come and join us in the [Content into Courses Facebook group](#) to get all your questions answered.

I'm looking forward to seeing your course come together

Sam Winch 



Your Audience

Let's start at the beginning... Who are you actually writing your course for?

You see, I've seen so many people jump in head first and start planning their content and recording videos without really thinking about who they are talking to.

This part is vital. Your course isn't about you, it's all about your audience. So often when I'm asked how long videos should be, or if someone should create video vs audio, my answer is "What does your audience want".

On the next page you have space to write as much as you can about your audience. While I've provided some questions to get you started, don't let this limit you. Write down anything you know about them.

Are they male or female? Young or old?

Local or far away?

Do they have a family or pets?

Do they work or run a business? Are they trying to balance both?

Does any of that even matter?

What are they passionate about? What do they get giddy excited about?

What are they gossiping about? What are all their friends calling them about?

What do they hate? What really rubs them up the wrong way? What do they really want to learn about?

And importantly...

What do they think they want to learn about?

What do they think they already know?

How much do they actually know already?

The more you know about your target audience, the easier it is to write a course that suits their needs (that will sell)

Your objectives

Simply put, an objective is an outcome.

What is the end result of taking your course?

Think in terms of the knowledge they have acquired or the skills they have learnt. It's time to be really clear about what you want your students to get from your course (start with the end in mind!)

Some examples to get you going:

A mechanic wants to create an online course for women, to help them learn more about their car. He might say

"by the end of the course I would like women to feel confident when doing a basic maintenance of their car, including changing the oil and tyres, so they don't have to fear going for a service and not knowing what is going on"

That's the end result for his students, when they have finished his course, based on the new skills they have acquired.

A nutritionist who wants to create a course teaching about whole foods might say

"by the end of the course I want people to have a passion for choosing whole food that fuels their body, and is good for the soul"

A social media specialist who was writing a course about Facebook ads might say:

"by the end of the course I want them to be able to create great Facebook ads, that convert to red hot leads for their business"

Think about what your student will know and be able to do by the end of the course, think about how they will feel... how will you know if they have been successful?

This objective should guide your content creation the whole way through your course. If it doesn't directly help them reach that outcome, or if you've already given them content that covers the same point, then it doesn't go in the course.

What are your objectives?

What will your students know/be able to do, by the time they have finished the course?

Get it out of your head

It's time to work out what you actually want to teach, what content you are going to include in your course.

We need to get all of those ideas out of your head and start to put them into a course structure. To do that, we need to drag all of those concepts out.

I want you to brain dump, to write down everything related to your course.

Write until your hand hurts, write until you head hurts

Don't doubt yourself, don't stop and think about it too much.

Just write down everything you can think of that has to do with the title of your course and the thing that you want to teach.

Try and write down everything you know about it.

Keep it short and simple here – single words and acronyms are fine... this is for you, not a finished project.

So... ready, steady, clear that head of yours, dump everything on the page... go, go, go.



Brain dump here...

Clean up

Ok... so a brain dump is a great way to get a piece of paper full of "stuff", but if you are anything like me, all you have now is a piece of paper full of lots of words, all jumbled together.

It's time to clean that crazy mass of words a bit, go over you list and:

1. Cross out anything that doesn't make sense (if you're brain dumps are anything like mine, you'll look back at some words and wonder what the hell you were thinking at the time!)
2. Cross out any double ups – anything that is the same or so close to being the same that they could be taught at the same time.
3. Cross out anything that doesn't really link back to the main topic/title of your course... you can always save that one for another course.

Now you can re-write everything you came up with... but this time there slow down a little and really think about it.

As you re-write you list on-to the next page, try and group like subjects together... things that make sense to be taught at the same time.

Organise your brain dump here...

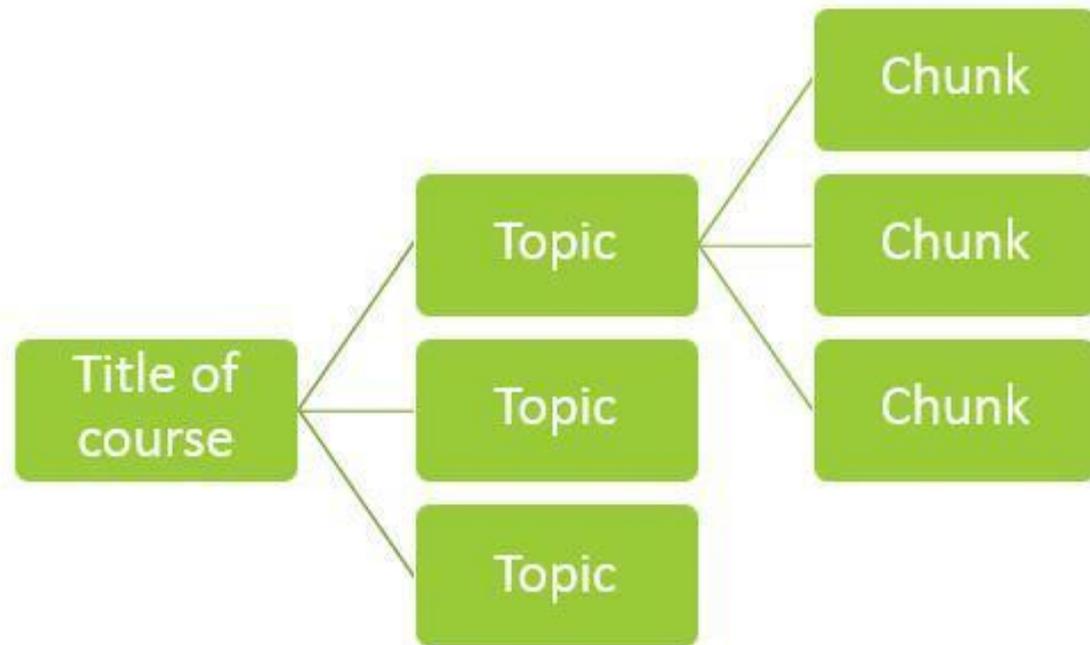
Finding some structure.

Courses are broken down into topics (think of these like chapters in a book)... large segments that need further explaining. Topics can be large and quite broad.

Each topic is then broken into chunks, little bite size pieces that are easily digestible and easy for a student to learn. Chunks should be small and manageable, you don't want your student to feel overwhelmed.

A nutritionist might decide the one of her topics is superfoods, and one of those chunks might be Quinoa.

You have to remember, that just because you know this stuff and it is easy to you, it's not for your student.



Chunks should be small segments that make sense as a stand-a-lone and fit together with other chunks to form a topic.

Example:

So to make that all a little easier to understand, this is an example of someone who was writing a course called “Buying your first dog”.

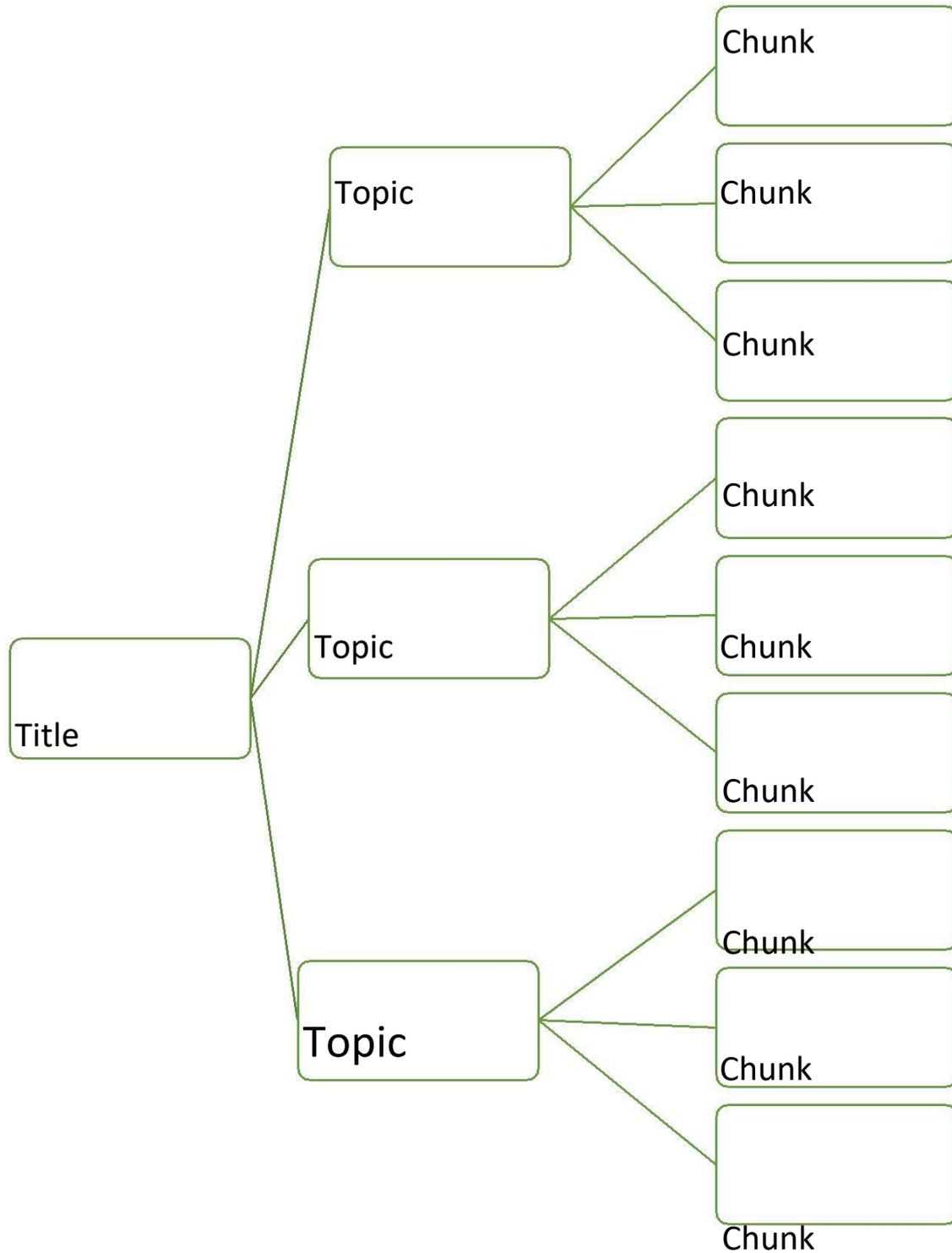
They have listed the topics that they want to cover... and then would break each topic down into little chunks.

They would break down all of the topics eventually, but in this example they have broken “caring for your pet” into choosing the right food, walking and exercise and then grooming.



Outline your full course

Now it is your turn.... Using your brain bump list from before start to sketch out your topics and chunks...



Breaking down the chunks

There's a set formula for laying out information within your course, a formula that works, a formula that is used around the world and taught to trainers time and time again...

... so use it!

For each chunk you layout your information in a specific pattern



Teach the content:

In this section you share your expertise with your students. It's time to teach them what you know.

You could create a video, or a power point with a voice over. You could design downloadable pdfs. You could just write the content into an email.

For this one little chunk, teach the student what they need to know.

(When you start to write out your content, think of it like wiring a book.

You need an introduction to the chunk, what is it and why is it important.

You need a middle, where all the juicy stuff goes

And you need an ending, some kind of wrap up

Share a story:

As humans we learn by story, you only have to look at religion, history and culture, to see that we have always passed on information using stories.

And stories aren't outdated, hell, it's the reason that "Frozen" was such a popular Disney movie, it told great story arcs.

Share a story with you student. There are lots of options, you could:

- Tell them about how learning this information really helped you
- Tell them about a time when it all went horribly wrong
- Tell them about the success another student has already had by implementing this information
- Tell them about a celebrity or public figure they are familiar with, who uses this information

There's a huge range of stories that you can share with your students. Find one that really links to the content they just learned, it will help the content "stick" and give your students a greater understanding.

Make them do it:

This part is vital. Students learn by taking action, they learn by doing and implementing it themselves.

And the faster they implement, the better. You don't want them waiting weeks or months to try this stuff out, get them to try it straight away, strike while the iron is hot.

You could:

- Set them a task to go away and complete
- Ask them to video themselves doing something
- Set a challenge or a competition
- Write a series of questions for them to answer

Or much more. Find an activity which works well for the kind of information you just taught.

Give feedback:

This section is optional. If your student has interaction with you or with others participating in the course, then this is where you want to give them feedback on their progress.

This is a great time to share with them what they did well, and offer suggestions to improve on next time.

If you are selling a course where the student doesn't get interaction with you, and they just buy the content then you can skip this step.

Provide additional resources:

To really cement the students learning, you can now provide them with a heap of extra "stuff" for them to absorb.

This is the perfect time to give PDFs, checklists, links to blogs that you think they might find really interesting, links to videos that go over the subject in more detail or add extra content.

You can provide as much as you want here, but make sure you don't overwhelm your student too much.

Breaking down the chunks - example

Sticking with our dog theme, here is an example of how one chunk might look.



Your Chunk

Topic:

Chunk:

Content:

How will you deliver this content: (Video, PDF, email, images, other?)

Story to share:

Activity:

Feedback?

Additional resources

Nailing the format.

People tend to get caught up on the format of delivery. There are lots of options, but don't let the number of options overwhelm you.

You just have to pick the ones that suit you and your student.

Will the content be drip fed, or delivered up front?

Will content be available after the course, or will it be limited access?

Were you considering video/audio/pdf etc?

What functionality would you like?

