Your Program Content Layout Worksheet

So, now that you've done a lot of work to create the content for your program, it's now a good idea to start thinking about how you are going to present your content to your students in a way that helps them transform, get from Point A to Point Z.

If you step out of this lesson and look at how this program is laid out, you'll notice that there is the program as a whole, but there are six sections: Precourse Work, and Pathways 1 through 5.

You'll also notice that under each of those sections there are several different modules with several different lessons.

This should start to give you some inspiration for setting up your own program. My program goal is to help you become a Badass Butterfly Spiritual Life Coach. My methodology for this certification is the Five Pathways:

Pathway 1: The Way of Healing
➜ Weeks 1 through 10
Objective: Explore Your Soul and Your Story of Triumph-Over-Trauma

Pathway 2: The Way of Service
➜ Weeks 11 through 17
Objective: Establish Your Ideal Client and Your Niche

Pathway 3: The Way of Offering
➜ Weeks 18 through 26
Objective: Create Your Unique Program Methodology

Pathway 4: The Way of the Vessel
➜ Weeks 26 through 38
Objective: Build the Web Assets for Your Business

Pathway 5: The Way of Emergence
➜ Weeks 38 through 40
Objective: Launch Your Business, Enroll Your Students, and Sign-up Your Clients

As you begin to layout and design your program, I would love to say, start with your methodology. But my instinct says that this is wrong. Most of you will NOT know your methodology fully until after you've created your program! Why is that? Because you have never done this kind of work before and you've never taught this topic before. Your methodology is your way of teaching and delivering your content, so you won't necessarily know your methodology until you've actually laid out your program!

So, instead, I want to have you start laying out your program in a way that feels intuitive and 'right' to you. And then you'll determine your methodology, perhaps in the middle of the creation, or most likely, you'll look back at what you've created and recognize the patterns that have come through you.

Now, with that being said, I want to have you start thinking realistically about your program from the perspective of your students. Who is your ideal Inner Circle Client and how much time do they have to commit to healing and transforming their lives with your program? Most people only have about 30 minutes a day to spend on self-improvement. They'll most likely dedicate that time to your program since they paid and enrolled, but even that's not a guarantee that they will follow-through with your program. Your job now, is to create a program that is powerful, but delivered in a way that takes into consideration the reality of your students' situations.

Grab your journal and answer the following question in a brainstorm style. Get your ideas out and then refine them later.

- So what can a person do in 30 minutes a day to get the transformation I want them to have?
- What program structure do I need to guarantee that my students receive the transformation I am offering?
- How am I going to know that the people in my program are doing the work each week?
- How will I know if they have had improvement in their lives?
- How will I know if they are enjoying the work that I am doing?
- How will I know if I am teaching over their heads?
- How will I know if my work is too simple or not stimulating enough?

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I can recommend the following recipe for laying out your program. But please feel free to alter it as you see fit.

✔ First of all, I recommend that you use the Learndash LMS (Learning Management System) and build it on your own website using a subdomain. We'll be learning how to do this in the next module. Learndash is easy to use and it is fully customizable so that you can make your program exactly the way you want it. This is where your students will go and get the course content.

✔ I recommend that you meet with your students each week in a group of three to six people on Zoom or Google Meets. Small groups are easier to manage, and if this is your first time working with people in this manner, the smaller the group, the more control you'll have. Keep in mind, too, that you can enroll 12 people into your program and break them off into three groups of four people or two groups of six people. You'll have two or three groups that you'll run each week, but that's okay! It's actually quite fun because the first group in the week will help you present to your second group better! Anyway, you get to decide how many people you want to work with in one group.

NOTE: Group sessions can last from 60 minutes to 2 hours. I recommend that you always start each group session off with about 20 to 30 minutes of teaching or lecture. This you do to create a clean video that you can edit and use for replays, or even as a part of another program. So basically, this looks like you and your students hop on Zoom, and the session is, of course, being recorded. Your image is pinned so that there are no distractions from participants. You greet everyone and then tuck into your lecture. After your lecture part is done, you can unpin your image so that the students are seen. You can open up the mics for discussion or whatever you want to do. The point is that the beginning of the session is 20 to 30 minutes of you teaching your material. After the session, you can extract that bit of the class and use that as a separate teaching tool.

✔ I definitely recommend that you do private, one-on-one sessions with your students at least every other week using Zoom or Google Meets. This is so that you can see how each individual student is ingesting your material. The private sessions are how you can ensure that the student is applying the work correctly, and also that your theories are actually working! This is important because you need to deliver transformation. If your people are not improving, you need to adjust and fix your program. Private sessions will also help you get close to your people, and it will help them come back for more.

NOTE: By the way, I recommend that you do a complimentary Discovery Session before people enroll in your program so that you can get to know them before they start. This will help you and them feel more comfortable when class begins.

✔ Begin with a module to help people get oriented in the program. This can be a pre-course module, for example. This is a great place for a welcome letter, your bio, and a tutorial on how to use any technology that you'll be using in the program. You can also include the invitation to join the online community for support and feedback.

NOTE: I also recommend that you include some kind of personal self-assessment to help you and your students understand their Point A, or their starting point. A personal self-assessment is crucial to helping both of you understand if you helped your student change or not. Create your assessment based on what you know about your ideal Inner Circle Client's starting point. Create questions and exercises to help them recognize the pain points in their life. Have them submit that assessment to you so you have it on record. Also, consider doing weekly check-ins to help your students assess their own personal progress throughout the program. You can also use their feedback as part of your testimonials.

✔ Always keep your Inner Circle Client in mind as you create your program. Remember their age, their culture, the things they love. Let them determine how you write and use the language, and what tools you add to your program. If your ideal student is over 50, maybe consider not making the technology so heavy. If they're under 40, consider integrating some cool apps to help make their learning process fun. By the way, I'm over 50 and I LOVE Technology. But many people in my age range don't. It's your job to KNOW YOUR TARGET AUDIENCE!

✔ In your following modules, you'll want to have a consistent presentation of content to help your students not get lost or confused.

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✔ You definitely need to start with your pain points. You have to make people uncomfortable in order to make them change. Your students are not going to pay you a handsome fee to just learn a bunch of theories of happiness. They are coming to a spiritual life coach because they want meaningful transformation of the pain that holds them back from living the life they want. Therefore, your students need to be thoroughly oriented in the pain that you are helping them solve before you dive into healing solutions. Getting your students on board with the reason why they are in your program is crucial to having successful outcomes. Create plenty of exercises to help your students recognize the pain points in themselves. Also, in each module, and maybe even in each lesson, reiterate that the pain is the reason why they are doing each lesson. So reminding them of that will help them stay grounded in the work. This is going to help them remember why they're here. When you start with the student's pain, you're stirring things up for them so that they WANT to address it. You're creating a reason for them to change. You're bringing the need to the forefront of their minds because the need is unaddressed in their subconscious nagging at them, eating away at their creativity and their power. But by keeping it at the forefront of their thoughts, they will remember why they're in this course and that they are learning the work they need to be doing. When you don't keep the pain point at the forefront of their thoughts. People taper off. If you don't do this, your students might not finish your program. Eight weeks is a long time! This is not a one-week program. If they're in enough pain enough, then they will come back. So as you're going through each of these modules, I really want you to always remember to address the pain point, because ultimately, you're saying that these three pain points once you work on these, you're going to have a transformed life.

✔ You should also give at least one lesson to just talking about your metaphor and helping your student recognize how the metaphor works in their life. You can tell the story of the metaphor, and then create a worksheet or exercise to help the student identify how the different parts of the metaphor are functioning in their life.

✔ One 30 minute instructional/informational video per week to watch for learning.

✔ Include some self-reflection and journaling exercises.

✔ Include a weekly worksheet or workbook that they will use.

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✔ Also, think about your students' material world needs. As you're providing them all these gorgeous inner tools, each week, they have to apply this stuff to their material lives. How can you help them integrate these new inner changes with their outer lives?

✔ I think that you should have a check-in where you ask the people to rate and review each module right after they have gone through it. Of course, at the end of your program, you're going to ask them to rate and review the entire program so you can have their testimonials and you can get their feedback to improve the program for the next launch. But keep in mind that people tend to forget all the little details of what they learned and experienced along the way. When you're taking people through a really powerful program, every week, they're feeling really excited as they grow and learn all these new ways of being. What you want to do is capture that moment of excitement every week. So at the end of each module, just create a check-in or feedback lesson that they have to do before they move on. You can frame it like they're assessing themselves. You can ask them questions like, what did you learn and what has changed for you? You can also ask them to make little selfie videos for you, as well!

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Your Program Title: _____

The Length of This Program: _____

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Welcome & Pre-Coursework Module

These are documents/lessons that I recommend you have in your Pre-coursework Module:
- Welcome Letter
- How to Do This Program
- Personal Self-Assessment

I suggest you also include the following somewhere in your documents/lessons. Feel free to write out your answers to these questions in the space below.
- What is the objective of this program?
- What is this program all about?
- Why is this program important?
- What is your program/company metaphor?
- Who are you? How did you come to teach this? Why are you teaching this?

Module 1

What is the objective of this module? What do you want to achieve?

About the Method of Delivery of Module 1:

What is the time frame for this module?
How is the content for this module being delivered?

About the Tools and Resources of Module 1:

What tools and resources do your students need to complete this module?
How much time do they need to complete this module?
How should they go about completing this module? What are your recommendations?

Learning From the Students' Perspective for Module 1:

How do your students assess themselves? What is your students' Point A before they start this module?
What should your students learn in this module? What should they be able to do by the time they are done?
What milestones will your students reach with the completion of this module?

Content and Lesson Planning for Module 1:

What are you going to teach?
What concepts are you going to teach in this module?
How are you going to teach them?
What exercises are you going to present in this module?

Sketch out and arrange all the lessons, exercises, Powerpoint or Slide presentations, articles, audio, and video files in a way that makes sense. Be sure to think about your presentation from the students' perspective.

Extra Work Space for Content and Lesson Planning for Module 1:

What is the objective of this module? What do you want to achieve?

About the Method of Delivery of Module 2:

What is the time frame for this module?
How is the content for this module being delivered?

About the Tools and Resources of Module 2:

What tools and resources do your students need to complete this module?

How much time do they need to complete this module?

How should they go about completing this module? What are your recommendations?

Learning From the Students' Perspective for Module 2:

How do your students assess themselves? What is your students' Point A before they start this module?

What should your students learn in this module? What should they be able to do by the time they are done?

What milestones will your students reach with the completion of this module?

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Content and Lesson Planning for Module 2:

What are you going to teach?
What concepts are you going to teach in this module?
How are you going to teach them?
What exercises are you going to present in this module?

Sketch out and arrange all the lessons, exercises, Powerpoint or Slide presentations, articles, audio, and video files in a way that makes sense. Be sure to think about your presentation from the students' perspective.

Extra Work Space for Content and Lesson Planning for Module 2:

Module 3

What is the objective of this module? What do you want to achieve?

About the Method of Delivery of Module 3:

What is the time frame for this module?
How is the content for this module being delivered?

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About the Tools and Resources of Module 3:

What tools and resources do your students need to complete this module?

How much time do they need to complete this module?

How should they go about completing this module? What are your recommendations?

Learning From the Students' Perspective for Module 3:

How do your students assess themselves? What is your students' Point A before they start this module?

What should your students learn in this module? What should they be able to do by the time they are done?

What milestones will your students reach with the completion of this module?

Content and Lesson Planning for Module 3:

What are you going to teach?
What concepts are you going to teach in this module?
How are you going to teach them?
What exercises are you going to present in this module?

Sketch out and arrange all the lessons, exercises, Powerpoint or Slide presentations, articles, audio, and video files in a way that makes sense. Be sure to think about your presentation from the students' perspective.

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Extra Work Space for Content and Lesson Planning for Module 3:

Module 4

What is the objective of this module? What do you want to achieve?

About the Method of Delivery of Module 4:

What is the time frame for this module?
How is the content for this module being delivered?

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About the Tools and Resources of Module 4:

What tools and resources do your students need to complete this module?
How much time do they need to complete this module?
How should they go about completing this module? What are your recommendations?

Learning From the Students' Perspective for Module 4:

How do your students assess themselves? What is your students' Point A before they start this module?
What should your students learn in this module? What should they be able to do by the time they are done?
What milestones will your students reach with the completion of this module?

Content and Lesson Planning for Module 4:

What are you going to teach?
What concepts are you going to teach in this module?
How are you going to teach them?
What exercises are you going to present in this module?

Sketch out and arrange all the lessons, exercises, Powerpoint or Slide presentations, articles, audio, and video files in a way that makes sense. Be sure to think about your presentation from the students' perspective.

Extra Work Space for Content and Lesson Planning for Module 4:

Module 5

What is the objective of this module? What do you want to achieve?

About the Method of Delivery of Module 5:

What is the time frame for this module?
How is the content for this module being delivered?

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About the Tools and Resources of Module 5:

What tools and resources do your students need to complete this module?
How much time do they need to complete this module?
How should they go about completing this module? What are your recommendations?

Learning From the Students' Perspective for Module 5:

How do your students assess themselves? What is your students' Point A before they start this module?
What should your students learn in this module? What should they be able to do by the time they are done?
What milestones will your students reach with the completion of this module?

Content and Lesson Planning for Module 5:

What are you going to teach?
What concepts are you going to teach in this module?
How are you going to teach them?
What exercises are you going to present in this module?

Sketch out and arrange all the lessons, exercises, Powerpoint or Slide presentations, articles, audio, and video files in a way that makes sense. Be sure to think about your presentation from the students' perspective.

Extra Work Space for Content and Lesson Planning for Module 5:

Module 6

What is the objective of this module? What do you want to achieve?

About the Method of Delivery of Module 6:

What is the time frame for this module?
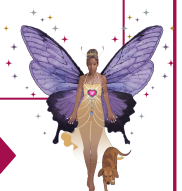How is the content for this module being delivered?

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About the Tools and Resources of Module 6:

What tools and resources do your students need to complete this module?

How much time do they need to complete this module?

How should they go about completing this module? What are your recommendations?

Learning From the Students' Perspective for Module 6:

How do your students assess themselves? What is your students' Point A before they start this module?

What should your students learn in this module? What should they be able to do by the time they are done?

What milestones will your students reach with the completion of this module?

Content and Lesson Planning for Module 6:

What are you going to teach?
What concepts are you going to teach in this module?
How are you going to teach them?
What exercises are you going to present in this module?

Sketch out and arrange all the lessons, exercises, Powerpoint or Slide presentations, articles, audio, and video files in a way that makes sense. Be sure to think about your presentation from the students' perspective.

Extra Work Space for Content and Lesson Planning for Module 6:

Module 7

What is the objective of this module? What do you want to achieve?

About the Method of Delivery of Module 7:

What is the time frame for this module?
How is the content for this module being delivered?

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About the Tools and Resources of Module 7:

What tools and resources do your students need to complete this module?
How much time do they need to complete this module?
How should they go about completing this module? What are your recommendations?

Learning From the Students' Perspective for Module 7:

How do your students assess themselves? What is your students' Point A before they start this module?
What should your students learn in this module? What should they be able to do by the time they are done?
What milestones will your students reach with the completion of this module?

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Content and Lesson Planning for Module 7:

What are you going to teach?
What concepts are you going to teach in this module?
How are you going to teach them?
What exercises are you going to present in this module?

Sketch out and arrange all the lessons, exercises, Powerpoint or Slide presentations, articles, audio, and video files in a way that makes sense. Be sure to think about your presentation from the students' perspective.

Extra Work Space for Content and Lesson Planning for Module 7:

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Module 8

What is the objective of this module? What do you want to achieve?

About the Method of Delivery of Module 8:

What is the time frame for this module?
How is the content for this module being delivered?

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About the Tools and Resources of Module 8:

What tools and resources do your students need to complete this module?
How much time do they need to complete this module?
How should they go about completing this module? What are your recommendations?

Learning From the Students' Perspective for Module 8:

How do your students assess themselves? What is your students' Point A before they start this module?
What should your students learn in this module? What should they be able to do by the time they are done?
What milestones will your students reach with the completion of this module?

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Content and Lesson Planning for Module 8:

What are you going to teach?
What concepts are you going to teach in this module?
How are you going to teach them?
What exercises are you going to present in this module?

Sketch out and arrange all the lessons, exercises, Powerpoint or Slide presentations, articles, audio, and video files in a way that makes sense. Be sure to think about your presentation from the students' perspective.

Extra Work Space for Content and Lesson Planning for Module 8:

Congratulations
on completing this worksheet!

Please share your work in our [Badass Butterfly Spiritual Life Coaches](#) Facebook group.