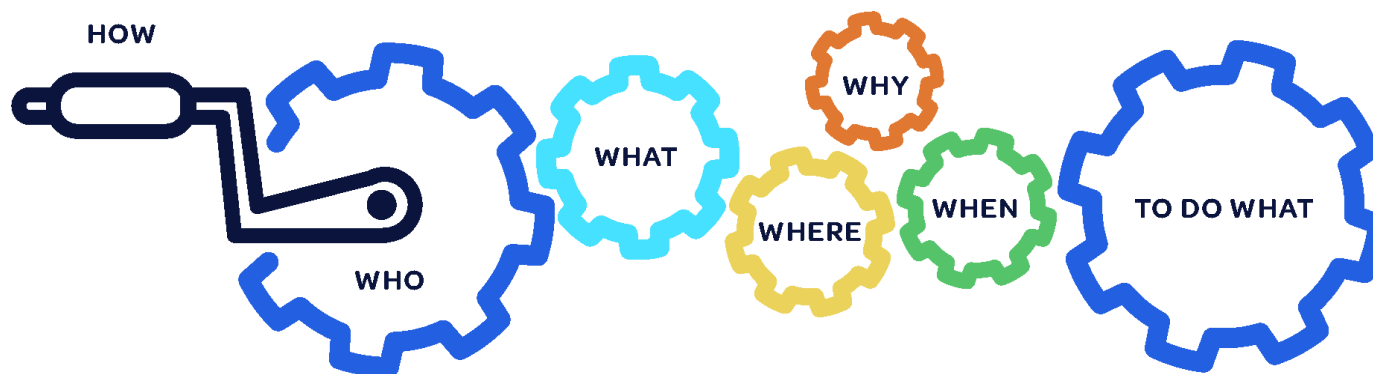


RETHINK DESIGN

A CHALMERS CENTER GUIDE TO BUILDING LEARNING PROGRAMS THAT HELP WITHOUT HURTING



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Adapted from Global Learning Partners, *8 Steps of Design for Learning Programs*. For more resources, visit globallearningpartners.org & chalmers.org



STEP 1: BUILD A SOLID FRAMEWORK

Lay the groundwork for your program to run smoothly by first identifying who will be involved in the program and what you want participants to be able to do after leaving your program. Make sure to note things you feel unsure about or still need to learn in order to feel confident that this is the right goal for the right people.

WHO THE PEOPLE	WHAT WE KNOW	WHAT WE STILL NEED TO LEARN
Who will be involved in this program? What are their relationships like with themselves, others, God, and/or creation? What is the minimum number of people needed for this program to work? What is the maximum? Who will support the participants? <i>TIP: Remember to include all stakeholders at every part of the program!</i>		
TO DO WHAT THE GOAL	WHAT WE KNOW	WHAT WE STILL NEED TO LEARN
What will participants be equipped to do at the end of this program, training, or event? How does this goal fit into God's larger plan of restoration for the people involved? <i>TIP: For best results, use SMART goals.</i>		

STEP 2: ASSEMBLE THE INNER GEARS

The inner gears connecting your program should work together to achieve results. Be as specific as possible and continually go back to the GOAL in order to ensure these pieces are realistic and working to heal relationships for your WHO.

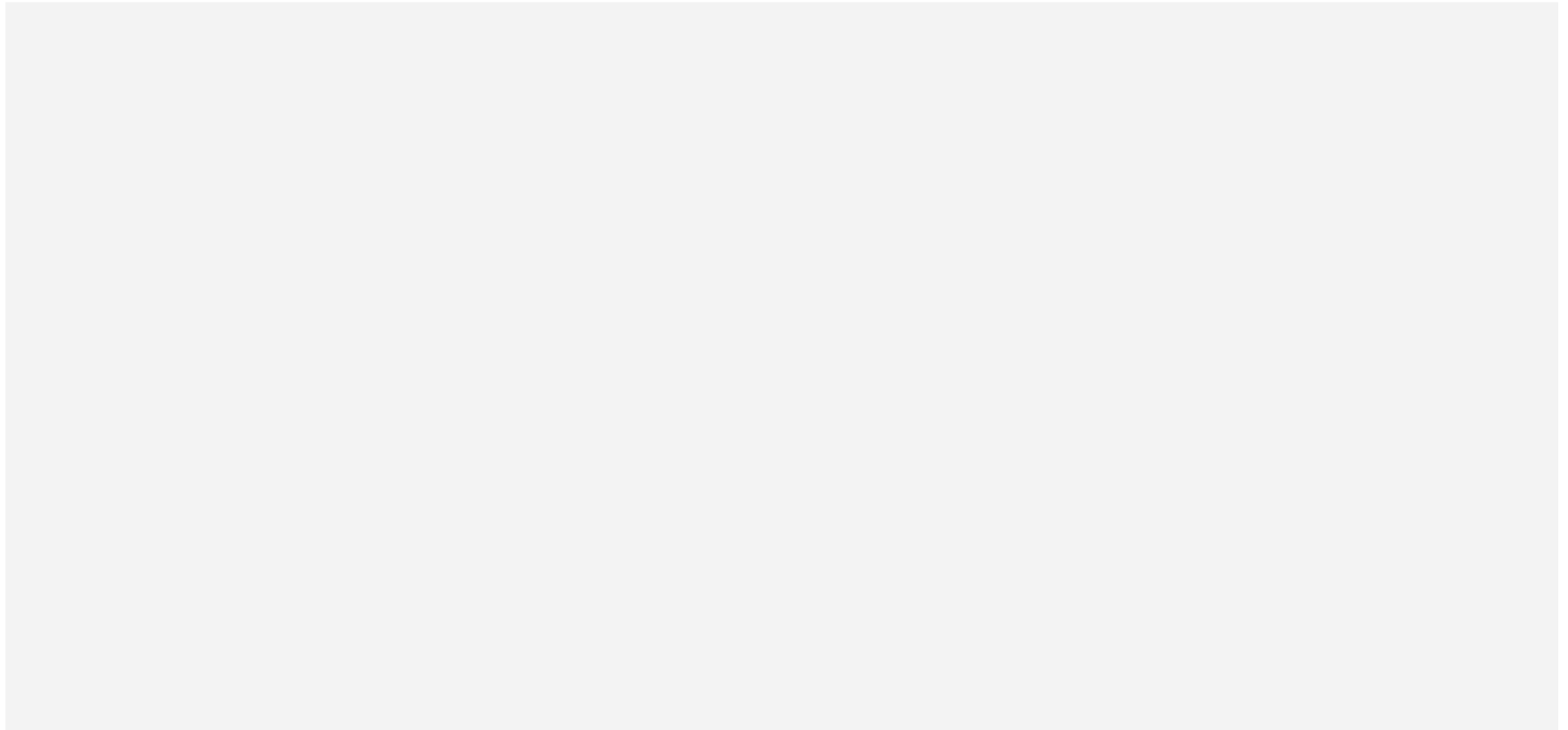
WHEN THE TIME	WHAT WE KNOW	WHAT WE STILL NEED TO LEARN
How much time will your program take overall? How will you divide that time? Give time for attitude and commitment change. How much time will it take for holistic transformation to realistically begin and/or for relationships to form <i>TIP: This gear and your GOAL should be locked tightly together. Otherwise, you risk having too much “what” for the “when!”</i>		
WHERE THE SPACE	WHAT WE KNOW	WHAT WE STILL NEED TO LEARN
Whether “in-person,” online, or a mixture of the two, what will your space look like? How can the space you choose or the choices you make of furnishings facilitate healing of relationships?		

WHY THE SITUATION	WHAT WE KNOW	WHAT WE STILL NEED TO LEARN
Look at the goal you wrote and ask: why isn't this already happening? What is keeping participants from doing what you would like them to do? What types of poverty (broken relationship with self, others, creation, God) are you confronting?		
WHAT THE TOOLS	WHAT WE KNOW	WHAT WE STILL NEED TO LEARN
What “tools” do your participants need to succeed in the restorative GOAL? In other words, what do participants need to learn in order TO DO WHAT the program is designed to equip them to do? What new knowledge do they need? What attitudes, values, or beliefs need to shift? What skills should they practice?		

OPTIONAL STEP: BACKWARDS ENGINEER YOUR PROGRAM

You have a clearly defined goal. You've carefully thought about where people are right now. You know the time and space you have to work within. Now is a perfect time to sketch an overview of the program you have in mind. This can be compared to a "learning journey" but with a key distinction: design it backwards.

- Draw the end goal first and then work backwards. What will participants be doing right before they reach the end goal?
- Depict each step and indicate the general frequency and duration of each step.
- Don't be afraid of a rough draft. This can be messy! You will refine it over time.
- Once you finish, look back over the first 2 steps of your design. What needs to change? What do you need to note to learn more about?



STEP 3: GET THINGS TURNING



One of the easiest ways to think about these final steps is to list them side-by-side with the WHAT you've already decided on. For each tool (*WHAT*) participants will need to reach their goal (*TO DO WHAT*), list alongside how they will show you they have mastered that skill, learned that knowledge, or experienced a changed attitude. Then in the final column, write ideas for how you will equip them to demonstrate their new skill.

WHAT THE TOOLS	HOW THE EVIDENCE	HOW THE EQUIPPING
What “tools” do your participants need to succeed in the restorative GOAL? In other words, what do participants need to learn in order TO DO WHAT the program is designed to equip them to do? What new knowledge do they need? What attitudes , values , or beliefs need to shift? What skills should they practice?	How will you know that participants in your program know the things listed under WHAT? What will participants <i>do</i> to demonstrate what they’ve learned? <i>TIP: Like your goal, these should be SMART goals.</i>	How will you equip participants so that they can achieve the things listed in THE EVIDENCE both during the program (applying what they know with a chance for feedback) and after or outside the program (away from guides)?

STEP 4: BREAK DOWN EACH EQUIPPING TASK

As you consider how you will equip participants to demonstrate their skills and, ultimately, do the thing listed in your GOAL, it can be helpful to use the 4A model¹. It is:

- **ANCHOR** — connect the new content to the participant’s experience.
- **ADD** — introduce new skills, knowledge, or other content that is immediately relevant to the participant.
- **APPLY** — give the participant a chance to practice using their new skill or exercising their new knowledge with guidance, so they build confidence.
- **AWAY** — provide time for the participant to plan for how they will use this skill or knowledge in their life outside your program.

Add as many tasks as necessary and break it down as much as possible. Not every task will have each “A”—but be sure for every “ADD,” you have an “APPLY,” so they can practice their new skill.

TASK TO EQUIP PARTICIPANT	
ANCHOR	
ADD	
APPLY	
AWAY	

¹ *Dialogue Education Step by Step: A Guide for Designing Exceptional Learning Events*, by Darlene M. Goetzman

TASK TO EQUIP PARTICIPANT	
ANCHOR	
ADD	
APPLY	
AWAY	

TASK TO EQUIP PARTICIPANT	
ANCHOR	
ADD	
APPLY	
AWAY	