

T01 Teach the reasoning, not the speed

00:00–00:25



LIVE GAME REFERENCE • storyboard action appears below

LEARNING OBJECTIVE

Frame the session as evidence-based reasoning

ENGLISH VOICEOVER

Use Cipherfell as a shared problem-solving experience. Students should justify a security decision with evidence, not race to finish the game. This fifty-minute lesson focuses on the first identity case, with optional extensions for later classes. The teacher tutorial prepares you to facilitate that discussion.

SCREEN TEXT / EDITORIAL OVERLAY

One case • Evidence • Justification

A / ESTABLISH

0–6s: original key-art opener.

B / DEMONSTRATE

6–16s: learning objective card.

C / CHECK

16–25s: first-case village context.

PAUSE / CHECK

What explanation will count as evidence of learning?

PRODUCTION ROUTE: Higgsfield opening + editorial card

Reuse the original art for a short restrained opening. Add exact teaching text in editing. No fictional classroom analytics or teacher dashboard.

T02 Choose a manageable learning target

00:25–00:50



LIVE GAME REFERENCE • storyboard action appears below

LEARNING OBJECTIVE

Align an observable outcome with case one

ENGLISH VOICEOVER

Set one observable goal: students will identify a claim, compare two independent sources, and justify an identity decision. Case One fits this goal. Later cases explore secrecy, access, information leakage, forged orders, integrity, and recovery. The complete seven-case campaign belongs across multiple sessions, not one short lesson.

SCREEN TEXT / EDITORIAL OVERLAY

Claim → Two sources → Justified decision

A / ESTABLISH

0–8s: objective with three verbs.

B / DEMONSTRATE

8–17s: seven-concept map.

C / CHECK

17–25s: Case One highlighted.

PAUSE / CHECK

Can your exit ticket measure the stated objective?

PRODUCTION ROUTE: Editorial diagram + real Case board

Use the seven concept names as curriculum mapping, not a claim of validated learning gain. Do not reveal the identity-case answer.

T03 Prepare the room and demo profile

00:50-01:15



LIVE GAME REFERENCE • storyboard action appears below

A / ESTABLISH

0-8s: live URL and settings.

B / DEMONSTRATE

8-17s: short control check.

C / CHECK

17-25s: backup screenshots and separate demo-profile card.

PAUSE / CHECK

Can you demonstrate the first interaction without touching a student save?

PRODUCTION ROUTE: Real capture + checklist

Record only a clean demo session. Show no real learner identifiers. Clarify that screenshot fallback supports discussion, not offline execution of the hosted game.

LEARNING OBJECTIVE

Avoid technical setup consuming class time

ENGLISH VOICEOVER

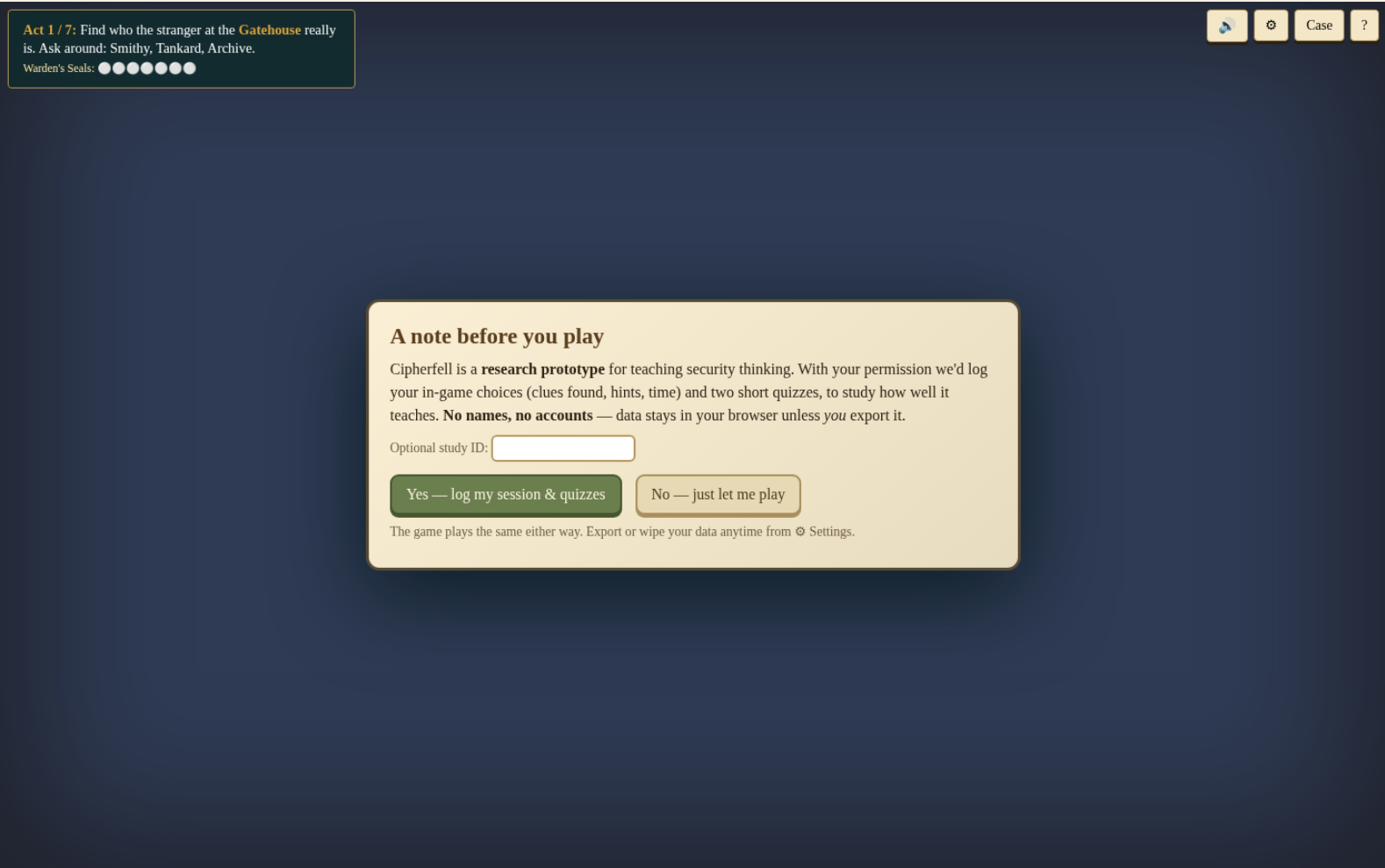
Before class, open the live game in the browser students will use. Test movement, dialogue, sound, and saved progress. Use a separate demo profile for projection. Prepare a screenshot backup and set an appropriate volume. The game stores progress locally; it does not provide a teacher dashboard or a class roster.

SCREEN TEXT / EDITORIAL OVERLAY

Check browser • Controls • Audio • Demo save

T04 Keep logging optional

01:15-01:40



LIVE GAME REFERENCE • storyboard action appears below

LEARNING OBJECTIVE

Explain participation choices accurately

ENGLISH VOICEOVER

Explain the optional research prompt before students start. They can choose No and still play. Logging and short knowledge checks are separate from the classroom task. If your course collects exports, explain the purpose and handling in advance and use the institution's process. Do not equate opting into logging with participation credit.

SCREEN TEXT / EDITORIAL OVERLAY

Play is available with logging off

A / ESTABLISH

0–8s: both consent buttons.

B / DEMONSTRATE

8–16s: local-browser storage diagram.

C / CHECK

16–25s: learner-controlled export note.

PAUSE / CHECK

What happens if a student declines session logging?

PRODUCTION ROUTE: Real consent capture + neutral diagram

No legal claims. Do not promise that AI requests stay local: the optional AI tutor calls a service. Distinguish saved game logs from optional online tutoring.

T05 Run the 50-minute arc

01:40-02:05



LIVE GAME REFERENCE • storyboard action appears below

A / ESTABLISH

0-8s: timeline builds.

B / DEMONSTRATE

8-17s: investigation and debrief emphasized.

C / CHECK

17-25s: trim exploration, protect reflection.

PAUSE / CHECK

Which segment will you shorten if students get stuck?

PRODUCTION ROUTE: Editorial timeline over subdued real screenshot

All six blocks must total 50 minutes. The instructor video is pre-class preparation; the 4-minute player guide fits the 5-minute controls segment.

LEARNING OBJECTIVE

Give instructors an executable schedule

ENGLISH VOICEOVER

Use the first five minutes to frame the evidence question. Spend five minutes on controls, then fifteen on paired investigation. Use ten minutes to compare decisions, ten to connect the reasoning to a new security situation, and five for an exit ticket. If play runs long, preserve the discussion and reflection.

SCREEN TEXT / EDITORIAL OVERLAY

0-5 Frame | 5-10 Controls | 10-25 Investigate | 25-35 Discuss | 35-45 Transfer | 45-50 Exit

T06 Model the process; withhold the answer

02:05-02:30



LIVE GAME REFERENCE • storyboard action appears below

LEARNING OBJECTIVE

Demonstrate evidence-seeking without spoiling the case

ENGLISH VOICEOVER

Project a brief think-aloud. Read the stranger's claim, then ask what would check it independently. Demonstrate movement, one conversation, and the Case board. Stop before selecting the final answer. Invite students to predict their next evidence source and explain why it might help, then send pairs to investigate.

SCREEN TEXT / EDITORIAL OVERLAY

Model the question, not the solution

A / ESTABLISH

0-8s: teacher prompt beside claim.

B / DEMONSTRATE

8-17s: one dialogue and board.

C / CHECK

17-25s: freeze before submission.

PAUSE / CHECK

What can you model without revealing the conclusion?

PRODUCTION ROUTE: Real capture + voiceover

Keep final decision blank. Script uncertainty honestly: a plausible claim may still need checking. Never label a source infallible or teach that physical traits cannot be forged.

T07 Use paired roles and a simple worksheet

02:30-02:55



LIVE GAME REFERENCE • storyboard action appears below

LEARNING OBJECTIVE

Make reasoning visible during play

ENGLISH VOICEOVER

Assign a navigator and an evidence checker. The navigator handles controls; the checker records the claim, source, observation, and a possible alternative explanation. Switch roles halfway through the investigation. Ask pairs to submit a short justification, not only a screenshot of success. This makes their reasoning visible even if they do not finish.

SCREEN TEXT / EDITORIAL OVERLAY

Navigator ↔ Evidence checker

A / ESTABLISH

0-8s: role cards.

B / DEMONSTRATE

8-17s: four-column evidence sheet.

C / CHECK

17-25s: switch-roles reminder.

PAUSE / CHECK

Can both partners explain the evidence without using the controls?

PRODUCTION ROUTE: Editorial worksheet + real clue capture

Worksheet is an external teaching aid, not an in-game feature. Use invented sample observations that do not disclose the case answer.

T08 Support a stuck learner

02:55–03:20



LIVE GAME REFERENCE • storyboard action appears below

A / ESTABLISH

0–8s: Help and replay.

B / DEMONSTRATE

8–17s: graduated prompt ladder.

C / CHECK

17–25s: shared-controls alternative.

PAUSE / CHECK

What is the smallest prompt that lets students take the next step?

PRODUCTION ROUTE: Real Help capture + prompt ladder

Do not certify accessibility or AI accuracy. Avoid grading motor speed. Present pause, replay, readable screenshots and partner roles as facilitation options.

LEARNING OBJECTIVE

Use graduated prompts rather than answer delivery

ENGLISH VOICEOVER

When a pair stalls, ask which objective they are following, which source they have checked, and what remains uncertain. Point them to Help or an available hint. Ask them to explain the feedback before retrying. For motor or reading barriers, offer shared controls and a screenshot discussion route. Check any AI-tutor answer against the evidence.

SCREEN TEXT / EDITORIAL OVERLAY

Where are you? What did you check? What is uncertain?

T09 Debrief the evidence

03:20–03:45



LIVE GAME REFERENCE • storyboard action appears below

LEARNING OBJECTIVE

Surface reasoning and uncertainty

ENGLISH VOICEOVER

Invite two pairs with different reasoning to explain their decisions. Ask which evidence was independent, what could be copied or misunderstood, and what new information would change their minds. Compare the quality of their justification. A correct choice without a defensible explanation is an invitation to investigate further, not proof of mastery.

SCREEN TEXT / EDITORIAL OVERLAY

Which evidence could change your mind?

A / ESTABLISH

0–8s: two anonymous reasoning cards.

B / DEMONSTRATE

8–17s: sources compared.

C / CHECK

17–25s: revise-a-claim prompt.

PAUSE / CHECK

What makes two sources meaningfully independent?

PRODUCTION ROUTE: Editorial cards + unsolved real board

Use anonymous illustrative reasoning, not fabricated student results. Do not show a class score chart or imply the game measures all learning outcomes.

T10 Make the security transfer explicit

03:45-04:10



LIVE GAME REFERENCE • storyboard action appears below

LEARNING OBJECTIVE

Connect the metaphor to a new problem

ENGLISH VOICEOVER

Now change the setting. An unexpected message claims to come from campus IT and asks for a password reset. Ask students to name the claim, identify a separate trusted channel, and explain what they would verify. Then discuss where the village analogy breaks down. The goal is transferable reasoning, not treating game rules as a complete security procedure.

SCREEN TEXT / EDITORIAL OVERLAY

New setting. Same reasoning.

A / ESTABLISH

0-8s: village evidence.

B / DEMONSTRATE

8-17s: clearly fictional campus-message card.

C / CHECK

17-25s: claim / channel / justification labels.

PAUSE / CHECK

How would you verify the request without trusting the message itself?

PRODUCTION ROUTE: Editorial scenario + real village context

Do not use a real university logo or operational link. Label the message Fictional exercise. Avoid presenting this short exercise as comprehensive cybersecurity advice.

T11 Assess explanations and handle exports

04:10-04:35



LIVE GAME REFERENCE • storyboard action appears below

A / ESTABLISH

0-8s: six-point rubric.

B / DEMONSTRATE

8-17s: Settings export location.

C / CHECK

17-25s: partial session ≠ completed post-check.

PAUSE / CHECK

Can you distinguish missing post-check data from a zero score?

PRODUCTION ROUTE: Real Settings + external rubric

Do not activate wipe or export real student data. CSV is a manual download, not automatic collection or a gradebook. Treat the rubric as a proposed classroom aid.

LEARNING OBJECTIVE

Use a modest rubric and accurate data expectations

ENGLISH VOICEOVER

Use a six-point exit ticket: up to two points for identifying the claim, two for evaluating independent evidence, and two for a justified decision or transfer. Do not grade combat speed or random hint drops. Optional CSV export is per browser and requires logging. A partial lesson may not reach the game's post-check, so use your own exit ticket.

SCREEN TEXT / EDITORIAL OVERLAY

Claim 0-2 • Evidence 0-2 • Justification 0-2

T12 Close the lesson; plan an extension

04:35–05:00



LIVE GAME REFERENCE • storyboard action appears below

A / ESTABLISH

0–8s: exit-ticket card.

B / DEMONSTRATE

8–17s: atlas showing optional extensions.

C / CHECK

17–25s: next-session plan and final checklist.

PAUSE / CHECK

What will you change in your next session based on the exit tickets?

PRODUCTION ROUTE: Real atlas + final editorial card

Include a teacher checklist and a downloadable blank evidence sheet in the production pack. Do not imply automatic enrollment, instructor controls or assessment validation.

LEARNING OBJECTIVE

Finish with a reusable teaching routine

ENGLISH VOICEOVER

Collect the exit ticket and ask students to name one change in their reasoning. Remind them to return with the same browser if continuing later. Reserve dungeons and East Ward jobs for an extension, not a requirement for this first lesson. Your reusable teaching cycle is frame, investigate, compare, transfer, and reflect.

SCREEN TEXT / EDITORIAL OVERLAY

Frame → Investigate → Compare → Transfer → Reflect