

## **Module Title: Attention Management**

**Target Audience:** Office personnel at a software company who have been identified through employee evaluations as unable to meet performance goals and are on performance improvement plans for lack of productivity. Most have a bachelor's degree and 2-7 years of experience with the company. They have proficient computer skills and are familiar with self-paced, online training.

### **Learning Objectives:**

#### **Terminal LOs:**

- 1) Break down projects into actionable tasks.
- 2) Minimize interruptions and distractions.
- 3) Plan breaks for exercise and/or meditation.

#### **Enabling LOs:**

- 1.1) Identify projects and actions required for completion.
- 1.2) Implement steps to create and maintain a system to manage projects and tasks.
- 2.1) Identify the most common distractions in the workplace.
- 2.2) Implement actions to mitigate interruptions and distractions.
- 3.1) Recognize the benefits of taking breaks for exercise and meditation to restore energy and focus.

**Seat Time:** 15 Minutes

### **Outline:**

- Welcome
- Navigation
- Scenario introducing problem/topic
- Learning Objectives
- Managing Tasks
- Creating a Solid System
- Knowledge Check I
- Managing Environment
- Minimizing Distractions
- Knowledge Check II
- Planning Breaks
- Benefits of Physical Activity
- Benefits of Meditation
- Summary
- Quiz/Assessment
- Conclusion/Congratulations

**Font:**

- Lato Black (Titles, Headings, Buttons & Tabs)
- Lato (Content, Captions, Directions, & Quiz)
- KG Drops of Jupiter (Example lists used in *A Solid System* branching slides)

**Avatars:**

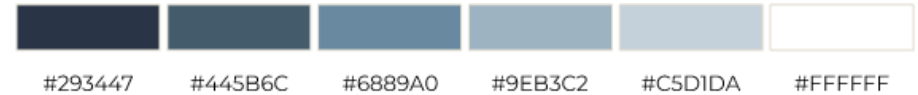
2 avatars from Storyline Characters (Photographic, Female, Business Casual)

- **Jada** as a helpful co-worker and narrator
  - **Use Aliyah character**
- **Emily** as a stressed employee
  - **Use Sheila character**

**Global Comments:**

- Slide dimensions are 16:9 ratio (slide size 960 x 540)
- Use Modern Player in Storyline.
- The layout shown to the right will be used. Design may change slightly on some slides. Slides will show a custom top slide title box (except on introductory & scenario slides).
- Breakroom setting photo (pictured to the right) to be used where noted.
- Use color palette given for shapes throughout; white font on colored background / black font on white background.
- Text in [brackets] should not appear on the slide [or be recorded in voiceover (VO)].
- If text in a caption bubble is too long to display at once, fade-out/fade-in text in the caption and arrange sequentially on timeline; do not use scrolling text in captions.
- Seekbar visible and controllable for learner on all slides and layers; Menu is “free” in the Player properties; option to adjust playback speed is available on all slides.
- Slide numbers with letters (ex. 1.8a) indicate layers for corresponding slide number.

**Directions:** Please review for content accuracy and ensure all relevant information is captured; note any gaps and give specific feedback with suggested changes. Use the Add Comment and/or Suggest Edits Google features to leave feedback and suggestions.

**Color Palette:****Audio:**

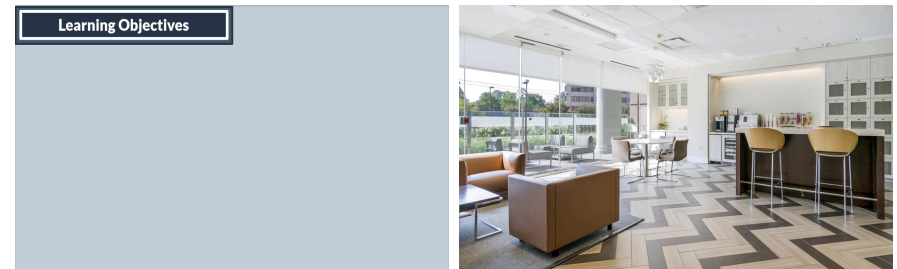
**Jada and Narrator:** Use Storyline Text-To-Speech - English (US) - Danielle

**Emily:** Use Storyline Text-To-Speech - English (US) - Ruth

**Module Resources/References:**

[David Allen's GTD Website](#)

[How To Meditate](#)



Slide: 1.1 / Menu Title: Welcome			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Background image: Photographic image of person using planner or calendar.</p> <p>Course title set in block arrow pentagon shape in the darkest palette color with a white border and dark blue border. Place in bottom left corner over the background image.</p> <p>Custom Start and Navigation buttons in dark blue rectangles with a white border.</p>	<p>[Slide Title] Attention Management</p> <p>[Buttons] START NAVIGATION</p>	<p>Welcome to Attention Management! In a world filled with distractions vying for our focus, finding ways to manage our attention is essential to regain control over our time and productivity. In this course, you'll learn strategies to sharpen your focus, boost productivity, and regain control over your time, empowering you to achieve your goals with clarity and efficiency.</p> <p>If you are familiar with the course navigation player, click the Start button to begin.</p> <p>If you would like to learn more about navigating through the course, click the Navigation button.</p>	<p>The player Previous and Next buttons will be hidden on this slide since there are custom buttons.</p> <p>The custom Start and Navigation buttons will fade in, timed with the voiceover reference.</p> <p>The Start button will jump to slide 1.3</p> <p>The Navigation button will jump to the next slide (slide 1.2)</p>

Slide: 1.2 / Menu Title: Navigation			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Player shows the Menu on the left.</p>	<p>[Slide Title] <b>Navigation</b></p>	<p>Please take a moment to acquaint yourself with the course player. On the left, you will see a menu of the slides</p>	<p>Caption bubbles with text labels for player navigation will fade in, timed with their reference in the audio.</p>

<p>Background image: Photographic image of a person checking off bullets on a to-do list; white space around the image; centered on slide with a white rectangle overlay at 75 % transparency.</p> <p>Caption bubbles with labels point to player features.</p>	<p>[Captions] Menu Play/Pause Seekbar Replay Volume Playback Speed Full Screen Previous Next Resources</p>	<p>you are about to visit as you work through this course. You can pause the player here and click this button again to resume play. Use the seekbar to review any portion of the slide or use the replay button to see the entire slide again. To adjust the volume, click this icon. You can adjust the course playback speed to slow it down or speed it up by clicking here. To view the course in Full Screen mode, click here. If you need to revisit the previous slide, click the previous button. To continue from slide to slide, you will click the next button. For additional resources provided, please click on the resources tab located in the top right. Now that you know how to navigate this player, click on the next button to get started.</p>	
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Slide: 1.3			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>No Slide Title box in top left corner.</p> <p>Background image - Office break room setting</p>	<p>[Jada caption] Hi Emily! Is everything okay? You look stressed.</p> <p>[Emily caption] Hey Jada. I am stressed! Paul just asked</p>	<p>[Jada] [1] Hi Emily! Is everything okay? You looked stressed.</p> <p>[Emily] [2] Hey Jada. I am stressed. Paul just asked me to submit a</p>	<p>Slide begins with Emily standing in the breakroom looking at her phone.</p> <p>Jada enters the break room along a motion path from the right before the audio plays for</p>

<p>This slide begins with the avatar of Emily on the left side of the slide, facing learner (see poses below). Jada avatar will appear on the right side of the slide facing left and move closer to the center of slide. Emily avatar will stay on the left side of the slide and face the right where Jada is once she enters.</p> <p>Caption bubbles placed between the avatars will track their conversation.</p> <p>Jada avatar has 3 poses: smiling; a questioning pose with arms out once motion path completes; listening pose with hand folded in front.</p> <p>Emily avatar has 5 poses: looking at her phone when slide begins; facing Jada with hand on forehead looking stressed; a talking pose with arms bent at elbows, palms up, gesturing toward Jada; an upset/worried questioning pose with arms angled up more, fingers pointing to ceiling; finally an upset/worried shrug pose with arms up like a “what?” gesture.</p>	<p>me to submit a proposal for the Nova project. I already feel overwhelmed and have been working overtime.</p> <p>Seth was in my office earlier telling me he heard the company might be cutting back on overtime because of budget concerns.</p> <p>What if I can't meet my deadlines? I guess I just won't get paid for my overtime. I can't afford to lose my job! I don't know what else to do.</p>	<p>proposal for the Nova project. I already feel overwhelmed and have been working overtime.</p> <p>[3] Seth was in my office earlier telling me he heard the company might be cutting back on overtime because of budget concerns.</p> <p>[4] What if I can't meet my deadlines? I guess I just won't get paid for my overtime. I can't afford to lose my job! I don't know what else to do.</p>	<p>her first line.</p> <p>Jada enters smiling, and changes to a questioning pose with arms out once motion path completes. Jada avatar then changes to listening when VO 2 begins.</p> <p>When VO 2 begins, Emily faces Jada with hand on forehead looking stressed. After “I am stressed” part of the VO, Emily will change to a talking pose with arms bent at elbows, palms up, gesturing toward Jada. She changes to an upset/worried questioning pose with arms angled up more when the VO 4 begins; Emily avatar will change to an upset/worried shrug pose on “I don't know what else to do” part of VO.</p> <p>Caption bubbles track their conversation, with slide text fading in and out on time timeline, timed with the voiceover.</p> <p>The Next button will be hidden on this slide.</p> <p>When timeline ends, slide auto advances to the next slide where the scenario will continue.</p>
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			This slide and the following slide should be hidden in the Menu so that it appears to the learner that slides 1.3, 1.4, and 1.5 are all a continuation of the same slide.
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Slide: 1.4			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>No Slide Title box in top left corner.</p> <p>Same office break room setting as slide 1.3, so appears as the same slide.</p> <p>Caption bubbles placed between the avatars track their conversation.</p> <p>Avatars in same positions on slide as in slide 1.3.</p> <p>Jada avatar has 4 poses: she begins in a questioning pose with arms bent at elbows, palms up, gesturing toward Emily; she switches to listening with hands folded in front; then Jada changes to a talking pose with right arm gesturing toward Emily; finally Jada avatar turns to an excited pose with both arms gesturing toward Emily.</p>	<p>[Jada caption] I don't mean to pry, but how are you managing your attention?</p> <p>[Emily caption] My attention? You mean time management?</p> <p>[Jada caption] Well, when most people think of time management, they think of to-do lists and scheduling time. However, the real problem might be your attention management.</p> <p>We can't really control time, but we can learn strategies to control our attention, like setting task-based goals, minimizing distractions, and improving focus.</p> <p>All of these strategies</p>	<p>[Jada] [1] I don't mean to pry, but how are you managing your attention?</p> <p>[Emily] [2] My attention? You mean my time management?</p> <p>[Jada] [3] Well, when most people think of time management, they think of to-do lists and scheduling time. However, the real problem might be your attention management.</p> <p>[4] We can't really control time, but we can learn strategies to control our attention, like setting task-based goals, minimizing distractions, and improving focus.</p> <p>[5] All of these strategies can</p>	<p>Caption bubbles track their conversation, with slide text fading in and out on time timeline, timed with the voiceover.</p> <p>Jada avatar begins in a questioning pose, then switches to listening when VO 2 begins. Jada avatar switches to talking pose when VO 3 begins. Jada avatar changes to an excited pose with arms gesturing toward Emily when VO 5 begins.</p> <p>Emily avatar begins in a listening pose (hand to mouth), then switches to questioning pose when VO 2 begins. Emily avatar changes back to a neutral listening pose with arms crossed over chest after VO 2 completes.</p>

Emily avatar has 3 poses: a listening pose with left hand to mouth & right arm folded across body; she then switches to questioning pose with arms bent at elbows; Emily avatar changes back to a neutral listening pose with arms crossed over chest.	can help increase your productivity which can decrease your need to work overtime and reduce your stress.	help increase your productivity which can decrease the need to work overtime and reduce your stress.	<p>The Next button will be hidden on this slide.</p> <p>When timeline ends, slide auto advances to the next slide where the scenario will continue.</p>
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Slide: 1.5 / Menu Title: Learning Objectives			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Same office break room setting as slide 1.3 &amp; 1.4, so appears as the same slide.</p> <p>Jada avatar has 4 poses: a talking pose with arm gesturing toward Emily; Jada switches to a listening pose with arms down at sides; Jada avatar returns to a positive talking pose with both arms gesturing toward Emily; after motion path, Jada will face forward, smiling with hands gesturing toward learner.</p> <p>Emily avatar has 4 poses: She begins in same neutral listening pose as at the end of slide 1.4; she switches to a happy, talking pose with right arm holding left wrist; Emily</p>	<p>[Slide Title] <b>Learning Objectives</b></p> <p>[Jada caption] I know you're a hard worker, and I don't want you to struggle. Would you like me to show you what works for me?</p> <p>[Emily caption] Would you? I'd really appreciate the help!</p> <p>[Jada caption] Absolutely! By the time we are finished, you'll be able to...</p> <p>[Learning Objectives] ① Break down projects into actionable tasks. ② Minimize interruptions and distractions.</p>	<p>[Jada] [1] I know you're a hard worker, and I don't want you to struggle. Would you like me to show you what works for me?</p> <p>[Emily] [2] Would you? I 'd really appreciate the help.</p> <p>[Jada] [3] Absolutely! By the time we are finished, you'll be able to:</p> <p>...Break down projects into actionable tasks</p> <p>...Minimize interruptions and distractions</p> <p>...Plan breaks for exercise or meditation to restore energy</p>	<p>Caption bubbles track avatars' conversation, with slide text fading in and out on time timeline, timed with the voiceover.</p> <p>Jada avatar starts off with talking pose with arm gesturing toward Emily. Jada switches to a listening pose after VO 1 completes. Jada avatar returns to a positive talking pose with both arms gesturing toward Emily when VO 3 begins.</p> <p>Emily avatar begins in same neutral listening pose as at the end of slide 1.4. She switches to a happy, talking pose when VO 2 begins. Emily avatar returns to a neutral listening</p>

<p>avatar returns to a neutral listening pose with hands folded in front of her; Emily will remain facing Jada, pointing toward objectives once motion path completes.</p> <p>Both avatars will move along motion paths to respective edges of slide just before objectives appear.</p> <p>The learning objectives will appear in the center of the slide between the avatars. The objectives text will appear in similarly styled rectangles as the Title bar at top of slide. (one for each objective).</p> <p>Directions will appear centered with the objectives along the bottom edge of slide in a rectangle similar to the objectives.</p>	<p>③ Plan breaks for exercise or meditation to restore energy and focus.</p> <p>[Directions] Click the Next button to learn more.</p>	<p>and focus.</p> <p>[Jada as Narrator] [4] Click the Next button to learn more.</p>	<p>pose with hands folded in front of her when VO 3 begins.</p> <p>After voiceover says “you’ll know how to…” both avatars will move along motion paths to respective edges of slide just before objectives appear. After motion path completes, Jada will face forward, smiling with hands gesturing toward the learner, and Emily will remain facing Jada, pointing toward objectives.</p> <p>In the center of the screen, the learning objectives text will fade in individually, timed with the voiceover.</p> <p>Directions text will appear on bottom and fade in timed with voiceover.</p> <p>The Next button in the player will be hidden from the learner until audio completes.</p>
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Slide: 1.6			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Same office break room setting as slide 1.3, 1.4, &amp; 1.5.</p> <p>Jada avatar has 3 poses: a talking pose with right arm</p>	<p>[Slide Title] <b>Managing Tasks</b></p> <p>[Jada] I used to feel overwhelmed</p>	<p>[Jada] [1] I used to feel overwhelmed like you and would often complain that I didn’t have enough time.</p>	<p>Caption bubbles track avatars’ conversation, with slide text fading in and out on time timeline, timed with the voiceover.</p>



<p>gesturing toward Emily; Jada switches to a listening pose with hands folded in front; Jada avatar returns to a positive talking pose with both arms gesturing toward Emily.</p> <p>Emily avatar has 3 poses: She begins in a neutral listening pose with head tilted slightly and arms at sides; she switches to a talking pose with right hand on hip &amp; left arm gesturing toward Jada; Emily avatar returns to a listening pose with right hand under chin &amp; left arm folded across body.</p> <p>Caption bubbles placed between the avatars track their conversation.</p>	<p>like you and would often complain that I didn't have enough time.</p> <p>Then I read David Allen's book about productivity called "Getting Things Done."</p> <p>I learned this perceived shortage of time is more a lack of clarity regarding projects and the failure to identify and prioritize the actions required for progress.</p> <p>[Emily] That makes a lot of sense. What do you suggest I do?</p> <p>[Jada] I recommend reading Allen's book to learn more about his process, but in the meantime, here is my simplified version to help you get started.</p>	<p>[2] Then I read David Allen's book "Getting Things Done." I learned this perceived shortage of time is more a lack of clarity regarding projects and the failure to identify and prioritize the actions required for progress.</p> <p>[Emily] [3] That makes a lot of sense. What do you suggest I do?</p> <p>[Jada] [4] I recommend reading Allen's book to learn more about his process, but in the meantime, here is my simplified version to help you get started.</p>	<p>Jada avatar begins in a talking pose with right arm gesturing toward Emily. Jada switches to a listening pose with hands folded in front when VO 3 begins. Jada avatar returns to a positive talking pose with both arms gesturing toward Emily when VO 4.</p> <p>Emily avatar begins in a listening pose, arms at sides. When VO 3 begins, she switches to a talking pose with right hand on hip &amp; left arm gesturing toward Jada. Emily avatar returns to a listening pose with right hand under chin when VO 4 starts.</p> <p>The Next button will be hidden on this slide.</p> <p>When timeline ends, slide auto advances to the next slide.</p>
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Slide: 1.7 / Menu Title: A Solid System			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is a light blue palette color, no image.</p> <p>Directions text appears in the top right corner of slide</p>	<p>[Slide Title] <b>A Solid System</b></p> <p>[Directions] Click on the tabs to learn</p>	<p>[Jada as Narrator] The following steps will help you get control of your current To Do list and begin breaking your projects into actionable</p>	<p>This is the home slide for a branching to five slides, one for each rectangle shown on the screen. The rectangles will act as custom buttons. When</p>


<p>opposite the title. Text box will have white fill with black text on top of a rectangular border (two shades of dark blue) matching the title bar.</p> <p>On the right third of the slide are five horizontal rectangles, stacked on top of each other. Each rectangle is a darker palette color with white text and white border.</p> <p>Each rectangle is labeled with the title inside the rectangle numbered in order.</p> <p>Jada avatar appears on left side of slide, centered under title. She is larger than in the previous slides and situated at the bottom of the slide so that only the top 2/3 of her body shows on the screen, making it appear that she has moved closer to the learner.</p> <p>Jada has 2 poses: smiling with arms bent at elbows gesturing toward the learner; then she switches to gesturing to the top of tabs on the right with left arm fully extended.</p>	<p>about each step. When all tabs have been visited, click Next.</p> <p>[Rectangle Labels]</p> <ol style="list-style-type: none"> <li>1. Consolidate</li> <li>2. Clarify</li> <li>3. Categorize</li> <li>4. Calendar</li> <li>5. Check</li> </ol>	<p>tasks. Start with Consolidate and click on each tab in order.</p>	<p>the learner clicks each one, they will jump to the corresponding slide.</p> <ol style="list-style-type: none"> <li>1. Consolidate – Jumps to 1.8</li> <li>2. Clarify – Jumps to 1.9</li> <li>3. Categorize – Jumps to 1.10</li> <li>4. Calendar – Jumps to 1.11</li> <li>5. Check – Jumps to 1.12</li> </ol> <p>Jada avatar begins in a smiling/talking pose with arms bent at elbows gesturing toward the learner. When VO says “Start with Consolidate” she switches to gesturing to the top of tabs on the right.</p> <p>The five rectangles will fade up one at a time at one second intervals beginning at 1 second on the timeline.</p> <p>Directions will fade in when VO says “click on each tab.”</p> <p>Rectangle buttons are restricted to the learner until the VO ends. Once the buttons are released, the learner will be able to click on them in order from 1-5.</p> <p>The rectangle buttons will have hover, visited, and disabled states. The buttons will be restricted so that the</p>
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			<p>learner will be forced to visit each branching slide in order.</p> <p>The Next button in the player will be hidden from the learner until all five rectangles are selected and therefore all five branching slides are visited. The learner will be returned to this home slide after visiting each slide linked to each of the five rectangles.</p> <p>Add True/False variable to show layer when the timeline ends with the condition that the variable value equals True.</p> <p>Once the learner views all five slides that branch from this one and returns to this “home” slide, the layer for slide directions and directions audio will play, and the Next button will be displayed.</p> <p>The Next button will jump to Slide 1.13.</p>
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Slide: 1.7a Audio Directions Layer			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The base layer is visible on this layer, so it appears that this layer is part of the base layer.	[Directions] <b>Click Next to continue.</b>	[Jada as Narrator] Click Next to continue.	Add trigger to Show Layer when variable of True/False variable equals True.

<p>Directions text appears at the bottom of the slide underneath and centered with visible tabs on the base layer. Text box will have white fill with black text on top of a rectangular border (two shades of dark blue) matching the title bar.</p>			
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Slide: 1.8			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is the same as in slide 1.7; light blue palette color with no image.</p> <p>A large rectangle (with darker palette color fill) is situated on the left and takes up a little more than half of the slide. This will be the background/border for the subtitle, slide text and list example.</p> <p>Slide text is in separate text boxes (with no fill) for timed animation.</p> <p>To the right of the slide text (and within the background rectangle) is a square picture of "lined paper" to serve as the background for the Master List Example. Text for Master List</p>	<p>[Slide Title] <b>Consolidate</b></p> <p>[Subtitle] <b><u>The Master List</u></b></p> <p>[Text under subtitle] Consolidate all To Do's into a Master List.</p> <p>Include:</p> <ul style="list-style-type: none"> <li>• Major Projects</li> <li>• Minor Tasks</li> </ul> <p>Cross items off when transferring to other lists.</p> <p>[Master List Example] <b><u>Master List</u></b></p> <ul style="list-style-type: none"> <li>• Email Tim a copy of meeting notes</li> <li>• Order supplies</li> </ul>	<p>[Jada as Narrator] To get started, consolidate all incomplete projects and tasks into a master "To Do" list. Include everything from major projects to minor tasks.</p> <p>This list serves as a funnel to capture all incoming responsibilities continuously.</p> <p>Items from the Master list will be crossed off as they are transferred to other lists.</p>	<p>Subtitle will be on the slide from beginning, but other slide text will fade in from bottom timed with VO reference. "Include:" slide text with bullet points will fade in from bottom, <i>by paragraph</i>.</p> <p>Lined paper image and Master List example title will fade in together when VO says "a master To Do list." Bulleted text from Master List Example will fade in from bottom, <i>by paragraph</i> when VO says "capture all incoming responsibilities."</p> <p>Next button is hidden until the timeline ends.</p>

<p>Example will be in two text boxes (Master List and bulleted text) with lines spaced to match spacing of the lined paper background.</p>  <p>Jada avatar appears on the right side of slide. She is situated at the bottom of the slide so that most of her body shows on the screen (from just under her knees and up).</p> <p>Jada is in a neutral, talking pose with right arm bent and gesturing toward the slide text.</p>	<ul style="list-style-type: none"> <li>• Call Jamie back</li> <li>• Hire administrative assistant</li> </ul>		<p>Next button returns learner to home slide (Slide 1.7)</p>
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Slide: 1.9			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p><b>[Same Visual Design as 1.8]</b></p> <p>The slide background is the same as in slide 1.7 &amp; 1.8; light blue palette color with no image.</p> <p>A large rectangle (with darker palette color fill) is situated on the left and takes up a little more than half of the slide.</p>	<p>[Slide Title] <b>Clarify</b></p> <p>[Subtitle] <b><u>Clarify the Master List</u></b></p> <p>[Text under subtitle] On Master list, determine actions necessary to complete each item.</p>	<p>[Jada as Narrator] Once you've compiled your Master list, you must clarify every item listed. Determine what actions you can take to complete each item. If an item requires a single action to complete it, label it as a task. If an item requires multiple actions to be completed, it is classified as a project and label</p>	<p>Subtitle will be on the slide from beginning, but other slide text will fade in from bottom timed with VO reference.</p> <p>Master List example (either grouped assets or screenshot) title will fade in from bottom when VO says "Master List." "Task" text box will fade in</p>

This will be the background/border for the subtitle, slide text and list example.

Slide text is in separate text boxes (with no fill) for timed animation.

Same Master List Example (image, title & text grouped or screenshot of example from slide 1.8) is to the right of the slide text

within the background rectangle.

“Task” and “Project” text is added to Master

List Example in two text boxes with no fill (one for “Task” and one for “Project”) with different font colors and lines spaced to match bulleted items.

Jada avatar appears on the right side of slide. She is situated at the bottom of the slide so that most of her body shows on the screen (from just under her knees and up).

Jada is in a positive, talking pose with right arm straight and gesturing toward the slide text.

Master List
• Email Tim a copy of meeting notes (Task)
• Order supplies (Project)
• Call Jamie back (Task)
• Hire administrative assistant (Project)

Single action = Task  
Multiple actions = Project

[Master List Example]

**Master List**

- Email Tim a copy of meeting notes (Task)
- Order supplies (Project)
- Call Jamie back (Task)
- Hire administrative assistant (Project)

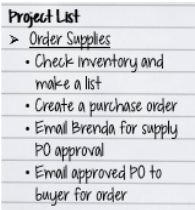
it as such.

from bottom when VO says “label it as a task.” “Project” text box will fade in from bottom when VO says “classified as a project.”

Next button is hidden when the timeline starts. Slide auto advances to Clarify-Projects layer when audio/VO completes on this slide.

A decoy button will be used in staging area and not visible on slide. Decoy will have a visited state, and Next button will appear when Decoy changes to visited.

Next button returns learner to home slide (Slide 1.7).

Slide: 1.9a			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The base layer is visible on this layer, so it appears that this layer is part of the base layer.</p> <p>This layer has the same layout as the base layer so it appears that only the slide text and list example changes.</p> <p>A large rectangle (with darker palette color fill) is situated on the left and takes up a little more than half of the slide. This will be the background/border for the subtitle, slide text and list example.</p> <p>Slide text is in separate text boxes (with no fill) for timed animation.</p> <p>Similar to the Master List Example, a square picture of “lined paper” will be the background for the Project List Example, in the same position as the Master List Example on base layer. Text for Project List</p> 	<p>[Subtitle] <b><u>Clarify Projects</u></b></p> <p>[Text under subtitle] Create a separate Project List.</p> <p>Outline all necessary actions in a bulleted list for each project.</p> <p>[Project List Example] <b><u>Project List</u></b> ➤ <u>Order Supplies</u></p> <ul style="list-style-type: none"> <li>• Check inventory and make a list</li> <li>• Create a purchase order</li> <li>• Email Brenda for supply PO approval</li> <li>• Email approved PO to buyer for order</li> </ul>	<p>[Jada as Narrator] Next, create a separate Project list to record items you designated as projects on your Master list. For each project, outline all necessary actions for completion in a bulleted list.</p>	<p>Subtitle will be on the slide from beginning, but other slide text will fade in from bottom timed with VO reference.</p> <p>Lined paper image and Project List Example title will fade in together when VO says “Projects List.” “Order Supplies” will fade in from bottom when VO says “designated at projects” and bulleted text underneath “Order Supplies” will fade in from bottom, <i>by paragraph</i> when VO says “outline all....”</p> <p>This slide layer will close when the timeline completes on this layer.</p> <p>The decoy on the base layer will change to its visited state when the timeline completes on this layer.</p>

Example will be in three text boxes without fill (Project List title, ">Orders Supplies" and bulleted text) with lines spaced to match spacing of the lined paper background.			
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Slide: 1.10			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p><b>[Same Visual Design as 1.8 &amp; 1.9]</b></p> <p>The slide background is a light blue palette color with no image.</p> <p>The rectangle background used in slides 1.8 &amp; 1.9 is now extended to fit more content and list examples. Still positioned on the left but takes up 3/4 of the slide, leaving just enough space for Jada avatar on the right side of slide.</p> <p>Slide text is in separate text boxes (with no fill) for timed animation. "Action," "Waiting" and "Defer" text will be in separate text boxes (positioned about 1/3 from the the top of rectangle background), evenly spaced and horizontally aligned.</p>	<p>[Slide Title] <b>Categorize</b></p> <p>[Subtitle] <b><u>Categorize Actions</u></b></p> <p>[Text under subtitle] Further categorize tasks based on the required next action.</p> <p>Action Immediately actionable</p> <p>Waiting Waiting on other people</p> <p>Defer Future tasks</p> <p>[Additional List Examples] <b><u>Action List</u></b></p> <ul style="list-style-type: none"> <li>• Email Tim a copy of meeting notes</li> <li>• Call Jamie back</li> <li>• Draft an outline of proposal</li> </ul>	<p>[Jada as Narrator] Once you've identified actionable tasks, further categorize these tasks based on what is required for the next action.</p> <p>To do this, you'll create three additional lists: Action , Waiting, and Defer.</p> <p>Tasks immediately actionable will go on the Action list. For tasks requiring action from others, include them on the Waiting list with the date and person's name. Future tasks not currently feasible will go on the Defer List.</p>	<p>Subtitle will be on the slide from beginning, but other slide text will fade in from bottom timed with VO reference.</p> <p>List titles will fade in when VO first introduces them, but explanatory text and list examples will fade in when referenced after.</p> <p>Next button is hidden until the timeline ends.</p> <p>Next button returns learner to home slide (Slide 1.7)</p>



Explanatory text  
("Immediately actionable,"  
"Waiting on other...." and  
"Future tasks") will also be in  
separate text boxes directly  
under list titles, also evenly  
spaced and horizontally  
aligned. Font for Explanatory  
text is slightly smaller than list  
titles for emphasis of titles.

Under the slide text (and still  
within the background  
rectangle) are grouped assets  
(image, title & bulleted text)  
for each Additional List  
Example. Lists are formatted  
just like list examples on  
previous slides.

Action Immediately actionable	Waiting Waiting on other people	Defer Future tasks
<b>Action List</b> <ul style="list-style-type: none"><li>❑ Email Tim a copy of meeting notes</li><li>❑ Call Jamie back</li><li>❑ Draft an outline of proposal</li></ul>	<b>Waiting List</b> <ul style="list-style-type: none"><li>❑ Approval of Supply PO - Waiting on Brenda- May 8</li><li>❑ Clarification on rejected expense report - Waiting on accounting dept- May 6</li></ul>	<b>Defer List</b> <ul style="list-style-type: none"><li>❑ Research alternative CRM software</li><li>❑ Update LinkedIn Profile</li></ul>

Jada avatar appears on the  
right side of slide. She is  
situated at the bottom of the  
slide so that most of her body  
shows on the screen (from just  
under her knees and up).

Jada is in a smiling pose  
slightly turned toward the  
slide text with arms straight in  
front of her and right hand  
grabbing left wrist.

**Waiting List**

- Approval of Supply PO - Waiting on Brenda- May 8
- Clarification on rejected expense report – Waiting on accounting dept.– May 6

**Defer List**

- Research alternative CRM software
- Update LinkedIn Profile

Slide: 1.11			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p><b>[Same Visual Design as 1.8, 1.9, &amp; 1.10]</b></p> <p>The slide background is a light blue palette color with no image.</p> <p>A large rectangle background (with darker palette color fill) is situated on the left and takes up a little more than half of the slide. (returns to the same size and position as in Slides 1.8 &amp; 1.9)</p> <p>Slide text is in separate text boxes (with no fill) for timed animation.</p> <p>Jada avatar appears on the right side of slide. She is situated at the bottom of the slide so that most of her body shows on the screen (from just under her knees and up).</p> <p>Jada is in a neutral, talking pose with right arm bent and gesturing toward the slide text.</p>	<p>[Slide Title] <b>Calendar</b></p> <p>[Subtitle] <b><u>Prevent Calendar Clutter</u></b></p> <p>[Text under subtitle] Record only time-sensitive or date-specific information, such as:</p> <ul style="list-style-type: none"> <li>• Meetings</li> <li>• Deadlines</li> <li>• Scheduled Events</li> </ul> <p>Lists = Actions Calendar = Appointments &amp; Deadlines</p>	<p>[Jada as Narrator] Prevent clutter on your calendar by recording only time-sensitive or date-specific information, such as meetings, project deadlines, or scheduled events like server maintenance that may affect your day.</p> <p>Your lists are for your actions and your calendar is for appointments and deadlines.</p>	<p>Subtitle will be on the slide from beginning, but other slide text will fade in from bottom timed with VO reference. Slide text with bullet points will fade in from bottom, <i>by paragraph</i>.</p> <p>Next button is hidden until the timeline ends.</p> <p>Next button returns learner to home slide (Slide 1.7)</p>

Slide: 1.12			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p><b>[Same Visual Design as 1.8, 1.9, 1.10 &amp; 1.11]</b></p> <p>The slide background is a light blue palette color with no image.</p> <p>A large rectangle background (with darker palette color fill) is situated on the left and takes up a little more than half of the slide.</p> <p>Slide text is in separate text boxes (with no fill) for timed animation.</p> <p>Jada avatar appears on the right side of slide. She is situated at the bottom of the slide so that most of her body shows on the screen (from just under her knees and up).</p> <p>Jada has 3 poses: First she is in a neutral, talking pose with right arm bent and gesturing toward the slide text (same as Slide 1.11); next she is in a smiling/talking pose facing the learner with arm straightened and gesturing toward the middle of slide text; finally Jada switches to an</p>	<p>[Slide Title] <b>Check</b></p> <p>[Subtitle] <b><u>Check Daily &amp; Review Weekly</u></b></p> <p>[Text under subtitle] Continuously update and prioritize tasks daily.</p> <p>Review your lists and calendar weekly.</p> <p>Boost your productivity and manage your workload like a pro!</p>	<p>[Jada as Narrator] To keep your system functional, check it daily and review it weekly.</p> <p>You will be continuously updating and prioritizing your tasks, therefore, you will need to repeat the process by reviewing your lists and calendar weekly.</p> <p>Once you master this system, you'll boost your productivity and manage your workload like a pro!</p>	<p>Subtitle will be on the slide from beginning, but other slide text will fade in timed with VO reference.</p> <p>Jada avatar starts off with a neutral, talking pose with right arm bent and gesturing toward the slide text. Jada changes to a smiling/talking pose facing the learner with arm straightened when VO says "you'll boost your productivity" and switches to the excited, fist pump pose when VO says' "like a pro."</p> <p>Next button is hidden until the timeline ends.</p> <p>Add trigger to set True/False variable value to True when the learner clicks Next on this slide. This trigger should execute before the Next button "Jump to slide" trigger.</p> <p>Next button returns learner to home slide (Slide 1.7).</p>

excited/talking pose facing the learner with arm bent and raised with fist up to the sky.			
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Slide: 1.13 / Menu Title: Knowledge Check			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is a light blue palette color.</p> <p>Jada avatar appears on the right edge of slide. She is situated at the bottom of the slide so that most of her body shows on the screen (from just above her knees and up). She is in a smiling/talking pose facing the learner with arm in front of her, palm up, gesturing toward the learner.</p> <p>On the left edge of the slide are 4 rectangular images of lined paper (like what is used for list examples on previous slides) arranged vertically stacked with some space between each. Each one is labeled as a drop target list. Rectangular hotspots are on top of the lined rectangles for the actual drop target.</p> <p>Between Jada avatar and the list drop targets is a rectangle with a white fill and palette</p>	<p>[Slide Title] <b>Knowledge Check</b></p> <p>[Directions] Drag each item to the list where you believe it fits best.</p> <p>[Drop Targets/Lists] <b>Project List</b> <b>Action List</b> <b>Waiting List</b> <b>Defer List</b></p> <p>[Drag items/Project &amp; Tasks; answers provided in brackets, not to be included in slide text]</p> <ul style="list-style-type: none"> <li>• Hire new administrative assistant <b>[Project List]</b></li> <li>• Send calendar invite for team meeting next Wednesday <b>[Action List]</b></li> <li>• Requested job vacancy be posted on company website; Gwen-HR; Oct. 18th <b>[Waiting List]</b></li> <li>• Research vacation spots for next summer <b>[Defer List]</b></li> </ul>	<p>[Jada as Narrator]</p> <p>Now let's take a minute to check your knowledge about what you've learned so far.</p> <p>Help Emily sort some items from her Master list.</p> <p>Drag each item to the list where you believe it fits best.</p> <p>Click the Submit button once you are finished.</p>	<p>This slide is a freeform drag-and-drop KC interaction.</p> <p>There will be 4 examples of the various projects and tasks as drag items that the learner will need to sort between the 4 list drop targets. The background rectangle and the drag items will fade in when VO says "Help Emily..." and the directions will fade in timed with VO reference.</p> <p>The drag items should be arranged in a scrambled order so they are not already sorted by list type. They should be revealed one at a time with a fade in entrance animation.</p> <p>Allow 2 attempts in the form settings.</p> <p>Dropped items should be set to snap to center of drop target. Items should return to start point if dropped outside any drop target. Only one item</p>

<p>color outline. This is the start point for the drop item text boxes. Drop item text boxes can be a white fill or lined paper image fill to match drop targets, and are arranged &amp; aligned to stack on top of each other inside the start point box.</p> <p>Directions are in a rectangle shape with a dark palette color fill and same outline as the start point box. Directions are positioned below start point box and center aligned with it also.</p>			<p>should be dropped in each drop target.</p> <p>Each drag item should have a hover, drop correct and drop incorrect state. The hover state will be a light palette color. The correct state will look the same as the normal state. The incorrect state should be red. Delay the items states until the interaction is submitted.</p> <p>When the learner clicks Submit, it will show either the correct or try again feedback layer on the first attempt.</p> <p>The dropped items do not reset for the second attempt. The learner will drag the items from where they were dropped.</p> <p>After the second attempt, the learner will see either the correct or incorrect layer.</p>
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Slide: 1.13a			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide background is a screenshot image of correct submission of knowledge check where Jada is hidden.	<p>[Slide Title] <b>Correct</b></p> <p>[Jodie caption]</p>	<p>[Jada as Narrator] Great job! You're almost a productivity pro!</p> <p>Click the continue button to learn more ways to help manage your</p>	Delete the built-in buttons and textboxes on the feedback layers and hide the remaining objects by using a screenshot image of correct

<p>Jada avatar appears on the right edge of the slide positioned the same way she was on the base layer but her pose changes to smiling with a thumbs up.</p> <p>Set in the space above the drag item start point box (in screenshot background) is the caption for Jada.</p> <p>The Continue button is a rectangle filled with a dark palette color and a white outline. It is positioned under the slide text directions (in screenshot background).</p>	<p>Great job! You're almost a productivity pro!</p> <p>[buttons] <b>Continue</b></p>	<p>attention and boost productivity.</p>	<p>submission of knowledge check where Jada is hidden. Another pose of Jada, captions and buttons will sit on top, so the correct and incorrect layers appear customized.</p> <p>The Continue button jumps to Slide 1.14.</p>
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Slide: 1.13b			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is a screenshot image of correct submission of knowledge check where Jada is hidden.</p> <p>Jada avatar appears on the right edge of the slide positioned the same way she was on the base layer but her pose changes to positive/talking with left palm up gesturing toward the learner.</p>	<p>[Slide Title] <b>Incorrect</b></p> <p>[Jodie caption] You could use a little more practice.</p> <p>[buttons] <b>Continue</b></p>	<p>[Jada as Narrator] [1] You could use a little more practice. [2] The correct answers are shown here. Remember, projects are items that require multiple actions to complete, while tasks are items requiring a single action to be considered complete. When projects have been sufficiently broken down into actionable tasks, those tasks are then added to the other respective</p>	<p>Delete the built-in buttons and textboxes on the feedback layers and hide the remaining objects by using a screenshot image of correct submission of knowledge check where Jada is hidden. Another pose of Jada, captions and buttons will sit on top, so the correct and incorrect layers appear customized.</p> <p>The Continue button jumps to Slide 1.14.</p>

<p>Set in the space above the drag item start point box (in screenshot background) is the caption for Jada.</p> <p>The Continue button is a rectangle filled with a dark palette color and a white outline. It is positioned under the slide text directions (in screenshot background).</p>		lists.	
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Slide: 1.13c			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is a screenshot image of the knowledge check where answers are hidden (or blank) and Jada is hidden.</p> <p>Jada avatar appears on the right edge of the slide positioned the same way she was on the base layer but her pose changes to positive/talking with hands clasped over her chest.</p> <p>Set in the space above the drag item start point box (in screenshot background) is the caption for Jada.</p> <p>The Try Again button is a rectangle filled with a dark</p>	<p>[Slide Title] <b>Try Again</b></p> <p>[Jodie caption] You were close!</p> <p>[buttons] <b>Try Again</b></p>	<p>[Jada as Narrator] You were close!</p> <p>Click the Try Again button to see if you can match all the items to their correct lists.</p>	<p>Delete the built-in buttons and textboxes on the feedback layers and hide the remaining objects by using a screenshot image of the knowledge check where answers are hidden (or blank) and Jada is hidden. Another pose of Jada, captions and buttons will sit on top, so the layer appears customized.</p> <p>The Try Again button uses the same trigger that was originally on the built-in button on this layer.</p>

palette color and a white outline. It is positioned under the slide text directions (in screenshot background).			
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Slide: 1.14			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Background image - Office break room setting</p> <p>This slide begins with the avatar of Emily on the left side of the slide and Jada avatar on the right side of the slide, both facing each other.</p> <p>Caption bubbles placed between the avatars will track their conversation.</p> <p>Jada avatar has 4 poses: when slide begins, Jada is smiling facing Emily with hands clasped in front of her; then Jada changes to a talking pose with right arm gesturing toward Emily; next she is in a listening pose with head slightly tilted and hands clasped in front of her; finally Jada avatar turns to a positive/talking pose with both palms up, gesturing toward Emily.</p>	<p>[Slide Title] <b>Managing Your Environment</b></p> <p>[Emily caption] Thank you so much for showing me this system. I think it will help improve my workflow!</p> <p>[Jada caption] Well, that's only half the battle. You mentioned Seth came to your office to talk. Does he interrupt you often?</p> <p>[Emily caption] Yes. I enjoy visiting with him, but sometimes I resent him for wasting my time. I often stay late just so I can work when no one is here to distract me.</p> <p>[Jada caption] Let's talk about how you can minimize distractions so you don't have to work late.</p>	<p>[Emily] [1] Thank you so much for showing me this system. I think it will help improve my workflow!</p> <p>[Jada] [2] Well, that's only half the battle. You mentioned Seth came to your office to talk. Does he interrupt you often?</p> <p>[Emily] [3] Yes. I enjoy visiting with him, but sometimes I resent him for wasting my time. Sometimes I stay late just so I can work when no one is here to distract me.</p> <p>[Jada] [4] Let's talk about how you can minimize distractions so you don't have to work late.</p>	<p>Jada avatar begins in a smiling pose, listening to Emily, then switches to a talking pose with right arm gesturing toward Emily VO 2 begins. Jada avatar switches to a listening pose with head slightly tilted and hands clasped when VO 3 begins. Finally, Jada avatar turns to a positive/talking pose with both palms up, gesturing toward Emily when VO 4 begins.</p> <p>Emily avatar starts in a happy pose leaning forward with hands gesturing toward Jada, then switches to leaning back in a listening pose with head slightly tilted when VO 2 begins. Emily avatar changes to a negative/upset pose with arms angled up, fingers pointing to ceiling when VO 3 begins. Finally, when VO 4 begins, she switches back to the same listening pose as before where she is leaning</p>



Emily avatar has 4 poses: when slide begins Emily is happy and excitedly leaning forward with hands gesturing toward Jada; she changes to leaning back in a listening pose with head slightly tilted; next Emily moves to a negative/upset pose with arms angled up, fingers pointing to ceiling; finally she switches back to the same listening pose as before.			<p>back with head slightly tilted</p> <p>Caption bubbles track their conversation, with slide text fading in and out on time timeline, timed with the voiceover.</p> <p>The Next button will be hidden on this slide.</p> <p>When timeline ends, slide auto advances to the next slide.</p>
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Slide: 1.15 / Menu Title: Minimizing Distractions			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>An accordion interaction spans the whole width of the slide and is positioned right below the title bar.</p> <p>Four tabs displaying the tab titles take up about 1/3 of the accordion area, and are shown vertically, leaving the remainder space for content to show within the accordion frame.</p> <p>The closed accordion will show on the screen to start.</p> <p>When the learner clicks on each tab, it will open and</p>	<p>[Slide Title] <b>Minimizing Distractions</b></p> <p>[Tabs] <b>Cell Phones</b> <b>Social Media</b> <b>Coworkers</b> <b>Office Noise</b></p> <p>[Subtitle, shown on closed accordion] <b>Common Workplace Distractions</b></p> <p>[Directions] Click each tab to discover strategies for minimizing these distractions.</p>	<p>[Jada as Narrator] Distractions in the workplace pose significant challenges to productivity and focus. They can disrupt workflow, hinder concentration, and contribute to heightened stress levels among employees. Effectively managing and minimizing distractions in the workplace is crucial for maintaining productivity and fostering a conducive work environment. Here are the most common distractions people encounter at work. Click each image to discover strategies for minimizing these distractions.</p>	<p>During the first part of the narration, a stock video of a person on their cell phone will play inside the area that is the “cover” of the closed accordion.</p> <p>When the VO reaches, “conducive work environment...” the video will begin to fade out. The video timeline will end when the VO reaches, “Here are the most common...”</p> <p>As the video fades out and ends, subtitle text and</p>

display the information for that tab.

Each tab should be a different palette color. The layer associated with each tab (the “open” section of each accordion area) should have the same background palette color as the tab for that section.

directions will fade in timed with the VO reference.

Restrict the learner from clicking on tabs until audio completes.

Each tab will open and close along a motion path to show the corresponding layers. Audio will pause on each layer when the tabs are clicked.

Each layer will show the accordion in the open position and have content related to the tab title.

4 decoy buttons, each with a “viewed” state, will be in the staging area of the slide hidden from the learner. Decoys will change to viewed state when learner clicks the hotspots to close each layer.

Add a True/False variable to adjust the value of the variable to True when all 4 layers have been viewed (and attached decoys change states).

The Next button will be restricted until all 4 layers have been viewed (and attached decoys change states).

			When the learner clicks on the Next button, it will jump to the next slide.
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Slide: 1.15a Cell Phone Layer			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The “open” section of the accordion is a rectangle matching the palette color of the tab for the layer.</p> <p>Image related to tab content is shown on the left side of the rectangle.</p> <p>Subtitle is shown on the right side of the rectangle. with bullet points listed below it.</p> <p>An “X” icon is placed in the bottom right corner of the rectangle.</p>	<p>[Subtitle]  <b>To minimize distractions from your cell phone:</b></p> <ul style="list-style-type: none"> <li>• Turn off notifications for apps or use the Focus feature.</li> <li>• Store your cell phone in a cabinet or drawer.</li> </ul>	<p>[Jada as Narrator]            Phones can be a significant distraction if not managed properly. Constantly checking and responding to messages and notifications on phones can decrease productivity. To minimize distractions from your cell phone, try turning off notifications, using the Focus feature, or storing your phone out of sight.</p>	<p>This slide layer will close when the learner clicks a hotspot over the “X” icon. Clicking the hotspot will also change the state of the decoy on the base layer to “viewed.”</p> <p>Restrict the learner from clicking on other tabs until VO completes. Once the tabs are released, the learner will be able to click on any of them from the base layer.</p>

Slide: 1.15b Social Media Layer			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The “open” section of the accordion is a rectangle matching the palette color of the tab for the layer.</p> <p>Image related to tab content is shown on the left side of the rectangle.</p>	<p>[Subtitle]  <b>To minimize distractions from your social media:</b></p> <ul style="list-style-type: none"> <li>• Set up the Focus feature on your cell phone.</li> <li>• Use productivity apps or website blocking software.</li> </ul>	<p>[Jada as Narrator]            Social Media can also be a distraction. Spending time browsing social media feeds, messaging friends, or watching videos inhibits focus on work tasks. To minimize distractions from your social</p>	<p>This slide layer will close when the learner clicks a hotspot over the “X” icon. Clicking the hotspot will also change the state of the decoy on the base layer to “viewed.”</p>

<p>Subtitle is shown on the right side of the rectangle. with bullet points listed below it.</p> <p>An “X” icon is placed in the bottom right corner of the rectangle.</p>		<p>media, try setting up the Focus feature on your cell phone, using productivity apps, or website blocking software.</p>	<p>Restrict the learner from clicking on other tabs while on this layer.</p>
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Slide: 1.15c Coworkers Layer			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The “open” section of the accordion is a rectangle matching the palette color of the tab for the layer.</p> <p>Image related to tab content is shown on the left side of the rectangle.</p> <p>Subtitle is shown on the right side of the rectangle. with bullet points listed below it.</p> <p>An “X” icon is placed in the bottom right corner of the rectangle.</p>	<p>[Subtitle] <b>To minimize distractions from your coworkers:</b></p> <ul style="list-style-type: none"> <li>• Set boundaries with coworkers.</li> <li>• Send an email or post a sign on your door informing others of your availability.</li> <li>• Incorporate socialization during breaks or lunch.</li> </ul>	<p>[Jada as Narrator] Without clear boundaries, coworkers may interrupt for socializing, questions, or assistance, leading to significant loss of time and productivity. To minimize distractions, set boundaries, communicate availability via email or signs, and suggest socializing during breaks or lunch.</p>	<p>This slide layer will close when the learner clicks a hotspot over the “X” icon. Clicking the hotspot will also change the state of the decoy on the base layer to “viewed.”</p> <p>Restrict the learner from clicking on other tabs while on this layer.</p>

Slide: 1.15d Office Noise Layer			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The “open” section of the accordion is a rectangle matching the palette color of the tab for the layer.</p>	<p>[Subtitle] <b>To minimize distractions from office noise:</b></p>	<p>[Jada as Narrator] At times, background sounds like conversations, copiers, or traffic can disrupt</p>	<p>This slide layer will close when the learner clicks a hotspot over the “X” icon. Clicking the hotspot will also change the</p>

<p>Image related to tab content is shown on the left side of the rectangle.</p> <p>Subtitle is shown on the right side of the rectangle. with bullet points listed below it.</p> <p>An “X” icon is placed in the bottom right corner of the rectangle.</p>	<ul style="list-style-type: none"> <li>• Use noise-canceling earbuds or headphones.</li> <li>• Listen to white noise or a “Focus” playlist if music with lyrics is distracting.</li> </ul>	<p>concentration. To reduce office noise distractions, consider using noise-canceling headphones or playing white noise or a focus playlist.</p>	<p>state of the decoy on the base layer to “viewed.”</p> <p>Restrict the learner from clicking on other tabs while on this layer.</p>
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Slide: 1.15e Audio Directions Layer			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The base layer is visible on this layer, so it appears that this layer is part of the base layer.</p> <p>Directions text appears at the bottom of the slide underneath and centered with accordion directions rectangle on the base layer. Text box will have white fill with black text on top of a rectangular border (two shades of dark blue) matching the title bar.</p>	<p>[Directions] <b>Click Next to continue.</b></p>	<p>[Jada as Narrator] Click Next to continue.</p>	<p>Add trigger to Show Layer when value of True/False variable changes.</p>

Slide: 1.16 / Menu Title: Knowledge Check II			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is a light blue palette color.</p>	<p>[Slide Title] <b>Knowledge Check II</b></p>	<p>[Jada as Narrator]</p>	<p>This slide is a multiple response KC interaction.</p>

<p>Jada avatar appears on the right edge of slide. She is situated at the bottom of the slide so that most of her body shows on the screen (from just above her knees and up).</p> <p>Jada avatar has 2 poses: first she is in a neutral/talking pose gesturing to the learner with left arm on hip; she switches to a neutral, talking pose with right arm bent and gesturing toward the slide text.</p> <p>On the left half of the slide are text boxes for the question and answer choices.</p> <p>Directions are in a rectangle shape with a white fill and a dark palette color outline. Directions are positioned below answer choices.</p>	<p>[Question] Since Emily struggles with frequent disruptions and distractions during her workday, what reasonable strategies could help her minimize disturbances to her workflow?</p> <p>[Directions] <b>Select all that apply</b>, and then click <b>Submit</b>.</p> <p>[Answer Choices]</p> <ul style="list-style-type: none"> <li>o <b>Set up and use the Focus feature on her cell phone. [Correct Answer]</b></li> <li>o Work in an unoccupied conference room away from others.</li> <li>o <b>Listen to white noise with noise canceling headphones. [Correct Answer]</b></li> <li>o <b>Inform others of her availability. [Correct Answer]</b></li> <li>o Leave her cell phone at home.</li> </ul>	<p>Let's pause again to check your knowledge about minimizing distractions.</p> <p>Since Emily struggles with frequent disruptions and distractions during her workday, what reasonable strategies could help her minimize disturbances to her workflow?</p> <p>Select all that apply, and then click Submit once you are finished.</p>	<p>Jada avatar begins in a neutral/talking pose gesturing to the learner. Jada switches to a neutral, talking pose with right arm bent and gesturing toward the slide text when VO says "Since Emily...."</p> <p>The question text box fades in from left with VO reference. The answer choices fade in from left when VO says "what reasonable strategies...." The directions fade in from left with VO reference also.</p> <p>Allow 2 attempts in the form settings. Answer choices are not shuffled.</p> <p>When the learner clicks Submit, it will show either the correct or try again feedback layer on the first attempt.</p> <p>After the second attempt, the learner will see either the correct or incorrect layer.</p>
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Slide: 1.16a			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide background is a screenshot image of correct	[Slide Title] <b>Correct</b>	[Jada as Narrator] Way to go!	Delete the built-in buttons and textboxes on the

<p>submission of knowledge check where Jada is hidden.</p> <p>Jada avatar appears on the right edge of the slide positioned the same way she was on the base layer, but her pose changes to a positive/talking with hands clasped over her chest.</p> <p>Set in the space between the question (in screenshot background) and Jada avatar is the caption for Jada.</p> <p>The Continue button is a rectangle filled with a dark palette color and a white outline. It is positioned to the right of the slide text directions (in screenshot background) and centered with the caption.</p>	<p>[Jodie caption] Way to go!</p> <p>[buttons] <b>Continue</b></p>	<p>Click the continue button to learn more ways to help manage your attention and boost productivity.</p>	<p>feedback layers and hide the remaining objects by using a screenshot image of correct submission of knowledge check where Jada is hidden. Jada avatar, captions and buttons will sit on top, so the correct and incorrect layers appear customized.</p> <p>The Continue button jumps to Slide 1.17.</p>
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Slide: 1.16b			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is a screenshot image of correct submission of knowledge check where Jada is hidden.</p> <p>Jada avatar appears on the right edge of the slide positioned the same way she</p>	<p>[Slide Title] <b>Incorrect</b></p> <p>[Jodie caption] You could use a little more practice.</p> <p>[buttons]</p>	<p>[Jada as Narrator] [1] You could use a little more practice.</p> <p>[2] The correct answers are shown here. The most reasonable strategies for Emily to minimize distractions and</p>	<p>Delete the built-in buttons and textboxes on the feedback layers and hide the remaining objects by using a screenshot image of correct submission of knowledge check where Jada is hidden.</p>

<p>was on the base layer, but her pose changes to a neutral, talking pose with right arm bent and gesturing toward the slide text.</p> <p>Set in the space between the question (in screenshot background) and Jada avatar is the caption for Jada.</p> <p>The Continue button is a rectangle filled with a dark palette color and a white outline. It is positioned to the right of the slide text directions (in screenshot background) and centered with the caption.</p>	<p><b>Continue</b></p>	<p>disruptions are to set up and use the focus feature or another productivity app on her phone, listen to white noise using noise-canceling headphones, and inform others of her availability.</p> <p>Click the continue button to learn more ways to help manage your attention and boost productivity.</p>	<p>Jada avatar, captions and buttons will sit on top, so the correct and incorrect layers appear customized.</p> <p>The Continue button jumps to Slide 1.17.</p>
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Slide: 1.16c			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is a screenshot image of correct submission of knowledge check where Jada is hidden.</p> <p>Jada avatar appears on the right edge of the slide positioned the same way she was on the base layer, but her pose changes to a positive/talking with both hands gesturing to the learner.</p>	<p>[Slide Title] <b>Try Again</b></p> <p>[Jodie caption] You almost had it!</p> <p>[buttons] <b>Try Again</b></p>	<p>[Jada as Narrator] You almost had it!</p> <p>Click the Try Again button to give it another shot.</p>	<p>Delete the built-in buttons and textboxes on the feedback layers and hide the remaining objects by using a screenshot image of the knowledge check where answers are hidden (or blank) and Jada is hidden. Another pose of Jada, captions and buttons will sit on top, so the layer appears customized.</p>



<p>Set in the space between the question (in screenshot background) and Jada avatar is the caption for Jada.</p> <p>The Try Again button is a rectangle filled with a dark palette color and a white outline. It is positioned to the right of the slide text directions (in screenshot background) and centered with the caption.</p>			<p>The Try Again button uses the same trigger that was originally on the built-in button on this layer.</p>
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Slide: 1.17			LO: Objective 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Background image - Office break room setting</p> <p>This slide begins with the avatar of Emily on the left side of the slide and Jada avatar on the right side of the slide, both facing each other.</p> <p>Caption bubbles placed between the avatars will track their conversation.</p> <p>Jada avatar has 2 poses: when slide begins, Jada facing Emily, listening with hands in her pockets; then Jada changes to</p>	<p>[Slide Title] <b>Better With Breaks</b></p> <p>[Emily caption] Those are all great ideas! I can start using those strategies to manage distractions, but I was wondering...</p> <p>What can I do when I get tired and lose focus after lunch? With so much to do, I feel like I can't take a break. I usually drink coffee or an energy drink to power through the slump.</p>	<p>[Emily] [1] Those are all great ideas! I can start using those strategies to manage distractions, but I was wondering...</p> <p>[2] What can I do when I get tired and lose focus after lunch? With so much to do, I feel like I can't take a break. I usually drink coffee or an energy drink to power through the slump.</p> <p>[Jada] [3] Contrary to the idea of</p>	<p>When slide begins, Jada avatar is listening to Emily, then switches to a talking pose with right arm gesturing toward Emily VO 3 begins.</p> <p>Emily avatar starts in a positive/talking pose with one hand on hip and the other gesturing toward Jada, then switches to a questioning pose with arms bent at elbows and palms up when VO 2 begins. Finally, as VO 3 starts, Emily switches to a somewhat excited listening pose with one hand grasping her other wrist.</p>

<p>a talking pose with right arm gesturing toward Emily.</p> <p>Emily avatar has 3 poses: when slide begins Emily is in a positive/talking pose with one hand on hip and the other gesturing toward Jada; she changes to a questioning pose with arms bent at elbows and palms up; next Emily switches to a somewhat excited listening pose with one hand grasping her other wrist.</p>	<p>[Jada caption] Contrary to the idea of powering through, taking breaks during work hours enhances performance.</p> <p>Working without breaks for extended periods causes stress and exhaustion, while taking breaks restores mental and physical energy.</p>	<p>powering through, taking breaks during work hours enhances performance.</p> <p>[4] Working without breaks for extended periods causes stress and exhaustion, while taking breaks restores mental and physical energy.</p>	<p>Caption bubbles track their conversation, with slide text fading in and out on time timeline, timed with the voiceover.</p> <p>The Next button will be hidden on this slide.</p> <p>When timeline ends, slide auto advances to the next slide.</p>
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Slide: 1.18 / Menu Title: Planning Breaks			LO: Objective 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is a light blue palette color.</p> <p>This slide begins with the avatar of Emily on the left side of the slide and Jada avatar on the right side of the slide, both facing each other.</p> <p>Caption bubble is placed between the avatars.</p> <p>Jada avatar has 2 poses: when slide begins, Jada is facing Emily in a positive talking pose with both arms gesturing toward Emily; then Jada changes to a smiling pose,</p>	<p>[Slide Title] <b>Planning Breaks</b></p> <p>[Jada caption] If you're struggling to stay focused while working, try planning breaks for activities known to enhance brain function and elevate focus such as...</p> <p>[Buttons] <b>Physical Activity</b> <b>Meditation</b></p> <p>[Directions] Click on the circles to learn about the benefits of each.</p>	<p>[Jada] If you're struggling to stay focused while working, try planning breaks for activities known to enhance brain function and elevate focus such as... physical activity or meditation.</p> <p>Click on the circles to learn about the benefits of each.</p>	<p>When slide begins, Jada avatar is talking pose with both arms gesturing toward Emily. Jada then changes to a smiling pose, pointing to buttons with left hand when buttons appear timed with VO. (Emily avatar will be in a listening pose the entire slide.)</p> <p>Caption bubble starts from beginning of slide, but fades out as buttons zoom in. Directions will fade in from the right timed with VO reference.</p> <p>This is the home slide for a branching to two slides, one</p>

<p>pointing to buttons with left hand.</p> <p>Emily avatar has 1 pose: Emily is in a listening pose with right hand on her jaw and left arm crossed over her body.</p> <p>Two large circles with palette color fill and darker outline are horizontally aligned and centered on the slide. These will be custom buttons. Button labels will be in white font inside the circle with white icons (one walking, one meditating) underneath labels. Circles will be positioned over captions, but are timed to appear later on timeline.</p> <p>Directions text appears in the top right corner of slide opposite the title. Text box will have white fill with black text on top of a rectangular border (two shades of dark blue) matching the title bar.</p>			<p>for each circle shown on the screen. The circles will act as custom buttons. When the learner clicks each one, they will jump to the corresponding slide.</p> <p>Physical Activity – Jumps to 1.19 Meditation – Jumps to 1.20</p> <p>The buttons are restricted to the learner until the Narrator VO ends. Once the buttons are released, the learner will be able to click on either of them.</p> <p>The learner will be returned to this home slide after visiting each slide linked each button. The buttons will have visited states so when the learner returns to this home slide, it is clear which one they've already viewed.</p> <p>Add a True/False variable and set a trigger to adjust the value of the variable to True when both circles are selected and change to their visited states.</p> <p>The Next button in the player will also be hidden from the learner until both circles are selected and change to their visited states.</p>
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			<p>Add another trigger for the True/False variable to Show Layer when the timeline ends with the condition that the variable value equals True.</p> <p>Once the learner views the two slides that branch from this one and returns to this “home” slide, the layer for slide directions and directions audio will play, and the Next button will be displayed.</p> <p>The Next button will jump to Slide 1.21.</p>
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Slide: 1.18a Audio Directions Layer			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The base layer is visible on this layer, so it appears that this layer is part of the base layer.</p> <p>Directions text appears at the bottom of the slide underneath and centered with round buttons on the base layer. Text box will have white fill with black text on top of a rectangular border (two shades of dark blue) matching the title bar.</p>	<p>[Directions] <b>Click Next to continue.</b></p>	<p>[Jada as Narrator] Click Next to continue.</p>	<p>Add trigger to Show Layer when variable of True/False variable equals True.</p>

Slide: 1.19			LO: Objective 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is a light blue palette color with no image.</p> <p>A large rectangle background (with darker palette color fill) is situated on the left and takes up a little more than half of the slide.</p> <p>Slide text is in separate text boxes (with no fill) for timed animation and spaced to fill the area of the background rectangle.</p> <p>Jada avatar appears on the right side of slide. She is situated at the bottom of the slide so that most of her body shows on the screen (from just above her knees and up).</p> <p>Jada has 3 poses: First she is in a neutral, talking pose looking at slide text with right arm bent and gesturing toward the slide text; next she is in a smiling/talking pose still gesturing toward the middle of slide text with other hand on hip; finally Jada switches to a talking pose facing the learner with right arm straight</p>	<p>[Slide Title] <b>Physical Activity</b></p> <p>[Subtitle] <b><u>Benefits of Physical Activity</u></b></p> <p>[Text under subtitle]</p> <ul style="list-style-type: none"> <li>• Increases blood flow to the brain.</li> <li>• Lowers stress hormones and boosts mood.</li> <li>• Improves concentration immediately.</li> </ul> <p>Consider planning breaks for... a brisk walk around your office building or a visit to the gym.</p>	<p>[Jada as Narrator] Studies have shown several benefits to incorporating physical activity breaks during the workday. Engaging in aerobic exercises that elevate your heart rate additionally supports optimal brain functioning.</p> <p>Here are a few benefits of physical activity: Increases blood flow to the brain Lowers stress hormones and boosts mood, Improves concentration immediately</p> <p>Consider planning breaks for a brisk walk around your office building or a visit to the gym.</p>	<p>During the first part of the narration, a stock video of a person/people exercising will play inside the rectangle “background” for slide text. When the VO reaches, “brain functioning...” the video will begin to fade out. The video timeline will end when the VO reaches, “Here are a few benefits...”</p> <p>As the video fades out and ends, subtitle text and directions will fade in from bottom timed with the VO reference.</p> <p>Jada avatar starts off in a neutral, talking pose looking at slide text with right arm bent and gesturing toward the slide text. As video ends and subtitle fades in, Jada changes to a smiling/talking pose still gesturing toward the middle of slide text with other hand on her hip. Finally Jada switches to a talking pose facing the learner with right arm straight gesturing to bottom of slide text when VO reaches “Consider planning breaks....”.</p>

gesturing to bottom of slide text.			<p>Next button is hidden until the timeline ends.</p> <p>Next button returns the learner to Slide 1.18.</p>
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Slide: 1.20			LO: Objective 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>[Same visual layout as Slide 1.18 but flipped.]</p> <p>The slide background is a light blue palette color with no image.</p> <p>A large rectangle background (with darker palette color fill) is situated on the right and takes up a little more than half of the slide.</p> <p>Slide text is in separate text boxes (with no fill) for timed animation and spaced to fill the area of the background rectangle.</p> <p>Jada avatar appears on the left side of slide. She is situated at the bottom of the slide so that most of her body shows on the screen (from just above her knees and up).</p>	<p>[Slide Title] <b>Meditation</b></p> <p>[Subtitle] <b><u>Benefits of Meditation</u></b></p> <p>[Text under subtitle]</p> <ul style="list-style-type: none"> <li>• Enhances selective attention, aiding in focusing while ignoring distractions.</li> <li>• Boosts executive control, which helps suppress distracting thoughts or irrelevant information.</li> </ul> <p>Consider planning breaks for... guided meditation to help build your practice.</p>	<p>[Jada as Narrator] Meditation improves focus and task completion compared to non-meditators, according to studies on sustained attention.</p> <p>Here are a few benefits of meditation: Enhances selective attention, aiding in focusing on important things while ignoring distractions. Boosts executive control, which helps suppress distracting thoughts or irrelevant information in the brain.</p> <p>Consider planning breaks for guided meditation to help build your practice.</p>	<p>During the first part of the narration, a stock video of a person meditating will play inside the rectangle “background” for slide text. When the VO reaches, “sustained attention...” the video will begin to fade out. The video timeline will end when the VO reaches, “Here are a few benefits...”</p> <p>As the video fades out and ends, subtitle text and directions will fade in from bottom timed with the VO reference.</p> <p>Jada avatar starts off in a neutral, talking pose facing the learner with left hand gesturing toward the learner. As video ends and subtitle fades in, Jada changes to a smiling/talking pose, gesturing toward the middle</p>

<p>Jada has 3 poses: First she is in a neutral, talking pose facing the learner with left hand gesturing toward learner and other hand on her hip; next she is in a smiling/talking pose gesturing toward the middle of slide text with other hand on hip; finally Jada switches to a talking pose facing the learner with left arm straight gesturing to bottom of slide text.</p>			<p>of slide text. Finally Jada switches to a talking pose facing the learner with left arm straight, gesturing to bottom of slide text when VO reaches “Consider planning breaks....”.</p> <p>Next button is hidden until the timeline ends.</p> <p>Next button returns the learner to Slide 1.18.</p>
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Slide: 1.21 / Menu Title: Summary			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is a light blue palette color with no image.</p> <p>Jada avatar appears on the left side of slide in a smiling/talking pose with both hands gesturing toward the learner. She is situated at the bottom of the slide so that most of her body shows on the screen (from just above her knees and up).</p> <p>The summary points will appear on the right edge of the slide in rectangles styled similar to those used for the</p>	<p>[Slide Title] <b>Summary</b></p> <p>[Summary Points] Create a system for structuring and prioritizing tasks.</p> <p>Mitigate distractions and interruptions.</p> <p>Boost focus and energy with activity and meditation.</p>	<p>Jada : Now that you have learned how to create a system for structuring and prioritizing tasks, mitigate distractions and interruptions, and boost focus and energy with activity and meditation, you are ready to take on your workload with clarity and purpose.</p>	<p>The Next button will be hidden on this slide.</p> <p>When timeline ends, slide auto advances to the next slide.</p>

Learning Objectives on Slide 1.5 (one for each summary point).			
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Slide: 1.22 / Menu Title: Final Quiz			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is a light blue palette color with no image.</p> <p>Jada avatar has 2 poses: she first appears in the center of the slide smiling and pointing up to Slide Title. She is situated at the bottom of the slide so that the top 2/3 of her body shows on the screen; next her pose changes to smiling and gesturing to the slide text on the right of the slide as she moves in a motion path to the left edge of the slide.</p> <p>A large rectangle (with darker palette color fill) is situated on the right edge of the slide and takes up about half of the slide. This will be the background/border for the slide text.</p> <p>Slide text is in separate text boxes (with no fill) for timed animation.</p>	<p>[Slide Title] <b>Final Graded Quiz</b></p> <p>[Slide Text] 5 multiple choice or multiple response questions.</p> <p>4 out of the 5 questions correctly to earn an 80% passing score.</p> <p>When you're ready, click on Take the Quiz.</p> <p>[Button] <b>Take the Quiz</b></p>	<p>[Jada as Narrator] Next you will complete the following quiz to showcase your knowledge about Attention Management. This quiz is comprised of 5 multiple choice or multiple response questions. You will need to answer 4 out of the 5 questions correctly to earn an 80 percent passing score.</p> <p>Take the quiz as many times as you need. If you would like to review, use the menu to the left to revisit sections before proceeding further.</p> <p>When you're ready, click on the "Take the Quiz" button.</p>	<p>Jada avatar appears in the center of slide pointing up to Slide Title. When the VO says "This quiz..." her pose changes to gesture to the slide text on the right of the slide as she moves in a motion path to the left of the slide.</p> <p>Background rectangle and slide text will fade in, timed with Jada's motion path completion just before the first slide text ("5 multiple choice") fades in on VO reference.</p> <p>Slide text will fade in from right, timed with VO reference.</p> <p>Take the Quiz button will fade in from right, timed with VO reference.</p> <p>The Next button is hidden on this slide.</p>



The “Take the Quiz” button is a dark blue rectangle with a white border and white font.			When the learner clicks the Take the Quiz button, advance to Slide 1.23.
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Slide: 1.23			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p><b>Same visual layout for Slides 1.23, 1.24, 1.25, 1.26, 1.27</b></p> <p>All 5 assessment question slides should have the same layout and formatting.</p> <p>The slide background is a light blue palette color with no image nor avatars.</p> <p>The question text in appears toward the top of the slide just under the standard title bar.</p> <p>Directions for each question are in the same text box as the question, directly under the question with a space between paragraphs.</p> <p>Multiple choice or multiple response answer options are displayed below the directions.</p>	<p>[Slide Title] <b>Final Graded Quiz</b></p> <p>[Question] Cameron comes to your office at least three times a day for a coffee break and to chat. You like Cameron and enjoy the company, but you have a lot of work you need to complete. What could you do to avoid this interruption?</p> <p>[Directions] <b>Select one</b> answer choice, and then click <b>Submit</b>.</p> <p>[Answer Choices]  <ul style="list-style-type: none"> <li>○ Turn off notifications for apps on your phone or use the Focus feature.</li> <li>○ Invite Cameron into your office to meditate with you.</li> <li>○ <b>Send an email or post a sign informing Cameron and others of your availability.</b></li> </ul> <p><b>[Correct Answer]</b></p> </p>	<p>No audio.</p>	<p>Score by question with 1 attempt for each quiz question as the learner progresses through the quiz. They will be able to Retake the entire quiz at the end if they do not pass.</p> <p>Results slide 1.28; graded quiz slide – multiple choice.</p> <p>When learner clicks Submit, submit multiple choice and advance to next slide.</p> <p>The learner should not get immediate feedback with Correct or Incorrect feedback layers. They should answer all of the questions sequentially FIRST in the graded assessment, then receive their score on the Results page.</p> <p>If they do not pass, they can come back and review the quiz.</p>

Slide: 1.23a			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
White text box with a rectangle background border using colors from palette (similar to Title bar) placed below the answer choices. White text box will contain feedback text. Base layer showing the assessment question is visible with the correct answer(s) indicated.	<p>[Slide Title] <b>Review</b></p> <p>[Feedback] Remember to <b>set boundaries with coworkers</b> and <b>inform them of your availability</b>.</p>	No audio	Learner can click Next to advance through the review feedback.

Slide: 1.24			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<b>Same visual layout for Slides 1.23, 1.24, 1.25, 1.26, 1.27</b>	<p>[Slide Title] <b>Final Graded Quiz</b></p> <p>[Question] Todd has to submit a Quarterly Sales Report to his boss. What actionable tasks would Todd be able to complete to help him finalize the Quarterly Sales Report?</p> <p>[Directions] <b>Select two</b> answer choices, and then click <b>Submit</b>.</p> <p>[Answer Choices]</p>	No audio	<p><b>Same directions for Slides 1.23, 1.24, 1.25, 1.26, 1.27</b></p> <p>Results slide 1.28; graded quiz slide – multiple response.</p>

	<ul style="list-style-type: none"> <li>o <b>Email team members to gather quarterly sales numbers from each. [Correct Answer]</b></li> <li>o <b>Update bar graphs of quarterly sales to include in report. [Correct Answer]</b></li> <li>o Call HR about the Administrative Assistant job posting.</li> </ul>		
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Slide: 1.24a			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<b>Same visual layout for Slides 1.23a, 1.24a, 1.25a, 1.26a, 1.27a</b>	<p>[Slide Title] <b>Review</b></p> <p>[Feedback] Actionable tasks are all necessary <b>actions related to a project</b> that propel the project forward to completion. Calling HR about a job posting is not related to the Sales Report.</p>	No audio	<b>Same directions for Slides 1.23a, 1.24a, 1.25a, 1.26a, 1.27a</b>

Slide: 1.25			LO: Objective 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<b>Same visual layout for Slides 1.23, 1.24, 1.25, 1.26, 1.27</b>	<p>[Slide Title] <b>Final Graded Quiz</b></p> <p>[Question] Ian uses noise-canceling</p>	No audio	<p><b>Same directions for Slides 1.23, 1.24, 1.25, 1.26, 1.27</b></p> <p>Results slide 1.28; graded quiz slide – multiple choice.</p>

	<p>headphones to block out distractions in the office, but he still struggles with wandering thoughts that disrupt his concentration. What strategy could Ian use to improve his focus in this situation?</p> <p>[Directions]  <b>Select one</b> answer choice, and then click <b>Submit</b>.</p> <p>[Answer Choices]</p> <ul style="list-style-type: none"> <li>○ <b>Incorporate 5-minute meditation breaks into his workday to improve executive control of his brain. [Correct Answer]</b></li> <li>○ Begin taking the latest dietary supplement touted to enhance brain function.</li> <li>○ Multitask to keep his mind occupied and prevent disruptive thoughts from interfering.</li> </ul>		
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Slide: 1.25a			LO: Objective 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.23a, 1.24a, 1.25a, 1.26a, 1.27a	<p>[Slide Title]  <b>Review</b></p> <p>[Feedback]            Studies on sustained attention</p>	No audio	Same directions for Slides 1.23a, 1.24a, 1.25a, 1.26a, 1.27a

	indicate <b>meditation boosts executive control</b> , which helps <b>suppress distracting thoughts</b> or irrelevant information in the brain.		
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Slide: 1.26			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.23, 1.24, 1.25, 1.26, 1.27	<p>[Slide Title] <b>Final Graded Quiz</b></p> <p>[Question] You heard the notification on your cell phone for a Facebook message from a friend. Not only did you stop to check your phone, but now you're scrolling through Facebook. How could you have avoided this distraction?</p> <p>[Directions] <b>Select one</b> answer choice, and then click <b>Submit</b>.</p> <p>[Answer Choices]  <ul style="list-style-type: none"> <li>○ <b>Use website blocking software or productivity apps to block Facebook.</b></li> <li>○ Messaged your friend first to see if she wants to meet for dinner.</li> </ul> </p> <p><b>[Correct Answer]</b></p>	No audio	<p><b>Same directions for Slides 1.23, 1.24, 1.25, 1.26, 1.27</b></p> <p>Results slide 1.28; graded quiz slide – multiple choice.</p>

	<ul style="list-style-type: none"> <li>o Post a sign on your door so co-workers know when you are available.</li> </ul>		
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Slide: 1.26a			LO: Objective 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.23a, 1.24a, 1.25a, 1.26a, 1.27a	<p>[Slide Title] <b>Review</b></p> <p>[Feedback] Remember to <b>use website blocking software or productivity apps</b> to block social media and unwanted notifications while working.</p>	No audio	Same directions for Slides 1.23a, 1.24a, 1.25a, 1.26a, 1.27a

Slide: 1.27			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.23, 1.24, 1.25, 1.26, 1.27	<p>[Slide Title] <b>Final Graded Quiz</b></p> <p>[Question] Jen needs to submit a project proposal to her boss by Friday. What would be actionable tasks that Jen could do to write the proposal?</p> <p>[Directions] <b>Select two</b> answer choices, and then click <b>Submit</b>.</p>	No audio	<p>Same directions for Slides 1.23, 1.24, 1.25, 1.26, 1.27</p> <p>Results slide 1.28; graded quiz slide – multiple response.</p>

	[Answer Choices] <ul style="list-style-type: none"> <li>o Email the final project proposal to her boss.</li> <li>o <b>Estimate a budget for the project to include in her proposal. [Correct Answer]</b></li> <li>o <b>Draft an outline of the project proposal. [Correct Answer]</b></li> </ul>		
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Slide: 1.27a			LO: Objective 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.23a, 1.24a, 1.25a, 1.26a, 1.27a	[Slide Title] <b>Review</b>  [Feedback] Actionable tasks are all necessary <b>actions related to a project</b> that <b>propel the project forward to completion.</b> Jen would not email the final proposal until it was complete.	No audio	Same directions for Slides 1.23a, 1.24a, 1.25a, 1.26a, 1.27a

Slide: 1.28			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Color from palette is the background on this slide.	[Slide Title] <b>Quiz Results</b>  <b>Your Score:</b> XX% <b>Passing Score:</b> XX%	[Narration only on layers]	Use a Result side to show Success layer 1.28a when timeline starts if results are equal to or greater than the passing score.

			<p>Show Failure layer 1.28b when timeline starts if results are less than passing score.</p> <p>Base layer will be visible from Success or Failure slide layers.</p> <p>Results variable reference shows the percent score only. Do not show the points variable reference.</p> <p>Built in graded quiz variable reference displays learner score where XX appears on slide.</p>
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Slide: 1.28a			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Emily avatar appears on the left of slide in a happy pose with both arms raised in the air. Jada avatar appears on the right of slide in a happy pose giving a thumbs up.</p> <p>Checkmark icon in green circle is between “Quiz Results” and slide text.</p> <p>Slide text is above “Your Score” box (from base layer) and the directions are below the box.</p> <p>Both buttons are rounded rectangles with green fill, white border and white text.</p>	<p>Well done! You passed!</p> <p>[Directions] Click Review Quiz to see your results or click Continue.</p> <p>[Buttons] <b>Review Quiz</b> <b>Continue</b></p>	<p>[Jada as Narrator] Thank you for completing the quiz. Well done! You passed! You can review your results by clicking on the Review Quiz button. If you are satisfied with your results and are ready to proceed, please click on the Continue button.</p>	<p>Review Quiz button shows correct/incorrect response and feedback for each question when reviewing.</p> <p>Continue button jumps to Slide 1.29.</p>



Buttons are slightly spaced, horizontally aligned and centered with slide text.			
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Slide: 1.28b			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Emily avatar appears on the left of slide facing the slide text in an unhappy pose with eyes closed and her hand on her forehead. Jada avatar appears on the right of slide facing the learner with a disappointed look and hands clasped in front of her chest.</p> <p>“X” icon in red circle is between “Quiz Results” and slide text.</p> <p>Slide text is above “Your Score” box (from base layer) and the directions are below the box.</p> <p>Both buttons are rounded rectangles with red fill, white border and white text. Buttons are slightly spaced, horizontally aligned and centered with slide text.</p>	<p>Sorry, you didn’t pass.</p> <p>[Directions] Click Review Quiz to see your results or click Retry Quiz to take it again.</p> <p>[Buttons] <b>Review Quiz</b> <b>Retry Quiz</b></p>	<p>Thank you for completing the quiz. Regrettably, you did not pass. You can review your results by clicking on the Review Quiz button. When you are ready to give it another try, please click on the Retry Quiz button.</p>	<p>Review Quiz button shows correct/incorrect response and feedback for each question when reviewing.</p> <p>Retry Quiz button resets results and jumps to Slide 1.23.</p>

Slide: 1.29 / Menu Title: Conclusion			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>The slide background is a light blue palette color with no image.</p> <p>A large rectangle (with darker palette color fill) is situated in the center and takes up about half of the slide (leaving enough space for avatars on each side). This will be the background/border for the slide text.</p> <p>Slide text is in separate text boxes (with no fill) for timed animation.</p> <p>Emily avatar appears on the left of slide in a positive/smiling pose with right hand on hip. Jada avatar appears on the right of slide in a positive/smiling pose giving a thumbs up.</p>	<p>[Slide Title] <b>Conclusion</b></p> <p>[Slide Text] Congratulations on finishing the course!</p> <p>You now know the pivotal role attention management plays in enhancing your workflow and productivity.</p> <p>Thank you for your participation.</p> <p>[Button] <b>Exit</b></p>	<p>[Jada as Narrator] Congratulations on finishing the course! You now know the pivotal role attention management plays in enhancing your workflow and productivity.</p> <p>We thank you for your participation in this training and anticipate offering similar opportunities in the future.</p> <p>To conclude this course, simply click on the "Exit" button.</p>	<p>Avatars appear on the slide from the beginning of timeline.</p> <p>The Next button will be hidden on this slide.</p> <p>Slide text and Exit button will fade in from right, timed with VO reference.</p>