

STORYBOARD

# When the Room Stops Responding

*A Scenario-Based Training of Trainers Module*

Ministry of Education Kenya Context

**Spec Project — Portfolio Demonstration Piece**

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<b>Tool</b>	Articulate Storyline 360
<b>Audience</b>	Senior school tutors — CBE rollout cohort
<b>Duration</b>	Approx. 25–35 minutes
<b>Scenario Character</b>	Teacher Gitau — Senior Tutor, Form 3 Biology
<b>Version</b>	v1.4 — June 2026
<b>Portfolio URL</b>	<a href="http://charleslwanda.com">charleslwanda.com</a>

# 01 — Project Overview

## Design Philosophy

This module is built on a single principle: tutors cannot learn to facilitate competency-based learning by sitting through a lecture about it. The scenario places Teacher Gitau — a senior tutor with years of experience — inside a real classroom moment where his instinct and his training are in direct conflict.

The design forces a decision before it offers insight. Every branch carries a realistic consequence. There are no obviously wrong answers.

## The Problem This Module Addresses

Kenya's CBE rollout requires tutors to shift from knowledge transmission to competency facilitation. The gap is not awareness — most tutors understand the framework conceptually. The gap is practice: when a class stops engaging, the default is to revert to lecture mode. That default is the behavior this module targets.

*The training problem: Teacher Gitau knows what CBE requires. Under pressure, he does what he has always done. This module puts him in that pressure situation before it happens in a real classroom.*

## Learning Objectives

By the end of this module, the learner will be able to:

- Identify the moment a facilitation session is at risk of reverting to lecture mode
- Apply at least two CBE-aligned re-engagement strategies in a classroom scenario
- Distinguish between learner disengagement caused by content difficulty and disengagement caused by delivery approach
- Reflect on their own default facilitation patterns and articulate one specific change to try

## Scenario Architecture

The module uses a three-decision branching structure. Each decision point reflects a real moment Teacher Gitau faces in the classroom. Decisions accumulate — earlier choices affect what options are available later. There is no single correct path, but there are better and worse consequences.

DECISION 1	DECISION 2	DECISION 3
<b>How does Teacher Gitau respond to silence?</b> Sets the tone for what follows. Lecture reversion vs. diagnostic pause.	<b>How does he re-engage the group?</b> Peer learning vs. individual questioning vs. content recap.	<b>How does he close the session?</b> Competency check vs. coverage completion. Reveals Teacher Gitau's real priority.

## Consequence Logic

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Wrong answers in this module do not produce a red X. They produce delayed consequences — the same way real classroom mistakes play out. A poor Decision 1 does not fail the learner immediately. It limits their options at Decision 2 and makes Decision 3 harder to recover from.

*Design note: All three choices at each decision point are defensible. A tutor with 15 years of experience could justify any of them. The scenario does not punish experience — it challenges assumption.*

## 02 — Screen-by-Screen Storyboard

### Module Introduction

#### Slide 01 Title Screen

<b>VISUAL</b>	Full-bleed classroom image — Form 3 classroom, Kenya context. 28 learners. Late morning light. Teacher Gitau standing at the front, board behind him. Atmosphere: quiet, slightly tense.
<b>ON-SCREEN TEXT</b>	When the Room Stops Responding
<b>VOICEOVER</b>	[No voiceover on title screen]
<b>INTERACTION</b>	Auto-advance after 3 seconds OR click to continue.
<b>NOTES</b>	Visual tone sets expectation: this is not a lecture about facilitation. We are inside a classroom.

#### Slide 02 Context Setup

<b>VISUAL</b>	Split screen: left panel shows a CBE policy excerpt (blurred, symbolic). Right panel shows Teacher Gitau at his desk reviewing notes before class. Warm, realistic illustration style.
<b>ON-SCREEN TEXT</b>	<b>Teacher Gitau has been teaching Biology for 14 years.</b> He attended the CBE orientation last term. He understands the framework. Today is the third week of the new curriculum — and his Form 3 class has gone quiet.
<b>VOICEOVER</b>	Teacher Gitau knows his subject. He has taught it well for over a decade. But CBE asks something different of him — not just to know, but to facilitate. Today, that difference is about to become real.
<b>INTERACTION</b>	Click to continue.
<b>NOTES</b>	Establishes Teacher Gitau as competent, not deficient. The tension is not ignorance — it is habit under pressure.

#### Slide 03 Scenario Framing

<b>VISUAL</b>	Classroom interior. 28 learners visible. Some looking down. A few whispering. One learner near the front has her hand half-raised, uncertain. Teacher Gitau is mid-sentence.
<b>ON-SCREEN TEXT</b>	<b>You are Teacher Gitau.</b> You asked your Form 3 class to work in pairs on a competency task. It has been four minutes. The room is quiet — but not in a productive way. Some learners look confused. Others have stopped writing. You know this feeling. You have two options forming in your mind.
<b>VOICEOVER</b>	Four minutes ago, you gave your class a CBE pair task. Now the room has gone quiet. Not the good kind of quiet. You have seen this before — and you know what your instinct is telling you to do.
<b>INTERACTION</b>	Click to continue to your first decision.

**NOTES**

Second-person framing activates perspective-taking. Learner becomes Teacher Gitau.

## Decision Point 1 — The Silence

*COMMIT-BEFORE-INSIGHT: The learner makes a decision here. Rationale is revealed AFTER the choice, not before. Do not front-load the correct answer.*

### Slide 04 Decision 1 — What do you do right now?

<b>VISUAL</b>	Close-up on Teacher Gitau's face — expression neutral but alert. Behind him, the class was visible and disengaged. Timer visible bottom-right (optional tension device — 10 seconds of ambient classroom sound before choice appears).
<b>ON-SCREEN TEXT</b>	<b>The room is quiet. Four minutes in. Your instinct says something is wrong.</b> What do you do?
<b>VOICEOVER</b>	The room has gone quiet. You have taught long enough to know this feeling. The question is: what does it mean — and what do you do about it?
<b>INTERACTION</b>	A) Step in immediately — re-explain the task to the whole class B) Wait 60 more seconds and observe which pairs are stuck vs. which are just slow C) Ask one learner in front of you to tell you what they are finding difficult
<b>NOTES</b>	Three-option branching choice. No obviously wrong answer. All three are things experienced tutors do.

### Decision 1 — Branch A: Step in immediately

#### CHOICE A — What happens

**Teacher Gitau re-explains the task to the whole class.**

Three learners visibly relax — they were confused. But five learners in the back switch off completely. The pair task has effectively ended. The class is now in receive mode.

### Slide 04A Consequence — Branch A

<b>VISUAL</b>	Classroom: Teacher Gitau at the board. Most learners watching. The pair dynamic has dissolved. Two learners in the back are no longer engaged.
<b>ON-SCREEN TEXT</b>	<b>Some learners look relieved. Others have put their pens down.</b> The pair task has become a re-lecture. You have solved the silence — but the competency practice has stopped.
<b>VOICEOVER</b>	Stepping in felt right. Some learners did need clarification. But look at the back of the room — you just lost half your class. The task required doing. You replaced doing with listening.
<b>INTERACTION</b>	Continue to Decision 2.
<b>NOTES</b>	Consequence is not failure — it is a realistic outcome with a visible cost. The reflection is embedded in the voiceover, not as a warning.

## Decision 1 — Branch B: Observe for 60 seconds

### CHOICE B — What happens

#### Teacher Gitau waits and observes.

He notices two pairs are stuck on the same word in the task sheet. Three pairs are working slowly but productively. One pair has finished and is waiting. He now has diagnostic information.

### Slide 04B Consequence — Branch B

#### VISUAL

Teacher Gitau standing to the side, observing. Visual indicators on learners: two pairs highlighted with a subtle amber glow (stuck), three pairs with a green glow (working), one pair idle (finished).

#### ON-SCREEN TEXT

#### You waited. Now you can see what is actually happening.

Two pairs are stuck on the same term. Three pairs are working. One pair has finished.

#### VOICEOVER

Sixty seconds of observation gave you something a step-in would not have: evidence. You now know where the problem is, who is affected, and who is ready to move forward. That is diagnostic teaching. That is CBE.

#### INTERACTION

Continue to Decision 2.

#### NOTES

Best opening decision. Unlocks the most options at Decision 2. Voiceover affirms without being preachy.

## Decision 1 — Branch C: Ask one learner

### CHOICE C — What happens

#### Teacher Gitau asks the learner in front what she finds difficult.

She answers honestly. It is a vocabulary problem — one term in the task sheet. But the class is now watching Teacher Gitau and the learner, not doing the task. The pair work has paused.

### Slide 04C Consequence — Branch C

#### VISUAL

Teacher Gitau leaning toward front-row learner. Other learners watching. Pairs have stopped working. Slight awkwardness on the learner's face — she did not expect to be singled out.

#### ON-SCREEN TEXT

#### She tells you the problem. It is a vocabulary issue — one term.

But the class has stopped working to watch. You have useful information — at the cost of the task momentum.

#### VOICEOVER

Good instinct — you went for information. But watch the room. Twenty-seven other learners have stopped to watch you ask one person a question. The pair task is on hold. You have a data point. You have lost the flow.

#### INTERACTION

Continue to Decision 2.

#### NOTES

Defensible choice with a visible cost. Not wrong — just incomplete.

## Decision Point 2 — The Re-Engagement

*NOTE: Options available at Decision 2 vary depending on Decision 1 branch. Branch B unlocks all three options. Branch A and C unlock only two options each. See branching logic notes at end of document.*

### Slide 05 Decision 2 — How do you re-engage the class?

<b>VISUAL</b>	Classroom — mid-session. State reflects the consequence of Decision 1. Teacher Gitau is visible, thinking.
<b>ON-SCREEN TEXT</b>	<b>You have a read on the room. Now you need to move the class forward.</b> What is your next move?
<b>VOICEOVER</b>	You have a clearer picture now. The question is what you do with it. Three approaches — each one with a different effect on who learns what, and how.
<b>INTERACTION</b>	A) Address the vocabulary problem with the whole class — one-minute clarification, then back to pairs B) Send the finished pair to support the two stuck pairs — peer learning in action C) Call the class together for a structured share-out — pairs report what they have so far
<b>NOTES</b>	Branch B from Decision 1 makes all three genuinely viable. Other branches limit options or make one option harder to justify.

### Decision 2 — Branch A: Whole-class clarification

#### Slide 05A Consequence — Whole-class clarification

<b>VISUAL</b>	Teacher Gitau at board. Writes one term. Class watching. Quick, focused. Back to pairs within 90 seconds.
<b>ON-SCREEN TEXT</b>	<b>One term. Ninety seconds. Back to pairs.</b> The stuck pairs restart. The class is back in the task. Momentum recovers.
<b>VOICEOVER</b>	Clean, efficient. You identified the bottleneck and removed it without disrupting the class architecture. That is facilitation — not lecturing, not ignoring. Targeted intervention, minimum disruption.
<b>INTERACTION</b>	Continue to Decision 3.

### Decision 2 — Branch B: Peer support

#### Slide 05B Consequence — Peer learning activation

<b>VISUAL</b>	Finished pair moves to sit with a stuck pair. Visual: peer explaining, using the task sheet. Teacher Gitau observing from a distance.
<b>ON-SCREEN TEXT</b>	<b>The finished pair explains using their own words.</b> The stuck learners understand. You have not taught anything — a peer has.
<b>VOICEOVER</b>	This is CBE working as designed. You did not solve the problem — you created the conditions for learners to solve it for each other. The finished

	pair deepens their understanding by explaining. The stuck pair hears it in peer language. You coached the room. You did not teach at it.
<b>INTERACTION</b>	Continue to Decision 3.
<b>NOTES</b>	Best mid-point decision. Only fully available from Decision 1 Branch B.

## Decision 2 — Branch C: Structured share-out

<b>Slide 05C Consequence — Structured share-out</b>	
<b>VISUAL</b>	Three pairs standing. Reporting their progress so far. Class listening. Mix of complete and incomplete responses visible.
<b>ON-SCREEN TEXT</b>	<b>Three pairs share what they have. The picture is uneven.</b> Two pairs have strong thinking. One pair has misunderstood the task entirely. You now know. But five minutes remain and the task is unfinished.
<b>VOICEOVER</b>	Good diagnostic move — but at a cost. You now have a clear picture of where learners are. You also have five minutes left and an unfinished task. The share-out gave you information. It did not give you time.
<b>INTERACTION</b>	Continue to Decision 3.

## Decision Point 3 — The Close

*This is the revealing decision. It shows whether Teacher Gitau's real priority is curriculum coverage or competency development. There is no neutral answer here.*

<b>Slide 06 Decision 3 — How do you close the session?</b>	
<b>VISUAL</b>	Clock visible — 5 minutes remaining. Task sheet still on desks. Some pairs finished, some not. Teacher Gitau at the front.
<b>ON-SCREEN TEXT</b>	<b>Five minutes left. Half the class has completed the task. Half has not.</b> How do you close this session?
<b>VOICEOVER</b>	Five minutes. Half done, half not. You have to close. What matters more right now — that everyone finishes the task, or that everyone understands what they were learning to do?
<b>INTERACTION</b>	A) Ask the class to finish the task at home — you will review it next lesson B) Stop the task and do a quick whole-class competency check — three questions, hands up C) Give the unfinished pairs five more minutes while the finished pairs start a reflection prompt
<b>NOTES</b>	The best answer depends on the learning objective, not the task completion. This tests whether the tutor understands the difference.

## Decision 3 — Outcomes Summary

<b>CLOSE A — Homework</b>	<b>CLOSE B — Competency check</b>	<b>CLOSE C — Differentiated close</b>
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<p><b>Task continues at home.</b></p> <p>Coverage maintained. But CBE competency tasks require observation and facilitation — homework removes that. The learning objective cannot be assessed.</p>	<p><b>Task stops. Whole-class check.</b></p> <p>Completion abandoned. Evidence of understanding gathered. Teacher Gitau knows where each learner stands. Next lesson has a clear starting point.</p>	<p><b>Unfinished pairs continue. Finished pairs reflect.</b></p> <p>Both groups active until the end. Finished learners deepen. Unfinished learners progress. Maximum learning time used.</p>
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## Module Endings

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### Ending 1 — The Reversion (Branches A→A→A or A→C→A)

Slide 07A Ending — The Reversion	
<b>VISUAL</b>	Teacher Gitau at the board. Class in rows, watching. Chalk in hand. The classroom looks like it did 20 years ago.
<b>ON-SCREEN TEXT</b>	<b>The lesson is over. It ran smoothly. The content was covered.</b> But look at the room. When did it stop being a CBE classroom?
<b>VOICEOVER</b>	The session is over. Teacher Gitau covered the content. He managed the silence. He got through the lesson. But at some point — and it is hard to say exactly when — the class stopped being a CBE session and became a familiar, comfortable lecture. The learners received. Nobody practised anything.
<b>INTERACTION</b>	Proceed to reflection.
<b>NOTES</b>	Tone is not harsh. It is honest. The ending names what happened without condemning Teacher Gitau.

### Ending 2 — The Shift (Branches B→B→B or B→B→C)

Slide 07B Ending — The Shift	
<b>VISUAL</b>	Classroom — active close. Some pairs still working. Finished pairs writing reflections. Teacher Gitau moving between groups. Energy in the room.
<b>ON-SCREEN TEXT</b>	<b>The session did not go perfectly. But it went differently.</b> Teacher Gitau observed before he acted. He used what he saw. He let learners do the work.
<b>VOICEOVER</b>	This is what a CBE session in progress looks like. Not perfect. Not finished. But active, diagnostic, and learner-driven. Teacher Gitau did not lecture his way through the silence. He worked with it. That is the shift CBE requires — not a change in what you teach, but a change in what you do when the room goes quiet.
<b>INTERACTION</b>	Proceed to reflection.

## Ending 3 — The Recovery (Mixed branches with one reversion corrected)

Slide 07C Ending — The Recovery	
VISUAL	Classroom — slightly scattered but recovering. A few pairs finishing. Teacher Gitau at the front with a whiteboard summary.
ON-SCREEN TEXT	<b>You reverted once. You caught it. You adjusted.</b> That is what professional practice looks like.
VOICEOVER	Not every session unfolds the way you plan. Teacher Gitau reverted at one point — and then he noticed it. He adjusted. He brought the class back. That recovery — the awareness, the pivot — is the skill CBE demands. Not perfection. Responsiveness.
INTERACTION	Proceed to reflection.

## Reflection Screen

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Slide 08 Guided Reflection	
VISUAL	Clean screen. Neutral background. Three reflection prompts visible. Space to write (text input field or journal prompt depending on LMS).
ON-SCREEN TEXT	<b>Before you continue:</b> <ol style="list-style-type: none"><li>1. At which moment in the scenario did you feel the strongest pull to revert to lecture mode?</li><li>2. What was your default response to silence in a classroom — before today?</li><li>3. Name one specific thing you will try differently in your next facilitation session.</li></ol>
VOICEOVER	Three questions. No right answers. Your responses are for you — not for assessment. What you write here becomes the starting point for your peer conversation in the next session.
INTERACTION	Text input or journal field. Learner must enter at least one response before continuing.
NOTES	Reflection is mandatory but not graded. The peer conversation it feeds into is where the real learning transfer happens.

## Debrief Screen

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Slide 09 Design Debrief — What This Module Was Doing	
VISUAL	Annotated replay of Decision 2 Branch B consequence screen. Annotations visible as callouts pointing to specific visual elements.
ON-SCREEN TEXT	<b>Here is what the design was doing at each decision point:</b> Decision 1 — tested your diagnostic instinct. Did you act, or did you look first? Decision 2 — tested your facilitation repertoire. How many tools did you have available?

	Decision 3 — revealed your real priority. Coverage or competency?
VOICEOVER	Every decision in this module had a design intention behind it. This screen shows you what the module was testing — not to grade you, but to name what CBE facilitation requires and where the hardest moments are.
INTERACTION	Click to continue to module summary.
NOTES	Annotated debrief is a signature design element — shows the learner how the learning was structured. Builds meta-awareness of facilitation design.

## Module Summary

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Slide 10 What CBE Facilitation Requires	
VISUAL	Clean layout. Three columns. Each column: an icon, a heading, two lines of text.
ON-SCREEN TEXT	<p><b>Diagnose before you act</b> Silence is data. Observe what kind of silence it is before responding.</p> <p><b>Use the room</b> Learners are a resource. Peer learning is not a gap-filler — it is a design choice.</p> <p><b>Prioritise competency over coverage</b> A finished task with no competency evidence is not a learning outcome.</p>
VOICEOVER	Three principles. Not rules — principles. The difference between a rule and a principle is that a principle requires judgment. CBE asks for judgment.
INTERACTION	Click to complete module.

## 03 — Branching Logic & Navigation Map

### Decision Tree

The following table maps every possible path through the module, the consequence at each node, and the ending it leads to.

D1	D2	D3	Cumulative Effect	Ending
B	B	B/C	Strongest facilitation chain. Full diagnostic evidence, peer learning activated, competency-led close.	<b>The Shift</b>
B	A	B/C	Good diagnosis, efficient intervention, competency close. Solid path.	<b>The Shift</b>
C	A	B/C	Partial diagnosis, recovered with targeted intervention, competency close.	<b>The Recovery</b>
A	B	B/C	Reversion corrected mid-session. Peer learning partially compensates.	<b>The Recovery</b>
B	B	A	Strong facilitation abandoned at close. Coverage priority overrides competency evidence.	<b>The Reversion</b>
A	A	A	Full reversion. Content covered. No competency evidence. Familiar but misaligned with CBE.	<b>The Reversion</b>
C	C	A	Diagnostic data gathered, share-out used, homework close. Information without action.	<b>The Reversion</b>

## 04 — Design Notes & Developer Handoff

### Design Principles Applied

This module is built on four design decisions that distinguish it from a conventional compliance course:

1. **COMMIT-BEFORE-INSIGHT** *The learner makes every decision before receiving any rationale. The consequence screen does the teaching — not a pre-decision tip box or warning.*

2. **NO OBVIOUSLY WRONG ANSWERS** *All three choices at each decision point are defensible by an experienced tutor. This mirrors reality and prevents gaming. It also prevents the learner from disengaging because the right answer is obvious.*

3. **DELAYED CONSEQUENCES** *Poor decisions do not immediately fail the learner. They narrow options at the next decision point. This is how real classroom mistakes work — the cost appears later.*

4. **ANNOTATED DEBRIEF** *Screen 09 shows the learner the design intention behind each decision. This builds meta-awareness — not just what to do, but why the scenario was structured the way it was.*

### Storyline 360 Build Notes

- Use Storyline variables to track Decision 1, 2, and 3 choices. Trigger ending screens based on variable combinations.
- Ambient classroom audio on Screen 03 and 04 — low volume, subtle. 10-second loop. Off by default, toggle available.
- Timer on Decision 1 (Screen 04) is optional tension device — test with pilot group before finalising.
- Second-person framing ('You are Teacher Gitau') maintained throughout all on-screen text.
- Reflection field on Screen 08: use a text-entry interaction. Set completion trigger to require minimum 20 characters.
- Debrief callout annotations on Screen 09: use Storyline callout shapes with entrance animations (fade, 0.5s delay each).
- All consequence screens: voiceover plays automatically. On-screen text appears after 2-second delay to force audio engagement.

### Color & Typography Spec

Element	Value	Usage
Canvas / background	#0A1628	All slide backgrounds
Body text / titles	#FFFFFF	Primary readable text

Key stats / highlights	#00D4FF (Cyan)	Decision labels, emphasis
Tension / findings	#F5C842 (Gold)	Design notes, warnings
Worst-case outcomes	#E53E3E (Red)	Reversion consequences only
Orientation labels	#6B7280 (Grey)	Meta-labels, timestamps
Title font	Montserrat Bold	All headings
Body font	Open Sans Regular	All body copy and VO script