



## Creative's Course Design Workbook

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*I am so excited to dive into Curriculum Design as I am sure you are, too! Before we dive into the actual planning of the course, lets take a little look at how we learn. Understanding how the brain works can really help when designing your own lessons!*

### Brain Science: Growth Mindset

Your brain is like a \_\_\_\_\_, it can \_\_\_\_\_!

### Universal Design for Learning

What is universal design?

*Growth Mindset and Universal Design for Learning are the underlying concepts that I rely on when designing courses and interacting with students.*

## Designing Your Courses

Let's get into course design! First, what will your course be? Here are a few exercises to get you thinking.

*When choosing what courses/classes you'd like to teach, don't just think about what your knowledgeable about in your craft, but what you **enjoy**. Is there a project that many people have asked about? Is there a project or a skill where someone has asked you "HOW do you do that?"*

What are your skills inside your craft?

*You can also look at your abilities outside your craft. Can you use those abilities in your class?*



What are your skills outside of your craft?

Let's separate what excites you! Out of the skills listed above, choose 3 that make you excited!

- 1.
  
- 2.
  
- 3.

### Objectives

This will be your guide when Mapping out your Curriculum! It needs to be specific and concise.

- 1.
  
- 2.
  
- 3.



The “*I can...*” statement:

Writing out the “*I can...*” statement allows you to shift your thinking and check your objective.

Can your objective fit into an “*I can...*” statement? Does it need a little tweaking?

1. I can

2. I can

3. I can

*Once you have a clear objective Mapping Out your Curriculum will be much easier. If you're like me and need a place to dump ideas before coming up with a clear and concise objective, I have included a Brain Dump page in the Curriculum Map for just this reason!*

## Mapping Out Your Curriculum

The Curriculum Map (pages 8 - 14) is a place for you to lay out your course and its lessons. If you would like to start with just a singular lesson, feel free to skip the Course Map and use the individual lesson map.

*The Curriculum Map is also designed for you to skip around as you need to. For instance, it may be easier or make more sense for you to plan out the steps of your lesson before filling in the supplies.*

## Breaking Down the Curriculum Map

What is a Curriculum?

*The Curriculum Map is made up of several different parts. Let's break down each one!*



## Methodology

Figuring out your steps

Always start with \_\_\_\_\_ information to help engage the \_\_\_\_\_.

*History, story, unique vocabulary, where did it come from and why? Include your own history and story! People like engaging with people.*

When designing the steps to a Skill/Technique class or course, start with \_\_\_\_\_ and work your way \_\_\_\_\_.

When designing a Pattern based class or course, start with \_\_\_\_\_  
\_\_\_\_\_.

Notes:



## Mastery

Take a look at your objective and “*I can...*” statement and I bet you will find the answer for your students. Mastery does not mean they have mastered a pattern or skill in 1 class/course – it refers to meeting the class(es) objective. Did they reach it? Did they demonstrate that they can do ‘x’ skill/technique? How do they know?

*YOU need to know how they will demonstrate mastery, so THEY know that they have demonstrated mastery. If you as the instructor does not know what they need to achieve and how they can show THEMSELVES they have achieved it, many students will walk away from your class/course unsatisfied.*

Example: The students will demonstrate mastery by completing the x basic block of the quilt.

Example 2: The students will demonstrate mastery by completing different quilting motifs in the practice panel.

Notice in the examples that there is *nothing* about perfecting.

How can your student demonstrate “mastery”?



## UDL: Different Types of Learners

UDL = \_\_\_\_\_

What types of learners are there?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

*You do **not** have to engage all types of learners in your class/course, however the more you try to engage the more satisfied students you will have.*

How can you appeal to these different types?



## Supplemental Materials

*What will your students need to be successful after the course when you are no longer there?*

I believe these are essential for student success.

Here are some ideas! Check which ones you'd like to include and add ideas that may be unique to your course(s).

Keep in mind that these can add a ton of value to a class. If you are looking to charge a higher priced ticket for your classes, having supplemental materials and even bonus's can be a great way to showcase the value!

- |  |   |
|--|---|
| <input type="checkbox"/> Pattern(s)                        | <input type="checkbox"/> Book   |
| <input type="checkbox"/> Exclusive pattern(s)              | <input type="checkbox"/> Discount   |
| <input type="checkbox"/> Articles about the specific skill | <input type="checkbox"/> Video Tutorials  |
| <input type="checkbox"/> Tips Sheet(s)                     | <input type="checkbox"/> Blogs/virtual articles made tailored to the content of the class |
| <input type="checkbox"/> Workbooks                         |   |
| <input type="checkbox"/> Practice sheet(s)                 | Virtual Classes:  |
| <input type="checkbox"/> A tool                            | <input type="checkbox"/> Recorded Lesson Life time access                                 |
| <input type="checkbox"/> Ruler                             | <input type="checkbox"/> Recorded Lesson Limited Time                                     |

Notes:



## Curriculum Map

### Multiple Lesson Map

**Objective** *(Be specific, i.e. The students will walk away knowing how to free motion quilt using rulers, organic motifs, and Victorian and double feathers.):*

*I can...*

**Student Materials:**

**Teachers Materials** *(on hand):*

**Outline Lessons** *(This is where your methodology will be outlined. Pattern can be broken up by blocks, free motion quilting can be broken up and grouped by difficulty of motifs, etc. be sure to think about how much time each lesson will take)*





*Outline continued...*

How will your students demonstrate mastery/completion? *(i.e. they will make practice swatch for each motif...)*

What supplemental materials are needed to help your students succeed when you are not there? *(i.e. recorded lesson, PDF showing step by step how to quilt each motif, etc.)*



What step outs/examples/materials will *you* as the teacher need to have ready for this course? Anything else you will need on hand? (i.e. practice fabric already marked, each step of a block made, fabric precut, physical worksheet or pattern for reference, create a power point, etc.)

Pricing [(hours x hourly) wage + materials]:



## Curriculum Map

### One Lesson

**Objective** *(be very specific, i.e. The students will walk away knowing how to free motion quilt Victorian and double feathers, etc.):*

*I can...*

**Student Materials:**

**Teachers Materials:**

**Steps:** *(start at the very beginning, i.e. color choice for patterns, setting up the fabric to be quilted, etc. Note how much time each step will take)*



Steps, continued...

How will your students demonstrate mastery/completion? *(be specific – i.e. they will complete a practice swatch 18"x22" showing the motifs meander, loops, etc.)*

What supplemental materials are needed to help your students succeed (for this particular lesson) when you are not there? *(i.e. PDF showing step by step how to quilt each motif)*



What step outs/examples will you as the teacher need to have ready for this particular lesson? Any thing else you will need on hand?

How much time will this lesson take?

Pricing per lesson *[(hours x hourly) wage + materials]:*



## The Brain Dump/Sketch Page



## Designing a Syllabus: Courses

A syllabus is a fancy term for a classroom \_\_\_\_\_. It helps keep everyone on the same page.

Here is a short check list of what a syllabus typically has:

- Instructor Contact Information
- Course Description
- Course Objective(s)
- Schedule
- Project(s)
- Materials
- Worksheets
- "Homework" or "at home work"

Notes:



## Your Students Journey

*This worksheet is all about thinking from your students' point of view. Students who feel prepared, seen, and supported in their journey are more likely to feel successful and come back to more of your classes!*

### Before the Class:

How will your students prepare for the class/course? Students who feel *prepared* come to class more relaxed and excited!

Information to include:

- Date and Time
- Your contact information and website
- Detailed materials list
- Class description and expectations (what will they learn)
- When the bonuses are available (if applicable)
- Location (address) or where can they access the class (virtual)
- Colorway ideas/options (for project based classes)

**Before** (use this space to outline your plan, including your informational sheet or welcome email sequences to prepare your students for class):





### During the class:

- Introduce yourself and share a bit about you and your background in quilting/teaching
- Have students introduce themselves
- Share how/when to ask questions
- Outline the class for them so they know what to expect:
  - Major topics/steps
  - Lunch and/or breaks
  - Can they snack?
- If in person
  - where the bathrooms are
  - where the group cutting and pressing stations are (if applicable)
  - where they can pick up any other materials
  - where your sales table is (if applicable) and when they can shop
- Be generous with your knowledge!

To help your students be successful during class, I would encourage you to:

- Be consistent in your vocabulary
- Encourage them to participate in their own learning
- Reiterate the objective, what is their goal (objective) today? How will they show mastery?
- Reference and/or use the supplemental materials so that they know *how* to use them outside of class

**During** (*share some ideas for your introduction, ice breaker questions for your students, and how you are planning to help your students be successful*):



### **At the End of Class:**

*Have you ever walked out of or away from a class with a full brain? Couldn't remember exactly what you learned, where to start when you want to use the skills again or how to complete the pattern? Here are a few ways I would suggest ending your class so your students feel accomplished and excited to get to work again!*

- Go over the main topics again
- Share what they have accomplished in your class – even if they may not have reached a finished project
- Ask your students to share their examples with the rest of the class (if they are comfortable – do **not** force them to share).
- Have everyone share an “ah-ha!” Moment
- Reiterate/remind them of the supplemental resources and where they can find them after class
- Share how they can reach you with any questions

**At the End** (*what would you like to cover at the end of the class?*):

### **After the Class:**

*Follow up with them.*

Here are a few suggestions on what you can include in a follow up:

- See if there are any linger questions
- Provide a survey (Google forms are free!)
- Thank them
- Remind them of the supplemental materials and where they can find them (or re-send them!) that you created to help them be successful
- Share information or answers to questions you needed to answer

**After** (*share some ideas for your follow up email and supplemental materials to help your students be successful*):



## Your Students' Journey Map

Use the flow chart below for a more detailed plan

What are the ways your students hear about the class/course? What are you promising? *(take a look at your marketing ideas)*

How will they sign up for the class? *(in person, google form, landing page, on your website, etc.)*

How will they pay for the class? How will you collect payment?



### For in person classes/courses

What will be included when they sign up? (*supplies, description, kits...?*)

### For virtual classes/courses

What will be included in the welcome email? (*class description, supplies, links...?*)

What will be included in the reminder email(s)? (*class description, supplies, inspiration, links...?*)



During class, how do you plan to add value? *(sharing student work, referring back to supplemental materials, sharing inspiration, sharing tips, etc.)*

At the end of class, how do you plan to add value? *(sharing ah-ha moments, sharing student work, bonuses, etc.)*



After class, how do you plan to add value? (*check in email, sharing student work, inspiration, resources, bonuses, etc.*)

How will they keep in touch? When will they hear from you again? (*email list, social media, etc.*)

*Reminder:* The Goal of the Student Journey is to put yourself in your students' shoes. This worksheet is all about thinking from your students' point of view. Students who feel prepared, seen, and supported in their journey are more likely to feel successful and come back to more of your classes!

How do you know if you have achieved this?

Send a survey! *Ask* them their opinions and if they feel they received enough value for their time and expense. Then ask them if you can use their responses for marketing because their reviews are GOLD.



## Scripting Your Class

*Have you ever blanked in a conversation? Had a “brain fart”? Have you started teaching and find there are some days when your class flows effortlessly and other days when you can't remember what is next or that specific perfect word to describe what you are teaching? A script will help you bridge that gap!*

There is **no** one way to script a class. The only person who will see the script is you. Personalize it. Practice with it, practice with it, practice *with* it!

Here are some suggestions on format (check what you'd like to try):

- Power Point Presentation
- Bullet points
- Full sentence script – very detailed
- Hand written
- Typed
- Organized by Stories
- Numerically organized
- Color coded (typed, markers, colored pencils, etc.)
- Adjective based
- List
- Pictures (i.e. Quilt examples with short text)
- Notecards

My Personal MUST haves that I will suggest you include:

- Overview of the Class
- How the class will work (breaks, materials, how to ask questions etc.)
- An intro – personal story (3-4 minutes)
- Main topics
- Very important information that you do not want to forget
- Tidbits or insights that students can only get from you (such as, *why* you chose to piece a block in a certain order or *why* it is important to press the seam a certain way etc.)
- How you wish to end the class

Notes:



## Classroom Management

*How you conduct yourself while teaching is just as important as what you are teaching. You do not have to be the perfect teacher; this section is to help you leave a caring and professional impression while keeping the class moving forward.*

\_\_\_\_\_. Being present and seeing how each student is progressing is key to managing the classroom. If you are virtual, check in frequently. Make sure you can see faces when you do check in – body language will tell you more than words.

Speak privately if a student is really struggling. Virtually, many platforms have a private message feature. Check in with them quietly and see if you can offer encouragement or answer their questions.

### Materials Management

Arrive early and set up your table of merchandise so that there is fluid motion from one end to the other (like a buffet). If there are supplies/worksheets/handouts for each student either set it up at their workstations or set up a pickup table with fluid motion from one end to the other (like above – again – think buffet).

And/or

Ask for help! If a student is racing ahead of the rest, have them help hand out or hold up examples. They can even help their fellow students if you're in a large group.

### Time Management

The clock can be your best friend when it comes to the pacing of a class.

Use the clock to:

- Give students a time to stop each task
- Give students a time to start and end breaks
- Give students a timeframe for each topic

Example: “we will take a 10 minute break, see you back here to start *\*insert task here\** at 12:05.” Or “I will give you about 5 minutes to *\*insert task here\** and then we will move on to *\*next task\**.”

### People Management

As discussed in the Student Journey section, going over your class expectations will help manage the students whether you are teaching 2 people or 100 people.

Encourage them to participate in their own learning.

When getting their attention speak slowly, loudly, and clearly to bring their focus back to you or the task at hand.





Share a step that a student has finished. Your other students will compare how they are pacing themselves.

Have a contingency plan if you have extra time. One more quilting motif to teach/demonstrate, examples to discuss different colorways of a pattern, etc.

Notes:



## Getting the Word Out: Marketing

*Okay, you have this beautifully designed course! Now how do you tell people about it? Start small, start simple. You may need to start teaching before you're ready for feedback. Here is what worked for me.*

Talk about it everywhere! Seriously, everywhere. Here are a few ways to market your class course. Select the ones you'd like to try:

- Tell your family and friends (ask them to share or if they know anyone who would like the class)
- Social Media (choose 1 or 2)
- Local Shop
- Cold Email Guilds and shops (if applicable)
- Facebook Event
- Become an expert in a Facebook group
- Visit Shops
- Flyers
- Vendor Opportunities
- Paid Ads
- Collaborate with other creatives
- Put together a summit
- Blog on others Blog Posts about your topic

*Marketing always seemed so intangible. I know where I want to put the information, now what do I write?? Although I am still studying and perfecting my Marketing for different programs/classes I know where we can start!*

You can start with your planning materials! If you have reviews from surveys, pull direct quotes from your reviews.

Pull out a few phrases you can use to market your class/course (*objective, description, supplemental materials, etc.*):