

How to create a full set of learning resources out of a single script.

Who are we? We're specialists in our fields, and we need to get our ideas across to our colleagues, clients or learners. And here's the thing. Money can be generated overnight. Reputations take years to be generated. Who has time to create learning resources that AREN'T confirming you as an expert in your field?

You're the SME. You know you have a script or presentation full of good content - but you know boring your audience with a 45 minute lecture isn't going to work (especially if they are watching a replay). And let's face it, if you're watching this there's a fair chance you're not formally trained in teaching, or you know your presentations could do with some work.

You're confident in your content, but you're not confident in how to get your ideas across so they stick - so your audience is listening, engaged, having AHA! moments and walking away actually able to implement this new knowledge with confidence. You know everyone learns differently, and you know that your reputation as a trainer is directly related to whether your audience recommends you onwards.

So what's the alternative to a 45 minute death by powerpoint lecture?

A full set of learning resources: a simple formula that once you've learnt, you can apply to every presentation you need to deliver - online, face to face, recorded or otherwise.

- Presentation - using discovery learning principles,
- Workbook with Core Concept Questions and Practical Tasks
- Quizzes (if that's your jam - it's not everyone's cup of tea but in the right circumstances, it can be a game-changer for engagement and knowledge retention - more on that later!)

You don't have to use all of these, you can pick and choose depending on what your clients need. But whatever you choose, it's all about fostering CURIOSITY - this is what drives learning experiences - humans want to close loops - they want answers to questions. So how do we do that?

It all comes down to creating QUESTIONS based on SHORT CHUNKS of information believe it or not.

Obviously every set of learning resources is slightly different, but this is basic idea:

- Write a well **Structured Script**
- Break the script into **Actionable Chunks**
- Create sections with **Core Concept Questions**
- Design **Workbook Pages** with **Outcomes** and **Practical Tasks**
- Develop **Knowledge Checking Quizzes** (if this is your jam)

Did the thought of all those elements make your head spin? I get it! It's a lot!

You might be thinking - Do you really have to use all of these items? No! You're the expert - it's totally up to you! We're going to explain to you how to turn this script that you're reading now, into a full set of learning resources. Slides, Workbook and Quizzes.

1. Structure your Script

What you don't want is a long script or PowerPoint - that leaves you with something that resembles a loooooong, rambling lecture style monologue with a bunch of information that no one really relates to, or can apply in their own lives. Yawn.

Structuring a script well, means your audience will be motivated to stay engaged, and have exactly what they need to take action immediately.

When I say well structured, I've got a whole other article on how to create a script that will hook your learners in, keep them engaged and then have them taking action (as opposed to falling asleep or drifting off then wondering why they wasted their time half listening to you). [Here's the link if you're unsure what I'm referring to.](#) It's another immersion style article, where I practice what I preach by using best practice structure to demonstrate what I'm talking about. Go have a look. It's got my infamous 'zu-zu' lesson in it. Guaranteed AHA moment right there!

In short though, what you need to do is give enough:

- reasons to motivate your clients to WANT to learn it,
- theory to help them grasp HOW to do it,
- examples that SHOW it done 'properly' right through to 'poorly', and
- activities that give them the opportunity to APPLY their new skills.

REFLECTION: How well structured are your presentations? Could they do with some work? What are they missing?

2. Break your script into Actionable Chunks

Now that you've got yourself a well structured script, you need to make your content relatable and actionable - especially in this world of instant gratification and attention spans shorter than a gnat's. It's a bit like why a pinball machine keeps you engaged - lots of short challenges one after the other. Lecturers put the onus on YOU to listen and stay engaged. Skillful teachers put the onus on themselves, to keep you engaged. How do you want your learners to see you? How do you want them to turn up in your classes?

Breaking it up into digestible chunks, also gives your learners time to stop, think, and apply their new knowledge immediately - instead of rushing through concept after concept that will eventually either go straight over their heads or get put in the 'I'll look over those notes later' basket. Wouldn't you prefer your learners to be pausing, thinking and applying their new knowledge immediately? There's a much higher chance that knowledge will then 'sink in'.

How do you break the script into Actionable Chunks?

Find natural sections that make sense to be taught together in a chunk. The shorter the chunks, the better in terms of keeping learners engaged. Most of the '5 main chunks' in this short tutorial are about 3-4 minutes long (or 450-600 words) if you need something to compare to!

Then, think about that content and how it relates to them as learners. What's in it for them? How does this chunk relate to them and their lives? How can they apply that knowledge immediately?

Most of the practical tasks here are Reflection items - but they could easily be turned into practical tasks - for example - the first one - show me your structured presentation! You'll see you've already had a few reflections in this tutorial - and here's another one!

REFLECTION: How many actionable tasks or reflections do you give your audience? Do you think you could add more?

3. Create 150-200 word sections with Core Concept Questions

The reason you divide the chunks into smaller sections with Core Concept Questions, is because that's the number of words you can read out loud in about a minute. Which is enough time to answer a question, do some explaining or demonstrating with images or examples. It's also about the length of time that your audience will stay engaged, before they start drifting off.

If you've asked a question, learners are likely to want to know the answer. And if you've given them a workbook right at the start where they've already predicted all the answers, then they'll be wanting to know whether they're right - it's just human nature!

How do you write Core Concept Questions? Once you've isolated your 150 word chunks, then, create a question that you answer in those ~150 word paragraphs. In this lesson, there's a lot of WHY and HOW questions - primarily because this is a tutorial rather than an information or theory based lecture. A lot of my clients find this quite difficult to get their heads around - and it's something I can do for you with my eyes closed - going through a script like this, separating it into chunks, and writing questions that summarise the paragraphs.

If you wouldn't attempt your own graphic design or Facebook ads because you trust a professional who does it for a living can do it faster and with more accuracy, this is much the same situation - hand it over!

An added bonus of having a different set of eyes on your script, is to find the sections that might be repetitive, rambling or nonsensical - sometimes you're just too close to your own content to really see it!

Those Core Concept Questions will form the basis of 2 core learning resources:

- **SLIDES:** If you put the question at the top of the slide while you're presenting that paragraph, they'll be focused on listening out for what the answer is. Especially if they get distracted while listening, or have to come back later, the question you're answering will always be right there on the screen looking at them. Nothing worse than getting lost and having no idea where the presenter is up to!
- **WORKBOOKS:** If you put the question in their workbooks, they'll have space to record the answer. Also a great way to prepare them for what they're about to engage with - call their bluff and ask them to predict all the answers BEFORE you begin - that way, you've got a captive audience waiting to see whether they're right as you deliver the answers - and they take notes, in their own words, of the things that are important to them or make sense for their situation.

REFLECTION: Do your slides contain core concept questions? Do you have workbooks that repeat the core concept questions so that your audience can take notes?

4. Design Workbook Pages with Outcomes and Practical Tasks

Giving learners outcomes, helps them see what they're going to achieve - and the practical tasks you've thought about (reflections, action items), help them achieve those aims. Instead of just learning a bunch of information, you can provide a list of outcomes which can also form part of your marketing and sales materials.

It's the difference between saying:

- This tutorial is about how to create a set of learning resources from a single script. and
- This tutorial is going to help you create a set of learning resources from a single script, by showing you how to:
 - Write a Well Structured Script
 - Break your script into Actionable Chunks
 - Create sections with Core Concept Questions
 - Design Workbook Pages with Outcomes and Practical Tasks AND
 - Develop Knowledge Checking Quizzes

Far more powerful isn't it?

And far more convincing on a sales page - it's pretty powerful seeing exactly what you're being promised to learn to DO - not just learn ABOUT!

If you look closely at the Core Concept Questions and the Outcomes in each of these mini lessons, you'll see that they're very similar. Again, this is because it's a process driven tutorial - but usually Outcomes are written by defining what your learners are going to achieve - what they're going to DO - and doing words are called verbs. So you'll see in this list of Outcomes for this tutorial, write, break, create, design and develop. I've got a whole other lesson on writing outcomes so I'm not going to get too far into it, but let me know if you do want the full lesson and I can point you in the direction of an online course I have that will break it down for you.

Boiling it all down, it's about deciding how your learners can DO something with the knowledge you're giving them.

An easy way to work out the outcomes is to tag all the Core Concept questions as 'Header 2', then create a table of contents so you can see them all lined up. Sometimes that's the easiest way to work out what the outcome will be - and to ensure that the learners have all the knowledge they need to be able to do the Practical Tasks (which should reflect exactly what the outcome promises).

So in this case for example, compare the reflections with the outcomes - can you see how I'm delivering on my promises? This will also help you create a summary of core concepts that you can then create quiz questions from - but that's in the next section.

REFLECTION: How many practical tasks do you provide for your learners? Do they lead to outcomes that you guarantee at the start of that section?

5. Develop Knowledge Checking Quizzes

Do you NEED to develop Knowledge Checking Quizzes? They're not always necessary, but there are many places and times you can use them to achieve different aims.

They're super helpful if you're trying to:

- **Peak interest** - human beings naturally want to know if they're right or wrong. So if you present 10 questions to them, then tell them what their score is, it will motivate them to find out which answers were incorrect and why. Whether it's at the start of a live face to face training session or on a replay, that motivation will peak right from the start.
- **Test knowledge** - especially if the course is 'self study' and you don't want them to progress unless they have grasped the core concepts.
- **Filter out those that don't need to be there** - there's nothing worse than trying to tell a chef how to fry eggs - why would you? If the learners are confident with their knowledge in your field, then there's a fair chance they won't benefit very much from your training - but at least it's their decision to go ahead and learn from you anyway - life long learners all know that even if they 'know' a lot, there's no way of knowing what you don't know! It's the difference between getting to the end of a lecture and thinking - *"What a waste of time! I knew 90% of that already!"* And - *"Well, I already knew that I knew 90% of it, but at least I learnt some new things!"* Totally different attitude to be left with isn't it?

Essentially it's about figuring out what your core concepts are, and then figuring out misconceptions that might be more intuitive to learners who haven't yet trained with you. Huh?

OK. For example, here are the 10 questions that we posed to you right at the very start of this mini tutorial:

- 1. Lectures can be engaging if they're structured well.
- 2. For a learning experience, best practice structure means making sure you have an introduction, main points, and a conclusion.
- 3. Skillful teachers put the onus on the learner to listen and stay engaged.
- 4. Giving time for long pauses between main points helps learners retain knowledge better.
- 5. Asking learners to 'reflect' on something, is NOT an example of a practical task.
- 6. Slides should usually display a core question that you're answering while that slide is on screen.
- 7. Workbooks should contain a summary of the content that you present, in paragraph form.
- 8. Providing outcomes explains what learners are going to learn about.
- 9. Quizzes are primarily used to test knowledge after the course is complete.
- 10. Quizzes and Outcome statements are for the inside of the course, not the sales page or learner guide.

Go back to the first page of your workbook, and see what you answered BEFORE you took this course. How many of them did you get wrong? Have you changed any of your answers now that you've done the course?

That's the magic of writing questions that seem intuitively correct - think about the first three questions:

1. Could be right but sounds wrong - can lectures REALLY be engaging? (not if you've had the kind of lecturers I've had!)
2. Sounds right - if you think that learning experiences and essays have the same structure - if you don't know, you don't know right?
3. This could also be right - if you were born in the times where teachers taught, and students sat up straight and regurgitated what the teacher was saying...

Do you see where I'm going with this? Write core concept quiz questions that will boil down the essence of your content, and challenge preconceived ideas and common misconceptions or mistakes people make in regards to your content - that way, the questions will really make them think and they'll be keen to listen and find out why their intuitive answers weren't right!

REFLECTION: Do you give your audience a chance to check their understanding of core concepts BEFORE and AFTER they've taken your course? If not, why not?

6. Where do we go from here?

So from a single script, we've created

- Paragraphs with questions,
- And from that, we've created
 - Slides
 - Workbook pages and
 - A Quiz
- Which include
 - Outcomes and
 - Reflective and Practical Tasks that match the exact content you've covered.

Too easy!

Love the concept, but not sure you have the skills, team or time to pull it all together? This is what my team and I do for clients - if you've got the script, we can create the resources for you. Book me in for a chat so that we can discuss the scope of your project and how we can help!

(If you've read this far, check out Video 6 in the Video Tutorial for case studies and examples of client projects we've been working on.