

Create a course

Turn something you know into a learning experience someone else can complete. Follow the work from a clear learner outcome to a demonstrated example, useful practice, a pilot, and publication.



Editorial illustration. The worked examples inside are labeled teaching scenarios.

Ashley Kays / How I Build with AI

Read the example. Adapt the prompt. Make something useful.

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START HERE

Make this workbook yours

A practical workbook. Examples are illustrative; replace them with your project.

THE OUTCOME

Leave with one complete lesson: an observable objective, a worked example, a learner worksheet, a review rubric, and a plan to test the lesson with suitable learners.

Read the teaching page for each step, then use the visual and prompt page to adapt the work. Keep your decisions, evidence, and review notes together. The spaces are designed for handwriting or PDF annotation.

[Open the complete online guide](#)

Gather your starting materials

- [] One task you can perform and explain, with a clear example of what good work looks like.
- [] A description of the intended learner, their starting knowledge, and the situation in which they will use the skill.
- [] Fictional or de-identified practice inputs, plus reliable sources for any factual or product-specific instructions.
- [] A document editor, an AI assistant you can review, and a place to keep lesson drafts, visuals, and revision notes.

Choose tools for the job

Plan and draft - Your preferred AI assistant

Organize your expertise, propose exercises, and critique unclear instructions. Supply examples and keep the instructional decisions with you.

Create the materials - A document editor; Figma when useful

Start with a readable worksheet and simple visual. Use a design tool when layout or annotation needs more control.

Teach and collect feedback - A shared lesson and a notes document

Start with an accessible format. Add a learning platform or recorded course when the tested experience needs those capabilities.

YOUR PROJECT

A clear brief comes first

Write enough to guide the first useful version. You can revise this brief as you learn, while keeping the original question visible.

AUDIENCE

PROBLEM

DESIRED OUTPUT

TIME AND CASH LIMITS

SOURCES

WHAT EXISTS ALREADY

DEFINITION OF DONE

STEP 01 / DO THE WORK

Define the learner and outcome

Owner: You + research assistant

Name what the learner will be able to do. That outcome guides the examples, prerequisites, and practice you include in the lesson.

What to do

- 01 Describe one learner in a real situation: what they already know, what they are trying to do, and where they get stuck. Use conversations or observations when available; mark your guesses.
- 02 Write an outcome that begins with an observable action, such as draft, compare, diagnose, or build. Name the output and the conditions under which the learner should produce it.
- 03 Set the boundaries. List what the learner must bring, what the lesson teaches, and what belongs in a later lesson. Give the AI this brief before asking for a curriculum.

A task replaces a broad promise

Our sample learner is a freelancer who can deliver a service but struggles to turn scattered customer notes into a clear offer. The starting material is a fictional conversation note describing repeated proposal work and deadline pressure.

The outcome: given those notes, draft an offer with a specific buyer, a supported problem, a defined deliverable, exclusions, and one next customer test. The lesson covers offer design; pricing negotiation and sales automation can come later.

KEEP THIS OUTPUT

A learner brief and one outcome that can be checked against an actual piece of work.

MY NOTES AND PROJECT-SPECIFIC DECISIONS

STEP 01 / SEE IT, ADAPT IT, CHECK IT

Your prompt and review

CREATE A COURSE / STEP 01

From broad topic to useful task

1 Learner

A freelancer with customer notes

2 Task

Turn the notes into one service offer

3 Evidence

A completed offer and a next test

Illustrative example · The Wealth Experiment · Ashley Kays

Use this illustrative example to recognize the shape of a useful output. Replace its details with your own project.

COPY AND ADAPT THIS PROMPT

Act as an instructional designer. Use this learner description [learner] and task [task]. Propose one observable lesson outcome, prerequisites, the final learner artifact, and clear exclusions. Separate what my notes establish from assumptions. Identify questions I should ask a potential learner before developing the lesson.

Review before moving on

- [] The outcome describes an action and an inspectable output.
- [] The example fits the learner's experience and context.
- [] Prerequisites and exclusions are explicit.

If you get stuck: If the outcome says only “understand AI,” ask what the learner should be able to produce or decide afterward.

STEP 02 / DO THE WORK

Design backward from the task

Owner: Curriculum assistant + you

Decide what acceptable work looks like before writing lessons. A shared rubric makes practice purposeful and feedback easier to apply.

What to do

- 01 Create a small rubric for the final artifact. Describe the features of usable work in plain language, including the mistakes that would make the output difficult to apply.
- 02 Break the task into teachable decisions. For each decision, specify what the learner sees, what they do, and what feedback helps them improve.
- 03 Match every planned section to a rubric criterion. Move background material into optional reading if it does not help the learner complete or review the task.

A rubric for the offer worksheet

Review five things: a reachable buyer; a problem connected to the notes; a specific deliverable; useful boundaries; and a next test that could change the decision. Mark each “needs revision” or “usable,” with a reason.

“I help businesses with AI” needs revision because neither the buyer nor the deliverable is clear. “I prepare a proposal draft from an independent consultant's approved notes” is more specific, but the learner must still explain inputs, exclusions, and how they would test interest.

KEEP THIS OUTPUT

A review rubric and a short lesson sequence that prepares the learner to meet it.

MY NOTES AND PROJECT-SPECIFIC DECISIONS

STEP 02 / SEE IT, ADAPT IT, CHECK IT

Your prompt and review

CREATE A COURSE / STEP 02

Align the lesson with the output

1 Criterion

The offer names a specific deliverable

2 Practice

Rewrite a vague service description

3 Review

Can someone tell what they receive?

Illustrative example · The Wealth Experiment · Ashley Kays

Use this illustrative example to recognize the shape of a useful output. Replace its details with your own project.

COPY AND ADAPT THIS PROMPT

Build a plain-language rubric for this outcome [outcome]. Use five criteria, with descriptions of usable work and work needing revision. Map each criterion to one practice activity. Review my proposed lesson sections [outline] and identify sections that do not support the final task.

Review before moving on

- [] Each criterion can be judged from the submitted work.
- [] The practice covers all required decisions.
- [] The learner can use the rubric without an instructor.

If you get stuck: A list of topics is not a learning sequence. Put the learner's decisions in order, then add explanations where they are needed.

STEP 03 / DO THE WORK

Research and storyboard

Owner: Research assistant + lesson writer

A storyboard makes the teaching visible before production. It reveals skipped decisions, assumed knowledge, and unsupported claims while the lesson is still easy to change.

What to do

- 01 Collect the sources behind factual instructions. Record the page, relevant claim, and date checked. Verify changing tool instructions against official documentation and your own demonstration.
- 02 Outline five parts: the problem, a worked demonstration, guided practice, an independent attempt, and review. Write what the learner does in each part.
- 03 Prepare a different input for the independent attempt. Give the reviewer the storyboard and rubric together, then ask where learners may need an example or a clearer instruction.

Show the decision inside the demonstration

The fictional note says, “I rewrite the same proposal sections whenever a new prospect asks for details.” The demonstration highlights a repeated task, then marks willingness to pay as unknown. It turns the task into a proposed deliverable without inventing demand.

Guided practice asks learners to sort statements into evidence, assumptions, and questions. Independent practice uses a different fictional note about client onboarding. Learners must transfer the method instead of copying the instructor's proposal offer.

KEEP THIS OUTPUT

A teachable storyboard, a source log, and two distinct practice inputs.

MY NOTES AND PROJECT-SPECIFIC DECISIONS

STEP 03 / SEE IT, ADAPT IT, CHECK IT

Your prompt and review

CREATE A COURSE / STEP 03

Make the learning sequence visible

1 Demonstration

Sort proposal notes into evidence and guesses

2 Guided practice

Improve an offer using the shared rubric

3 Independent task

Apply the method to onboarding notes

Illustrative example · The Wealth Experiment · Ashley Kays

Use this illustrative example to recognize the shape of a useful output. Replace its details with your own project.

COPY AND ADAPT THIS PROMPT

Storyboard this lesson using the outcome [outcome], rubric [rubric], and sources [sources]. Include a demonstration, guided practice, an independent example, and feedback instructions. Show the decisions inside the demonstration. Label fictional inputs and flag unsupported factual claims instead of filling the gaps.

Review before moving on

- [] Every demonstration explains why a choice was made.
- [] Factual claims have an appropriate source.
- [] Independent practice requires applying the method again.

If you get stuck: A polished script can hide a missing demonstration. Show the messy starting input and the choices that improve it.

STEP 04 / DO THE WORK

Make the learning assets

Owner: Writer + designer + accessibility reviewer

The materials should make it easier to do the task. Build a matched set of instructions, examples, and practice tools so learners do not have to infer how one resource connects to another.

What to do

- 01 Create a completed example and a blank worksheet with identical headings. Include a short instruction and one useful example wherever a field could be misunderstood.
- 02 Make a visual for each important decision. Use real screenshots for an actual interface demonstration, or label original mockups as illustrations. Keep essential instructions in selectable text.
- 03 Review the materials on a phone and in the format you will share. Check reading order, text size, contrast, descriptive links, image alternatives, and transcripts if you record instruction.

One worksheet, two views

The completed worksheet has six fields: buyer, observed problem, supporting note, deliverable, exclusions, and next test. Beside it, the blank version uses the same labels and enough space for the learner's answer.

The supporting-note field says, "Quote or summarize the relevant input; write unknown if you have no evidence." That instruction helps prevent the learner from replacing missing information with an attractive story. A separate prompt card helps organize the notes without supplying invented customer facts.

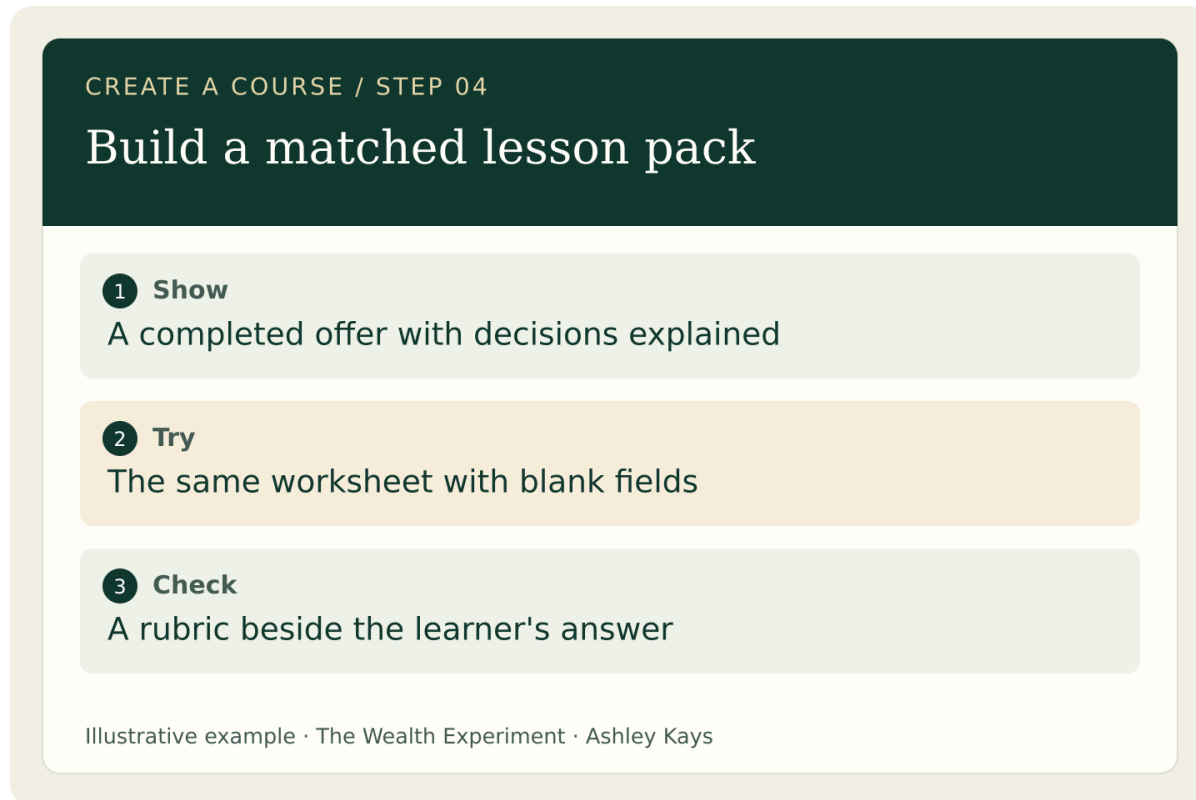
KEEP THIS OUTPUT

A complete lesson pack: explanation, example, worksheet, prompt card, visuals, and rubric.

MY NOTES AND PROJECT-SPECIFIC DECISIONS

STEP 04 / SEE IT, ADAPT IT, CHECK IT

Your prompt and review



Use this illustrative example to recognize the shape of a useful output. Replace its details with your own project.

COPY AND ADAPT THIS PROMPT

Create a completed example and a blank worksheet for this storyboard [storyboard]. Use the same headings in both. Add concise field instructions and a rubric checklist. Keep fictional inputs labeled. Review the materials for confusing language, missing context, and content that is only understandable from an image.

Review before moving on

- [] The worksheet matches the taught method.
- [] Visual information is also available in text.
- [] Files and links open in their intended format.

If you get stuck: More slides do not automatically add value. Prefer one clear example that supports the exercise over several decorative screens.

STEP 05 / DO THE WORK

Pilot with learners

Owner: You + learner-review assistant

The first pilot tests whether people can use the lesson. Watch the work they produce and where they hesitate, then revise the explanation or activity responsible for the difficulty.

What to do

- 01 Invite a small group who resemble the intended learner and explain what is ready for testing. Agree on what feedback you will collect; ask separately before recording anyone.
- 02 Let participants attempt the task before explaining it again. Record unclear instructions, missing prerequisites, requests for help, and the difference between assisted and independent work.
- 03 Compare the submitted artifact with the rubric. Ask the learner to explain one decision and try a different input. Prioritize revisions that address observed barriers to completing the task.

Turn a difficulty into a specific revision

Possible pilot observation: a learner writes “all small businesses” as the buyer and cannot describe how to reach one. This is a hypothetical difficulty to watch for, not a report from a completed pilot.

A useful revision would add a short buyer-selection example and a question about an actual access route. The next attempt should use a different service idea so you can see whether the learner applies the selection process independently.

KEEP THIS OUTPUT

An observation log, reviewed learner artifacts, and a prioritized revision list.

MY NOTES AND PROJECT-SPECIFIC DECISIONS

STEP 05 / SEE IT, ADAPT IT, CHECK IT

Your prompt and review

CREATE A COURSE / STEP 05

Use learner evidence to revise

1 Possible barrier

Buyer is too broad to reach

2 Revision

Add a specific buyer-selection example

3 Next check

Try another offer without instructor help

Illustrative example · The Wealth Experiment · Ashley Kays

Use this illustrative example to recognize the shape of a useful output. Replace its details with your own project.

COPY AND ADAPT THIS PROMPT

Review these de-identified pilot observations [notes] against this rubric [rubric]. Separate observed difficulties from interpretations. Recommend specific lesson revisions, explain which evidence supports each, and propose a follow-up task. Preserve whether work was independent or required help. Do not invent learner feedback or results.

Review before moving on

- [] Feedback describes behavior as well as opinions.
- [] Assisted work is identified accurately.
- [] Each proposed revision addresses an observed issue.

If you get stuck: Positive comments are useful feedback, but they do not demonstrate the skill. Review the learner's actual work and reasoning.

STEP 06 / DO THE WORK

Publish and maintain

Owner: Publishing assistant + you

A finished lesson needs a clear entry point, working materials, and an owner for updates. Publish the version you can support, then expand the course using the lesson quality you have established.

What to do

- 01 Write the lesson page around the learner: outcome, prerequisites, contents, practice instructions, review method, and next step. Explain access and support terms before asking someone to enroll.
- 02 Walk through the public experience as a learner. Open each download, follow the lesson order, try the exercise, and verify any configured request or enrollment path.
- 03 Keep a dated update log with the change, reason, and materials affected. Review demonstrations when tools change and revise dependent worksheets together so the lesson remains consistent.

Publish one coherent learning path

Our example page opens with the task: turn customer notes into a testable offer. It then offers the sample notes, demonstration, blank worksheet, and rubric in the order the learner needs them.

The closing action is to test the offer with a relevant person and record what happens. A related lesson can teach how to interpret that feedback. Describe the current lesson honestly; do not imply a larger course, credential, or live support is included unless it is available.

KEEP THIS OUTPUT

A published lesson path with verified materials, clear expectations, and an update record.

MY NOTES AND PROJECT-SPECIFIC DECISIONS

STEP 06 / SEE IT, ADAPT IT, CHECK IT

Your prompt and review

CREATE A COURSE / STEP 06

Give the lesson a clear path

1 Start

Read the outcome and prepare the notes

2 Complete

Watch, practice, and review the offer

3 Continue

Run a customer test and record learning

Illustrative example · The Wealth Experiment · Ashley Kays

Use this illustrative example to recognize the shape of a useful output. Replace its details with your own project.

COPY AND ADAPT THIS PROMPT

Review this lesson package [materials] as a first-time learner. Check the promised outcome, prerequisites, navigation, downloads, practice, review instructions, and support description. Return concrete gaps and a publication checklist. Draft an update-log entry using only the changes I provide; do not claim checks you have not performed.

Review before moving on

- [] The page accurately describes what is available.
- [] Learners can access and complete the materials.
- [] There is a named next step and update owner.

If you get stuck: Publishing every outline at once multiplies unfinished work. Let a complete, tested lesson set the standard for the next one.

PUT THE PIECES TOGETHER

Make one lesson ready for a pilot

Choose a task you know well and build one complete lesson. Replace the example learner, inputs, demonstration, and rubric with material relevant to your expertise.

What you will make

- [] A learner brief and observable objective.
- [] A completed example and a different independent exercise.
- [] A blank worksheet, review rubric, and accessible visual.
- [] A pilot invitation plan and a place to record revisions.

How to review it

- [] A suitable learner can explain the task and locate the materials.
- [] The exercise produces work that can be reviewed with the rubric.
- [] You have a concrete plan to observe independent performance.

MY FIRST USEFUL VERSION

NEXT ACTION AND REVIEW DATE

WHEN THE WORK GETS STUCK

Diagnose one problem at a time

The curriculum feels large and generic.

Return to one learner task. Ask which sections directly help someone perform it, then move the rest into optional or later material.

Learners can copy the example but cannot adapt it.

Add an independent exercise with a different input. Ask learners to explain the decisions, then revise the demonstration where the reasoning is missing.

The worksheet generates vague answers.

Add a specific instruction, an example, and a review question to the unclear field. Test that field with a fresh input.

A tool screenshot is already outdated.

Check the current interface and official instructions, update the demonstration, and preserve a text explanation of the underlying task.

THE OBSTACLE I AM SEEING

ONE CHANGE I WILL TRY AND HOW I WILL CHECK IT

COMMON QUESTIONS

Decisions you can make with confidence

Do I need a learning platform before I begin?

A shared lesson and accessible worksheet may be enough to pilot the experience. Choose a platform when you know what access, delivery, assessment, or support your learners actually need.

Can the AI write the whole course?

It can help draft the components, but your expertise establishes the method, examples, and quality standard. Review factual claims and observe whether learners can apply the instruction.

When should I add more lessons?

Expand when the first lesson is complete enough to use and you understand its remaining gaps. Choose the next task from learner needs and observed difficulties rather than the size of an AI-generated outline.

Go deeper with the original sources

[Carnegie Mellon: align learning objectives, assessment, and instruction](https://www.cmu.edu/teaching/designteach/design/learningobjectives.html)

<https://www.cmu.edu/teaching/designteach/design/learningobjectives.html>

[W3C WAI: choosing appropriate text alternatives for images](https://www.w3.org/WAI/tutorials/images/decision-tree/)

<https://www.w3.org/WAI/tutorials/images/decision-tree/>

[Anthropic: simple workflows, bounded tasks, and evaluation](https://www.anthropic.com/research/building-effective-agents)

<https://www.anthropic.com/research/building-effective-agents>

Tool interfaces and features can change. Recheck current official instructions when you apply the method.

FINAL REVIEW

Keep an honest result record

A finished artifact, demand, learner performance, and business results are different forms of evidence. Record what you know and what you still need to learn.

WHAT EXISTS

WHAT I CHECKED

EVIDENCE AND SOURCE

TOTAL HOURS (INCLUDING SETUP AND REVIEW)

CASH SPENT

WHAT REMAINS UNKNOWN

NEXT DECISION

ASK ASHLEY

Bring your project. Let's work through the next step.

Share your project, current URL and main question. Scope, availability and pricing are agreed before work is booked.

MAKE YOUR FIRST MESSAGE USEFUL

What are you trying to create or improve?

Who is it for, and what have you already made?

Which part is blocking you, and what kind of help would be useful?

[Email Ashley: info@waymaker.cx](mailto:info@waymaker.cx)

[Explore working together](#)

[Send a project enquiry](#)

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WHAT I WANT TO ASK OR WORK ON

Continue with the series

[Build a website](#)

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