

MODULE OUTLINE

CODE RED: TRIAGE UNDER PRESSURE

Instructional Design Outline | Storyline Delivery | 8-Minute Module

PART 1: MODULE OUTLINE

MODULE HEADER

Delivery Mode	Storyline
Estimated Time	8 minutes
Learning Outcome	Given a realistic workplace crisis with competing demands, the learner will prioritize tasks using an urgency/importance framework, delegate clearly, and communicate decisions under pressure — before the situation escalates.
3T Focus	Primary: Technique (decision-making and delegation under pressure)Secondary: Thinking (urgency vs. importance framework) / Tooling (task board as triage instrument)
CCRR Dimensions	Capability, Competence
Moments of Truth	1. The delegation moment — a teammate asks what to work on and the learner must assign with incomplete information 2. The client communication moment — the learner decides what to say, how much to say, and when

SECTION 1: THE DROP

Content Summary	The learner lands in the scenario with zero preamble. It's Monday morning. Four things break simultaneously. They are handed a task board and told: "Figure it out." No instruction precedes this — the struggle is the point.
Delivery Approach	Practice First — this is the Attempt phase. The learner needs to feel the weight of the crisis before any framework is introduced. Front-loading the Eisenhower Matrix here would kill the stakes entirely.
Content Type	Scenario-based / Attempt

Practice First Sequence:

PHASE	DESCRIPTION
ATTEMPT	The learner sees their workspace — a Storyline-built task board with 8 items populating in real time, each flagged by a different person (a client, a teammate, a manager, a system alert). A chaos meter in the corner starts climbing. They must drag tasks into four quadrants: Handle Now / Delegate / Schedule / Drop. No instructions. No framework label. Just the task board and the pressure. Timer visible. Chaos meter rising.
REFLECT	Once they submit their triage, the consequences play out as a rapid-fire visual sequence — the client who wasn't contacted escalates to the learner's manager. The teammate who was handed three urgent tasks at once freezes. The system alert that got deprioritized takes the server down for another hour. The chaos meter hits red. A single line appears on screen: "Let's look at what just happened."
LEARN	A clean, 60-second visual breakdown introduces the urgency/importance matrix — not as a lecture, but as a direct debrief of the choices the learner just made. Each of the 8 tasks gets a single-sentence label showing where it actually belonged and why. No voiceover monologue. Tight, visual, consequence-connected.
APPLY	The board resets. Same 8 tasks, slightly different context clues embedded in each one. The learner triages again — this time with the framework visible as a reference. Chaos meter starts neutral. Their second attempt is measured against the correct triage and a consequence-driven score is shown: not points, but outcomes. "Your team stayed focused. The client got a response in under 10 minutes. The server issue was escalated to the right person."

SECTION 2: THE DELEGATION CALL

Content Summary	A teammate appears on screen and asks the learner directly: "I've got an hour — what do you need me on?" The learner must make a delegation decision in real time, choosing not just what to hand off but how to communicate it clearly and completely.
Delivery Approach	Practice First — delegation under pressure is a judgment and communication skill, not a procedural one. The failure mode here is interesting and instructive: either over-explaining, under-explaining, or handing off the wrong task entirely.
Content Type	Scenario-based / Branching Dialogue

Practice First Sequence:

PHASE	DESCRIPTION
ATTEMPT	Three dialogue options appear. Each represents a different delegation failure mode disguised as a reasonable choice:• Option A: Hands off a high-complexity task with no context ("Just handle the Martinson account — you know what to do")• Option B: Delegates correctly but buries the teammate in a two-minute explanation that eats their hour• Option C: Keeps everything and says "I've got it, don't worry about it" The learner picks one. Each choice plays out as a short animated consequence.
REFLECT	Each branch shows a specific downstream failure: the teammate makes the wrong call on Martinson, the over-explained task starts late, or the learner becomes a

	bottleneck and the chaos meter climbs again. A reflection prompt appears: "What did that cost you?"
LEARN	A single, tight insight delivers the delegation formula: Task + Context + Deadline + Check-in point. Four words. One example. Done. This is not a lecture — it's a 20-second visual card that feels like the answer to what they just struggled with.
APPLY	Same teammate, new scenario. The learner now constructs their own delegation statement by selecting from modular sentence components — a drag-and-build interaction that forces them to apply all four elements of the formula before submitting.

SECTION 3: THE CLIENT CALL

Content Summary	The client is waiting. The learner must decide what to communicate, how much detail to share, and what tone to take — in a simulated chat/email window. This is the highest-stakes communication moment in the module.
Delivery Approach	Direct Instruction first, then immediate application — this section does not use a full Practice First sequence. The communication decision here is nuanced enough that attempting it cold without any scaffolding would produce random guessing rather than productive struggle.
Content Type	Scenario-based / Direct Instruction + Application

Direct Instruction Sequence

1. A brief visual framework appears: Acknowledge → Status → Next Step → Timeline. Four beats. One sentence each. This is the only direct instruction in the module and it lasts under 45 seconds.
2. The learner immediately enters a simulated client chat window. They must build a response to an impatient client message using the four-beat structure — selecting and sequencing pre-written sentence blocks, then reviewing how the assembled message reads.
3. Two alternate client responses play out based on whether the learner's message hit all four beats or skipped one. The consequence of skipping "Next Step" is shown explicitly: the client sends a follow-up 4 minutes later asking the exact question the learner failed to answer. Chaos meter ticks up.

SECTION 4: THE DEBRIEF

Content Summary	The crisis resolves. The learner sees a final outcome screen showing how their decisions across all three sections combined to either contain or escalate the situation. This is reflection, not instruction.
Delivery Approach	Direct Instruction (reflection format) — no new concepts are introduced here. This is the emotional and cognitive landing pad for everything that came before.
Content Type	Reflection / Summary

Debrief Sequence

1. A visual 'after action' screen shows the chaos meter's arc across the module — where it spiked, where it dropped, and what caused each shift.

2. Three outcome cards appear, one per section, each showing the real-world result of the learner's key decisions in plain language. No scores. No stars. Just outcomes.
3. A single closing prompt: "Next time you're in the middle of it — what's the first thing you'll do differently?" No answer required. Just a question worth carrying out the door.

EMBEDDED JOB AIDS

Job Aid	Description & Access Point
1. Triage Matrix	A printable/downloadable urgency-importance quadrant grid. Accessed at the end of Section 1 Apply as an optional reference tool. Designed to be used live during real crises, not memorized.
2. Delegation Formula Card	Task + Context + Deadline + Check-in point. A single-page reference card. Surfaced at the end of Section 2 Apply. Wallet-sized language, not a training document.
3. Client Communication Template	The four-beat structure (Acknowledge → Status → Next Step → Timeline) as a fill-in card. Accessible after Section 3. Designed for real use during actual client escalations.

ID NOTES

NOTE 1

The chaos meter is a visual device, not a scoring mechanism. It should never feel punitive — it should feel like a mirror. Design it to be visually compelling but not anxiety-inducing.

NOTE 2

The task board in Section 1 needs 8 tasks that are generic enough to feel universal but specific enough to feel real. Suggested task names during build: server alert, client follow-up overdue, team standup prep, invoice approval, onboarding doc for new hire, bug report from QA, meeting reschedule request, expense report deadline.

NOTE 3

Section 3 uses direct instruction before application — this is an intentional exception to Practice First, not an oversight. The client communication moment is high-stakes enough that cold failure here would feel frustrating rather than illuminating.

NOTE 4

The closing reflection in Section 4 should not have a submit button or a correct answer. It is an open question displayed on screen. Resist the urge to turn it into a knowledge check.

NOTE 5

Total interaction count across 8 minutes: 4 meaningful interactions (triage, delegation dialogue, delegation build, client message build). This is the right density for the time. Do not add knowledge checks between sections.

NOTE 6

The module should open on the task board — not on a title slide, not on a learning objectives screen, not on a welcome message. The first thing the learner sees is the crisis already in motion.

PART 2: KEY DESIGN DECISIONS

Practice First — Why It Was Used

Sections 1 and 2 both involve judgment under pressure — exactly the condition where attempting before learning creates productive struggle and makes the framework land with meaning. A learner who has already made the wrong delegation call will remember the formula. A learner who read the formula first will forget it by Thursday.

Direct Instruction — Why It Was Used

Section 3 (The Client Call): The client communication scenario is nuanced enough that cold failure would produce confusion rather than insight. A 45-second framing before the attempt is the right design call here — and it still gets the learner into application within 90 seconds.

Section 4 (The Debrief): No new content is being introduced. The debrief is a cognitive cool-down, not a teaching moment. Practice First requires something worth struggling with. There is nothing to struggle with in a reflection screen.

Content Moved to Job Aids

All three frameworks — the triage matrix, the delegation formula, and the client communication template — live in job aids rather than in the module itself. The module teaches the learner how each framework feels to use under pressure. The job aid is what they reach for on the job. These are different functions and should not be collapsed into one artifact.

Source Gaps & Pre-Storyboard Checklist

This module was built from scratch with no source materials. Before storyboard, the developer should confirm:

- The visual design language for the chaos meter
- Whether the task board uses drag-and-drop or click-to-assign interaction
- Whether job aids will live inside the Storyline file or as separate downloadable assets