Past Module Three

A redesign workbook to turn passive course watchers into active finishers

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Introduction

Log into your course platform, open your analytics dashboard, and look at the line graph for Module 3. It almost certainly looks like a cliff: ninety percent of your students cleared the introduction, seventy percent started Module 2, and then, right around minute six of the third module, retention dropped straight to nineteen percent. You have probably told yourself that they simply got busy, or that online students inherently lack the discipline to finish self-paced courses. But the drop-off is not a character flaw in your audience. It is a structural design flaw in your curriculum.

This workbook exists for course creators who have watched hundreds of paying students stall out halfway through a program built from genuine expertise. When you ask students to sit back and watch a twenty-minute video full of abstract concepts, you give them the illusion of learning while loading them with passive consumption fatigue. The moment they close the browser tab to 'think about it,' they never come back. People abandon what they are asked to watch, but they finish what they are asked to make.

We need to be clear about what this book is not. This is not a guide to video lighting, audio gear, or editing software. It will not teach you how to write sales copy, optimize launch funnels, or manage community forums. Reshooting your entire curriculum from scratch or adding more bonus video modules will only make the drop-off steeper.

Instead, this workbook gives you a tactical, mechanical process to convert passive video lectures into bounded physical

deliverables that take fifteen minutes to complete. By the end of this workbook, you will be able to isolate your course's exact point of abandonment and retrofit the lesson with a single-page written workspace that turns passive drop-outs into active finishers.

CHAPTER 1

Unit 1: The Drop-Off Audit

Student abandonment is not a failure of willpower; it is a structural design flaw. When a course asks students to sit and watch rather than pick up a pen and build, passive consumption fatigue sets in, and engagement collapses. People finish what they are asked to make and abandon what they are asked to watch.

In this unit, you will pull your platform data, calculate your baseline completion metric, isolate the exact lesson where your students stall, and diagnose the passive demand causing the drop-off. By the end of these three exercises, you will have the target lesson selected for your workbook retrofit.

Exercise 1: Calculate your baseline completion rate Log into your course platform and pull three numbers: your total enrolled students, the number who finished Module 1, and the number who finished Module 3. Divide your Module 3 completions by your total enrollments and multiply by one hundred to find your baseline completion percentage. Write down your raw counts and your baseline percentage below.

Worked example: Total enrolled: 350 students Completed Module 1: 315 students (90%) Completed Module 3: 67 students (19%) Baseline Module 3 completion rate: 19.1%

Exercise 2: Isolate the drop-off lesson Open the video analytics inside Module 3 and locate the lecture where viewing hours drop off sharply. Record the module number, the lesson title, the total video runtime, and the timestamp where student retention falls below half. This timestamp marks the precise minute where passive listening exhausted your student.

Worked example: Module and lesson: Module 3, Lesson 2: "Structuring Your Offer Architecture" Total runtime: 22 minutes Drop-off point: Minute 06:15 (audience retention falls from 81% to 24%)

Exercise 3: Inventory passive demand versus production Review the drop-off lesson you isolated in Exercise 2 and write down what the student is asked to do during that time. State the media format, whether the student's role is passive viewing or active production, and what dedicated workspace—if any—was provided for their response. Record the unfiltered reality of what happens on the student's side of the screen.

Worked example: Lesson format: 22-minute talking-head video with 28 slides. Student demand: 100% passive listening; ends with a verbal prompt to "brainstorm your core offer components." Workspace provided: None; no worksheet, prompt card, or designated answer space attached.

Keep this target lesson and your baseline metric in front of you as we extract its single physical action step in Unit 2.

CHAPTER 2

Unit 2: The Single-Action Extraction

When you ask a student to watch a lecture, you give them the illusion of work without the anchor of production. When you ask them to do three vague things at the end of that lecture—reflect on their strategy, brainstorm their goals, and review additional resources—they do none of them. They close the browser tab, promise themselves they will return tomorrow, and never come back.

In this unit, you will extract the single physical deliverable your student must create for the target lesson you isolated in Unit 1, strip away every distracting secondary instruction, and verify that the exercise can be completed in fifteen minutes or less. By the end of these three exercises, you will have a clear, standalone production prompt ready to build into a physical workspace.

Exercise 1: The One-Verb Distillation Select the drop-off lesson you isolated in Unit 1 and define the single physical artifact your student must produce before moving forward. Frame this requirement using a concrete imperative verb that demands tangible output—such as *draft, calculate, list,* or *diagram* —and banish passive cognitive verbs like *understand, learn,* or *explore.* Write your target lesson, your chosen imperative verb, and your finished single-action sentence below.

Worked example: Target lesson: Module 3, Lesson 2: "Structuring Your Offer Architecture" Vague learning objective: Understand tier pricing and core offer components. Action verb: Draft Single-action sentence: Draft a three-tier pricing grid that defines the core deliverable and price point for each tier.

Exercise 2: Secondary Assignment Pruning Audit your target lesson's transcript, slide deck, or closing remarks to list every assignment, reflection prompt, or suggestion currently directed at the student. Mark every secondary or supplementary task for immediate elimination, protecting only the primary deliverable you distilled in Exercise 1. Record your original assignment list, cross out the secondary noise, and state your final pruned deliverable below.

Worked example: Original assignments:

1. Brainstorm five potential customer segments (Cut).
2. Research three competitor pricing models online (Cut).
3. Draft a three-tier pricing grid (Keep).
4. Introduce your offer in the community discussion thread (Cut). Pruned primary deliverable: Draft a three-tier pricing grid with one core deliverable per tier. Total secondary tasks eliminated: 3

Exercise 3: The 15-Minute Feasibility Check Break your primary deliverable into three or four clear, sequential execution steps that any student can follow without confusion. Set a timer, sit down with a blank sheet of paper, and execute your own instructions to record your exact completion time. If your time exceeds fifteen minutes, reduce the scope of the deliverable until a student can finish it inside that window.

Worked example: Step 1: Write down your core offering and standard price in the middle column (3 minutes). Step 2: Add a stripped-down entry tier with one lower price point on the left (4 minutes). Step 3: Add an expanded premium tier with one high-touch deliverable on the right (5 minutes). Step 4: Check that each tier contains exactly one distinct deliverable (2 minutes). Feasibility test result: Completed in 14 minutes.

Take your single, 15-minute action prompt into Unit 3, where you will design the physical workspace that holds it.

CHAPTER 3

Unit 3: The Workspace Architecture

A blank page is an invitation to procrastinate. When you tell a student to draft their strategy without giving them a physical box or ruled lines to hold the answer, you force them to decide where, how much, and in what format to write—and that tiny friction point is where they close the workbook.

In this unit, you will design the physical workspace container for the 15-minute deliverable you extracted in Unit 2. By the end of these three exercises, you will have a bounded, signposted response frame that signals to your student exactly where their pen belongs the moment they look at the page.

Exercise 1: The Answer Container Blueprint Select the physical container shape that best matches the execution steps you established in Unit 2. Match your structure directly to the required output: a horizontal multi-column progression for phased tiers, a set of ruled fill-in frames for defined formulas, or a bounded short-entry field for concise summaries. Write down your deliverable, state your container type, and list the labeled sections that will appear on the printed page.

Worked example: Deliverable: Three-tier pricing grid (Module 3, Lesson 2) Container shape: Three-column horizontal progression frame Labeled sections: Column 1: Entry Tier (Name, Price, Core Deliverable). Column 2: Standard Tier (Name, Price, Core Deliverable). Column 3: Premium Tier (Name, Price,

Core Deliverable).

Exercise 2: Constraint and Boundary Definition Establish visible, physical limits for your workspace container so your student knows precisely when the task is finished. Cap the available writing lines, specify word limits, or restrict input fields to a single sentence or bullet point per section. Record the explicit physical boundaries for each segment of your container below to prevent student sprawl and cognitive fatigue.

Worked example: Target container: Three-tier pricing grid Tier name boundary: 1 line (maximum 4 words per tier) Price point boundary: 1 line (currency amount and billing frequency only) Core deliverable boundary: Exactly 2 ruled lines per column (maximum 15 words) Total workspace footprint: 1 single half-page response block

Exercise 3: The Blank Space Audit Review your drafted workspace layout to verify that it visually demands physical action without requiring the student to re-read instructions. Check that explicit section labels, bounded boxes, and ruled lines replace open-ended white space, making it impossible to mistake the page for passive reading text. Audit your workspace layout against these three visual checks and record your adjustments below.

Worked example:

1. Visual signposting check: Replaced an open "Notes" box with three labeled column headers ("Entry", "Standard", "Premium").
2. Pen invitation check: Added explicit ruled lines under each header rather than leaving an open white box.
3. Stop-signal check: The layout terminates at the bottom border of the third column, visually confirming the deliverable is complete.

Take your structured response frame into Unit 4, where you will build the worked example that shows your students exactly how to fill it.

CHAPTER 4

Unit 4: The Worked Example Blueprint

A structured workspace tells a student where to write, but an empty frame can still trigger paralysis if they are unsure what a finished answer looks like. If you give them no example, they guess; if you give them an intimidating, flawless masterpiece, they assume the task is too complex and walk away.

In this unit, you will draft a grounded, "good enough" worked example alongside an annotated anti-pattern. By the end of these exercises, you will have a realistic model and a common-mistake warning ready to sit directly above your Unit 3 workspace.

Exercise 1: The 'Good Enough' Model Draft Write out a fully completed version of the action prompt you isolated in Unit 2, using a realistic, un-intimidating scenario. Keep the language plain and the scope modest so your student understands that clarity matters far more than perfection. Draft your model response directly below using the exact structural fields you established in your workspace container.

Worked example: Target deliverable: Three-tier pricing grid (Module 3, Lesson 2) Scenario: Independent bookkeeping consultant

- Entry Tier: "Tax Prep Checklist" | $150 one-time | 15-point review of last year's tax filing and eligible deduction list
- Standard Tier: "Monthly Reconciliation" | $450/month |

Monthly bank categorization and cash flow report delivery

- Premium Tier: "Advisory Retainer" | $1,200/month | Bi-weekly cash flow review calls and quarterly tax planning

Exercise 2: The Anti-Pattern Annotation Draft a flawed, low-effort sample response that illustrates the exact trap your students fall into when rushing the exercise. Directly annotate the two specific mistakes that break the exercise—such as vague deliverables, missing boundaries, or passive phrasing. Use this anti-pattern to show students what incomplete execution looks like before they pick up their pen.

Worked example: Anti-pattern draft:

- Tier 1: "Basic Help" | $100 | "I answer emails about your spreadsheets."
- Tier 2: "Standard Support" | $300 | "We do regular accounting tasks each month."
- Tier 3: "VIP Retainer" | $1,000 | "Full access to me whenever you need help." Mistake 1: Vague deliverables—"Help" and "tasks" do not name a concrete, verifiable output. Mistake 2: Missing boundaries—"Full access... whenever" promises unbounded time, guaranteeing burnout.

Exercise 3: Example-to-Workspace Flow Check Position your worked example directly above or adjacent to your blank workspace container from Unit 3. Check that your student can read the model and immediately write their own response on the same physical page spread without flipping back and forth. Document your page layout plan below, confirming that the example and the writing space share one unbroken visual plane.

Worked example: Target layout: Single-page portrait worksheet (Module 3, Lesson 2) Top third: Bounded box containing the Bookkeeping Consultant worked example (3 columns). Middle third: Two-sentence anti-pattern callout warning against unbounded time promises. Bottom half: The blank three-column ruled workspace where the student writes their offer grid. Friction audit: Zero page turns required; the student's eye travels three inches down the page from model to pen.

Take your completed model and layout plan into Unit 5, where you will stress-test the entire prompt against hidden friction points.

CHAPTER 5

Unit 5: The Pre-Flight Friction Removal

Even a well-structured workspace will fail if it asks the student to open three browser tabs, download a template, or decipher abstract phrasing before they can begin. Every external dependency and ambiguous sentence creates an invisible exit ramp where passive consumption fatigue sets in and the student stops working.

In this unit, you will run your redesigned prompt through three pre-flight friction audits. By the end of these exercises, you will have stripped out every external software requirement, replaced vague buzzwords with direct physical actions, and verified that a blind reader can begin writing in under sixty seconds without asking for help.

Exercise 1: The Dependency Sweep List every external tool, website, software application, or secondary download your exercise currently asks a student to open before they start. For each dependency, either eliminate it entirely or move the essential reference data directly onto the printed page so the student can complete the work without looking at a screen.

Worked example: Target lesson: Module 3, Lesson 2 ("Structuring Your Offer Architecture")

- Identified dependency: Open a shared Google Sheets pricing calculator and log into payment processor to check past transaction averages.

- Friction audit: The student leaves the workbook, gets distracted by unread emails in their open browser tabs, and abandons the module.
- Resolution: Eliminate the spreadsheet and transaction lookup entirely. Print a standard baseline pricing bracket (150 /450 / $1,200) directly above the workspace as a reference guide.

Exercise 2: Jargon Stripping Review your prompt text and identify every abstract industry buzzword, multi-syllable concept, or vague cognitive directive. Rewrite each sentence using direct, physical-action verbs that describe exactly what the student's hand and pen must do on the page.

Worked example: Target lesson: Module 3, Lesson 2

- Original prompt: "Conceptualize your core value proposition matrix and optimize deliverable tiering for target client alignment."
- Jargon identified: "Conceptualize," "value proposition matrix," "optimize deliverable tiering," "client alignment."
- Plain rewrite: "Write three service names in the top boxes. Below each name, write one flat price and one concrete task you will complete for that client."

Exercise 3: The Blind Reader Test Hand your completed single-page layout—containing the prompt, the worked example, and the blank workspace—to a peer without giving any verbal background, instructions, or coaching. Watch them silently for sixty seconds, note the exact moment their eyes pause or their pen hesitates, and record the single design adjustment required to remove that confusion.

Worked example: Target layout: Module 3, Lesson 2 Single-Page Worksheet

- Peer hesitation: The reader paused at the second column for fourteen seconds, looked up, and asked, "Am I writing a full project description here or just a short summary?"
- Root cause: The workspace field was labeled "Deliverable Scope," which does not specify length or format.
- Adjustment: Changed the label from "Deliverable Scope" to "One Core Deliverable (12 words or fewer)."

Take your cleaned, friction-tested page into Unit 6, where you will assemble and export your completed single-page module workbook ready for your students tonight.

CHAPTER 6

Unit 6: Tonight's Module Retrofit

You do not need to reshoot your videos, rebuild your course platform, or overhaul your entire curriculum this week to fix student drop-off. You only need to retrofit one underperforming module tonight so tomorrow's students finish what they started.

In this unit, you will lock your prompt, worked example, and response workspace onto a single master page, draft the fifteen-second bridge cue that directs students to pause the video, and run a final technical audit. By the end of these exercises, you will have exported one functional, single-page module workbook ready to upload directly to your course platform tonight.

Exercise 1: Assemble the Single-Page Layout Map the physical placement of your four core components onto a single portrait page. Specify the vertical space allocated to the lesson framing, the worked model, the 15-minute action prompt, and the ruled workspace. Ensure the entire exercise lives on one visual plane so students never have to turn a page or open a second screen to complete the work.

Worked example: Target lesson: Module 3, Lesson 2 ("Structuring Your Offer Architecture")

- Header & Framing: Top 15% (two sentences stating the three-tier rule and the 15-minute time limit).
- Worked Model: Upper 25% (Bookkeeping consultant: 150 Tax Prep Checklist,450/month Monthly Reconciliation,

$1,200/month Advisory Retainer).

- Action Prompt: Middle 10% ("Write three tier names, prices, and one core deliverable of 12 words or fewer per tier").
- Bounded Workspace: Bottom 50% (Three vertical columns with one ruled line for tier name, one line for price, and two ruled lines for deliverable).

Exercise 2: Calibrate the Video Bridge Write the exact 15-second script or pinned video comment that instructs your student to stop watching and start writing. Position this cue at the exact timestamp where student drop-off begins, directing them to the single-page workbook without requiring you to re-record the video. Keep the instruction under forty words and state the physical action immediately.

Worked example: Target video: Module 3, Lesson 2 (Drop-off timestamp: 06:15)

- Placement: Pinned top comment under the video player and platform text banner at 06:15.
- Bridge text: "Pause the video here. Print or open your Module 3 single-page worksheet. Write down your three tier names, prices, and core deliverables in the bottom workspace before watching the next minute."

Exercise 3: Run the Eight-Point Deployment Checklist Audit your exported single-page PDF against the eight production parameters below to ensure zero digital friction prevents a student from completing the exercise. Verify each item, record any required adjustments, and write your final deployment file name.

Worked example: Checklist audit for Module 3, Lesson 2:

1. Single-page portrait PDF format (Verified)
2. Standard 0.75-inch print margins preserved (Verified)
3. High-contrast black text legible on monochrome home printers (Verified)
4. Zero external links or software required to answer the prompt (Verified)
5. Ruled response lines spaced at least 8mm apart for handwriting (Verified)
6. Explicit 15-minute time boundary printed in header (Verified)
7. Worked example visible directly above the blank workspace (Verified)
8. File size under 2MB for instant download (Verified — 420 KB)

- Final export filename: Module_03_Lesson_02_Offer_Architecture_Worksheet.pdf

Upload your finalized single-page PDF to your target module tonight, post your video-bridge cue, and carry this single-page template into Unit 7 to map the rollout across the rest of your curriculum.

CHAPTER 7

Unit 7: The Full Curriculum Rollout

You have proven that retrofitting a single underperforming lesson into a one-page written workspace stops student drop-off without reshooting video. Fixing one module rescues the drop-off point; retrofitting your entire curriculum turns your course from an abandoned video archive into a finished body of work.

In this unit, you will map a single written deliverable to every remaining module, connect those individual worksheets into a cumulative final portfolio, and schedule the fourteen-day retrofit calendar that completes your course overhaul.

Exercise 1: Map the Course-Wide Deliverables List every remaining module in your course curriculum and assign exactly one physical deliverable to each. Use a concrete imperative verb and ensure each task produces a tangible output executable on a single page in fifteen minutes or less. Eliminate all secondary reading, open-ended reflections, or theoretical prompts so that each module requires one unambiguous piece of finished work.

Worked example:

- Module 1 (Foundations): Draft a 20-word positioning statement using the three-part target client formula.
- Module 2 (Packaging): Select one core service and write a five-item deliverable checklist.
- Module 3 (Pricing): Fill the three-tier pricing grid with one

deliverable per tier (completed).

- Module 4 (Outreach): Write one 50-word cold email pitch using the baseline pain-point template.
- Module 5 (Onboarding): Check off the six-step client intake checklist and draft the welcome email subject line.

Exercise 2: Connect the Cumulative Portfolio Define the overarching asset your students will hold in their hands when every single-page worksheet is completed. Write a simple progress map that shows students how each module's individual worksheet snaps directly into this cumulative portfolio. When students see that skipping one worksheet leaves a visible hole in their finished product, persistence replaces abandonment.

Worked example:

- Final Cumulative Asset: A complete Five-Page Client Acquisition Playbook ready for immediate market launch.
- Page 1 (Positioning) + Page 2 (Scope) = Core Service Specification.
- Page 3 (Pricing Grid) + Page 4 (Cold Pitch) = Sales Sheet and Client Outreach Script.
- Page 5 (Onboarding Checklist) = New Client Delivery Workflow.
- Cumulative binding cue: "By Module 5, your five completed

worksheets form your operational business launch plan."

Exercise 3: Schedule the 14-Day Retrofit Block out dedicated 30-minute conversion sessions over the next two weeks to build and upload your remaining single-page workbooks. Assign one specific module retrofit per session using the Unit 6 template: draft the prompt, format the workspace, add the worked model, and place the video bridge cue. Commit to specific dates and times so your entire curriculum is converted without changing a single video file.

Worked example:

- Day 1–2 (Mon/Tue, 8:00–8:30 AM): Module 1 worksheet draft, friction audit, and video bridge comment.
- Day 4–5 (Thu/Fri, 8:00–8:30 AM): Module 2 worksheet draft, friction audit, and platform upload.
- Day 8–9 (Mon/Tue, 8:00–8:30 AM): Module 4 worksheet draft, friction audit, and platform upload.
- Day 11–12 (Thu/Fri, 8:00–8:30 AM): Module 5 worksheet draft, portfolio cover page assembly, and upload.
- Day 14 (Sun, 10:00–10:30 AM): End-to-end curriculum download audit and master PDF bundle export.

Transfer these retrofit dates directly onto your master calendar today, open your Module 1 lesson file for your first thirty-minute block tomorrow morning, and let your students finish what they start.

Afterword

Put your pen down and resist the urge to redesign your entire course catalog before dinner. The biggest mistake you can make right now is turning a straightforward structural retrofit into another sprawling project that never goes live.

Tonight, do exactly one thing: take the single worst drop-off lesson you isolated in Unit 1, format its one-page workspace, and pin the fifteen-second bridge instruction beneath the video player. Do not wait until you have polished typography, professional graphic design, or a newly edited video clip. A plain black-and-white page with clear boundaries and a modest worked example will do more for student completion tomorrow morning than an eight-week curriculum overhaul that never launches.

Give yourself permission to publish a crude, functional first version. Your students do not need high-production worksheets; they need to know where to put their pen and when the task is done. Fix that one broken module first, watch the retention line stabilize, and only then move on to the rest of the curriculum.

What to Read Next

Dirksen's Design for How People Learn

for a deeper dive into cognitive load theory and memory retention mechanics that this workbook bypassed in favor of immediate layout mechanics.

Moore's Map It

for a systematic method to analyze organizational problems and strip out unnecessary training content before drafting a curriculum.

Gawande's The Checklist Manifesto

for the behavioral proof of how bounded physical prompts prevent cognitive stall and task abandonment under complex conditions.

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