



POST-SIMULATION ACTIVITIES AND MATERIALS

TABLE OF CONTENTS

POST-SIMULATION DE-ROLE PROCESS **3**

Lead students in de-roling, a common and important practice in role-playing, right after playing *Lives in Balance*.

POST-SIMULATION CAMPFIRE **4**

Draw on these discussion prompts to help students debrief and deepen their experience and learning after playing *Lives in Balance*.

POST-SIMULATION ACTIVITY: SOCIAL CONTRACT **5**

Use the tension between values in *Lives in Balance* as a starting point for discussing the social contract, and optionally create with students your own contract for your virtual classroom.

POST-SIMULATION ACTIVITY: DECISION-MAKING ASSESSMENT **6**

Use this activity to support students in assessing the decisions their characters made in *Lives in Balance*, and noticing their own decision-making strengths.

ITHRIVE SIM: DECISION-MAKING RUBRIC **7**

You and students can use this rubric to assess data-driven decision-making before, during, and after *Lives in Balance*.

POST-SIMULATION ACTIVITY: SUPPORTING VIRTUAL CONNECTION WITH ITHRIVE SIM **8**

Use this activity to invite students to reflect on how they connected with each other during *Lives in Balance*, and how those interactions can inform norms for the virtual classroom going forward.

POST-SIMULATION ACTIVITY: SUPPORTING EMOTIONAL AWARENESS WITH ITHRIVE SIM **9**

Discuss with students how their emotions influenced their interactions and decisions in *Lives in Balance*, and introduce an emotion regulation strategy your class can use regularly.

To view a black and white, printer-friendly version of this packet, click [here](#).

OVERVIEW

We recommend a two-part debrief of any *iThrive Sim* scenario: De-roling followed by a [“Campfire” discussion](#). De-roling is an important part of any role-play simulation. Students may have advocated for things they don’t personally believe in during the simulation. De-roling helps students separate their characters’ perspectives and actions from their own. This also helps students further clarify what they value and believe. The [Campfire](#) that follows will offer a chance for a deeper discussion of plot, etc.

OBJECTIVE

Students distance themselves from the views and actions of the character they played during the simulation.

TIME

5–10 minutes

SEQUENCE

De-role right after the simulation, even if the [Post-Simulation Campfire](#) doesn’t happen until the next class meeting. Follow with the Campfire discussion when possible.

INSTRUCTIONS

STEP 1: Tell students that it’s time to step out of their roles, and back into themselves. Invite students to physically shake off their characters. (For video calls, give students the option to turn off their cameras for this step.)

STEP 2: If students have their character’s name as their own name in the video conference software, request that they change back to their own names.

STEP 3: Offer one or both of these prompts for individual written reflection. Invite volunteers to share if there’s time:

- Write a piece of advice to your character based on how the simulation went (what they could have done differently, what you admired about how they interacted and made decisions, etc.).
- What’s one thing you claim and one thing you reject about your character and their actions/decisions? Explain.

OVERVIEW

We recommend a two-part debrief of any *iThrive Sim* scenario: [De-roling](#) followed by a Post-Simulation Campfire. The Campfire is a discussion that helps students make sense of the simulation they played, share their experiences, and think about how to apply what they learned.

OBJECTIVE

Students resolve the simulation's plot, predict what will happen next, and reflect on their experiences playing.

TIME

10-15 minutes (longer if you wish)

SEQUENCE

The Post-Simulation Campfire can happen right after [De-roling](#), or during the next class meeting after the simulation.

INSTRUCTIONS

TIP: Call each other by real names (not the characters' titles) as you talk in the Campfire. Call the characters by their titles and use the third person when describing what they did in the game. Students can say aloud "I am (name). I played (character)." This helps everyone to put into perspective some of the interpersonal tensions that might have arisen during play.

STEP 1: Resolve the plot. Ask, "What happened?" Listen to what students understand about what happened and provide clarification and context as needed.

STEP 2: Invite students to make predictions. What will happen next?

Examples for *iThrive Sim: Lives in Balance*

- What will the Supreme Court decide (if states choose to close borders)?
- How will the states' residents react to what happened?
- What factors will the governors weigh as most important for deciding whether to close their states in the future?
- Will the Coalition continue to meet or fall apart? Why do you think so?
- Will residents honor the laws of their states? Why or why not?

STEP 3: Invite students to share their reflections about the simulation, including:

- Are you satisfied with how things played out? Why or why not?
- Why did your character make the decision(s) they made?
- Did you agree or disagree with your character's point of view?
- If you could do the role-play again, what would you do differently as your character?

THEME

Civics, Social and Emotional Learning (SEL)

OVERVIEW

iThrive Sim: Lives in Balance offers the opportunity for students to grapple with how members of society deliberate when different factors within their self-interest come into conflict, such as balancing financial health and physical health during a global pandemic. The simulation offers a natural entry point to learning and thinking about the social contract, and why people give up some of their freedoms to have the protection and order ideally offered by an organized society.

OBJECTIVE

Students apply their experience weighing conflicting priorities in *Lives in Balance* to understanding the social contract.

TIME

25 minutes (longer with optional extension activity)

SEQUENCE

Use this activity after the simulation. We recommend using this activity in combination with [Pre-Simulation: Norm Setting](#).

INSTRUCTIONS

STEP 1: *Introduce the "Social Contract."* Help students understand the concept of the social contract with the following resource and/or others that you like to use.

Watch [Khan Academy Video: "The Social Contract"](#).

STEP 2: *Apply the social contract to Lives in Balance.* Ask students to reflect and share:

- Why would the governors in *Lives in Balance* bother to form a Coalition if it means giving up some control over the choices they make for their state?
- What values were the characters in *Lives in Balance* trying to balance?
- Why does anyone give up some of their personal freedoms to live in an organized society?

STEP 3: *Optional Extension Activity.* Create a contract for your virtual classroom using [this approach from Facing History and Ourselves](#).

THEME

Civics, Social and Emotional Learning (SEL)

OVERVIEW

Lives in Balance requires students to practice the social and emotional skill of responsible decision-making. In it, students grapple with the impact of their decisions on the financial and physical health of individuals, communities, states, and the nation as a whole during a global pandemic. One goal of the simulation is for students to think critically about how decisions are made in these circumstances, and to reflect on their personal decision-making approaches, preferences, and tendencies. The goal of this post-simulation assessment is for students to notice and critically reflect on how they made decisions during the simulation to build self-awareness and future decision-making capacity.

OBJECTIVE

Students reflect on how they made decisions as their character during the simulation, and identify their personal strengths as decision makers.

TIME

25 minutes

SEQUENCE

Offer this optional activity in class or as homework after playing any *iThrive Sim* scenario. We recommend using this activity in combination with [Pre-Simulation Activity: Decision-Making Reflection](#).

INSTRUCTIONS

Have students complete the individual reflection exercise [here](#). Optionally, discuss as a role-play team or whole class afterwards.

For instructions on how to apply this rubric to *iThrive Sim: Lives in Balance*, see [Teacher Observation Log](#), [Pre-Simulation Activity: Decision-Making Reflection](#), and [Post-Simulation Activity: Assessing Decision-Making](#).

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Identifies Questions	Does not identify the question.	Identifies the question with no elaboration.	Identifies the question with some elaboration.	Clearly defines the question, displaying an understanding of information.
Finds Relevant Information	Does not find relevant information.	Identifies a limited number of relevant sources.	Identifies a moderate number of relevant sources and evaluates some for accuracy.	Identifies sources of information and evaluates them for accuracy and quality.
Examines Options	Does not identify or examine options.	Identifies options but does not evaluate options.	Identifies options and somewhat discusses the pros and cons of options.	Identifies options and thoroughly evaluates pros and cons.
Predicts Consequences	Does not predict consequences.	Lists potential consequences but does not describe reasoning.	Lists potential consequences but describes reasoning in a limited way.	Describes potential consequences and thoroughly provides reasoning for predictions.
Communicates Choice and Thinking	Does not communicate choice.	Communicates choice but does not describe examples or sources.	Communicates choice and describes examples and sources in a limited way.	Effectively communicates choice. Describes thinking with multiple examples and sources.

THEME

Civics, Social and Emotional Learning (SEL)

OVERVIEW

Supporting interpersonal connection (warmth, belonging, feeling seen, and respected) in virtual environments requires some different strategies than we use when we're in person. Participating in an *iThrive Sim* scenario can shed light on the behaviors and ways of showing up to a virtual session – including civic values like civil discourse – that impact everyone's experience of belonging, engagement, and connection. This follow-up activity to the simulation can help students to reflect on desired and undesired behaviors and feelings in a virtual setting, and to identify and agree on norms that will support their connection going forward.

OBJECTIVE

Students and teachers reflect on factors that supported and prevented connection among class members while playing *iThrive Sim* and work together to develop norms that foster connection in the virtual classroom.

TIME

45 minutes

SEQUENCE

You can use this activity after any *iThrive Sim* scenario. We recommend using this activity in combination with [Pre-Simulation Activity: Supporting Virtual Connection with iThrive Sim](#) or as a follow-up to [Pre-Simulation Norm Setting](#).

INSTRUCTIONS

STEP 1: *Reflect and discuss.* Ask students to think about how connected they are to each other during the simulation. Ask them to consider moments when they felt really connected to others, and also to consider moments when they did not feel connected. Then, pose some discussion questions to raise up their reflections through sharing:

- What does feeling connected mean to you?
- When we played *iThrive Sim*, what did you notice was happening when you felt connected to the group?
- When we played *iThrive Sim*, what did you notice was happening when you did NOT feel connected to the group?

TIP: To promote authenticity, offer different sharing options: students can discuss verbally, write in the chat, and message you directly.

STEP 2: *Co-create norms that support connection going forward.* Using the behaviors and factors that came up in discussion, create together a list of norms (things we agree to do, things we agree not to do) to support feeling connected in the virtual classroom. Invite students to vote on and rank behaviors they think are most important, and to explain why. Determine a list of norms that you all agree are a good fit for your class at this moment, recognizing that they may need to be flexible as circumstances change.

STEP 3: *Strategy time.* Brainstorm together about how you will keep the norms alive. Discuss the following questions:

- How will we remind ourselves of the norms we created? (For example, by pinning them in the chat window for every class meeting.)
- What's our signal to each other that norms for feeling connected are slipping?
- What are 2-3 strategies we can use to reset when problems arise?

THEME

Social and Emotional Learning (SEL)

OVERVIEW

While engaging in the simulation, students played characters with goals, traits, and values that may have differed from their own. As a result, they likely interacted with their classmates in new ways and made difficult decisions under time pressure. Taking time to reflect on the emotions that arose during the simulation can help students make clearer connections between emotions, interactions, and decision-making as part of their social and emotional growth. They'll also practice a strategy to help them better manage emotions going forward.

OBJECTIVE

Students and teachers reflect on emotions that arose while playing *iThrive Sim* and learn a strategy for managing emotions.

TIME

15-20 minutes

SEQUENCE

You can use this activity after any *iThrive Sim* scenario. We recommend using this activity in combination with [Pre-Simulation Activity: Supporting Emotional Awareness with iThrive Sim](#).

INSTRUCTIONS

STEP 1: *Reflect and discuss.* Ask students to think and/or write about the following prompts. They could write reflections individually and then share observations with the group.

- What emotions did you notice while we played *iThrive Sim*?
- How did emotions impact your interactions?
- How did emotions impact the decisions you made?

STEP 2: *Acknowledge that emotions are always present.* Tell students that you are aware that as you go through this class, semester, or year together, a whole range of emotions will come up. Those emotions will tell you all important information, and they will impact how you interact and make decisions.

STEP 3: *Strategy time.* Tell students that science shows that naming an emotion actually helps to manage it. Let them know that in this class, you're going to practice this strategy together, Pause, Breathe, & Name:

- Pause: Take a pause, like we did during the simulation (See [Pre-Simulation Activity: Supporting Emotional Awareness with iThrive Sim](#)).
- Breathe: Take a couple of breaths and notice how we feel and where it shows up in the body.
- Name: Name the feeling in our heads or out loud before we move on.

TIP: You can keep the Pause, Breathe, & Name strategy alive in your classroom by weaving it into an existing routine, or by assigning a different student to lead the activity once per class period and as needed.

(1) Emotion Word List. Share this word list with students to encourage building accuracy and specificity in naming emotions.

ANGRY	SAD	ANXIOUS
GRUMPY	DISAPPOINTED	AFRAID
FRUSTRATED	MOURNFUL	STRESSED
ANNOYED	REGRETFUL	VULNERABLE
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IRRITATED	DISILLUSIONED	NERVOUS

EXTENSION RESOURCES

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BETRAYED	SELF-CONSCIOUS	TRUSTING
ISOLATED	LONELY	COMFORTABLE
SHOCKED	INFERIOR	CONTENT
DEPRIVED	GUILTY	EXCITED
VICTIMIZED	ASHAMED	RELAXED
AGGRIEVED	REPUGNANT	RELIEVED
TORMENTED	PATHETIC	ELATED
ABANDONED	CONFUSED	CONFIDENT

Source: [“3 Ways to Better Understand Your Emotions” by Susan David, Harvard Business Review.](#)

(2) Why Does Naming Emotions Help Us Manage Them?

- Read [“That Tarantula Is Terrifying!”: The Power of Naming Emotions to Reduce Anxiety](#)”.
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OVERVIEW

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OBJECTIVE

Students distance themselves from the views and actions of the character they played during the simulation.

TIME

5-10 minutes

SEQUENCE

De-role right after the simulation, even if the [Post-Simulation Campfire](#) doesn’t happen until the next class meeting. Follow with the Campfire discussion when possible.

INSTRUCTIONS

STEP 1: Tell students that it’s time to step out of their roles, and back into themselves. Invite students to physically shake off their characters. (For video calls, give students the option to turn off their cameras for this step.)

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OBJECTIVE

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TIME

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TIP: Call each other by real names (not the characters' titles) as you talk in the Campfire. Call the characters by their titles and use the third person when describing what they did in the game. Students can say aloud "I am (name). I played (character)." This helps everyone to put into perspective some of the interpersonal tensions that might have arisen during play.

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STEP 3: Invite students to share their reflections about the simulation, including:

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THEME

Civics, Social and Emotional Learning (SEL)

OVERVIEW

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OBJECTIVE

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OBJECTIVE

Students reflect on how they made decisions as their character during the simulation, and identify their personal strengths as decision makers.

TIME

25 minutes

SEQUENCE

Offer this optional activity in class or as homework after playing any *iThrive Sim* scenario. We recommend using this activity in combination with [Pre-Simulation Activity: Decision-Making Reflection](#).

INSTRUCTIONS

Have students complete the individual reflection exercise [here](#). Optionally, discuss as a role-play team or whole class afterwards.



DECISION-MAKING RUBRIC



For instructions on how to apply this rubric to *iThrive Sim: Lives in Balance*, see [Teacher Observation Log](#), [Pre-Simulation Activity: Decision-Making Reflection](#), and [Post-Simulation Activity: Assessing Decision-Making](#).

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OVERVIEW

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OBJECTIVE

Students and teachers reflect on factors that supported and prevented connection among class members while playing *iThrive Sim* and work together to develop norms that foster connection in the virtual classroom.

TIME

45 minutes

SEQUENCE

You can use this activity after any *iThrive Sim* scenario. We recommend using this activity in combination with [Pre-Simulation Activity: Supporting Virtual Connection with iThrive Sim](#) or as a follow-up to [Pre-Simulation Norm Setting](#).

INSTRUCTIONS

STEP 1: *Reflect and discuss.* Ask students to think about how connected they are to each other during the simulation. Ask them to consider moments when they felt really connected to others, and also to consider moments when they did not feel connected. Then, pose some discussion questions to raise up their reflections through sharing:

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- How will we remind ourselves of the norms we created? (For example, by pinning them in the chat window for every class meeting.)
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THEME

Social and Emotional Learning (SEL)

OVERVIEW

While engaging in the simulation, students played characters with goals, traits, and values that may have differed from their own. As a result, they likely interacted with their classmates in new ways and made difficult decisions under time pressure. Taking time to reflect on the emotions that arose during the simulation can help students make clearer connections between emotions, interactions, and decision-making as part of their social and emotional growth. They'll also practice a strategy to help them better manage emotions going forward.

OBJECTIVE

Students and teachers reflect on emotions that arose while playing *iThrive Sim* and learn a strategy for managing emotions.

TIME

15–20 minutes

SEQUENCE

You can use this activity after any *iThrive Sim* scenario. We recommend using this activity in combination with [Pre-Simulation Activity: Supporting Emotional Awareness with iThrive Sim](#).

INSTRUCTIONS

STEP 1: *Reflect and discuss.* Ask students to think and/or write about the following prompts. They could write reflections individually and then share observations with the group.

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- How did emotions impact your interactions?
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STEP 2: *Acknowledge that emotions are always present.* Tell students that you are aware that as you go through this class, semester, or year together, a whole range of emotions will come up. Those emotions will tell you all important information, and they will impact how you interact and make decisions.

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TIP: You can keep the Pause, Breathe, & Name strategy alive in your classroom by weaving it into an existing routine, or by assigning a different student to lead the activity once per class period and as needed.

(1) Emotion Word List. Share this word list with students to encourage building accuracy and specificity in naming emotions.

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Source: [“3 Ways to Better Understand Your Emotions” by Susan David, Harvard Business Review.](#)

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