ithrive
G A M E S
@ithrivegames

ANNUAL REPORT 2020

WITH CHALLENGE, COMES OPPORTUNITY.

We began this year with a challenge: Over 1 billion students around the globe were out of school due to COVID-19. In the spring, educators, parents, and students all faced a new reality of emergency online learning. Lesson plans shifted, parents juggled work and getting kids set up for school at home, and students drew on all of their inner resources to stay engaged without the in-the-moment socialization that the classroom offers.

Challenges present opportunities. At iThrive we have long championed the power of games and play, and 2020 saw the rest of the world embrace this power, too. From video consoles like the Nintendo Switch flying off of the shelves to a shortage of jigsaw puzzles, people all over leaned into play.

This year, we needed games more than ever. As we practiced physical distance, the need for emotional connection remained ever present. We know that gameplay is social. Whether play is solo or interactive, it offers opportunities for stress reduction, flow states, and feelings of competence. Whether alone or together, play can elicit deep emotions, engagement, and empathy. We loved hearing from teachers who used our game-based units for English Language Arts classes, *iThrive Curriculum: Museum of Me* and *iThrive Curriculum: Sam's Journey*, to foster virtual connection amongst their students, from Nebraska to Atlanta. And we saw over a hundred downloads of our iThrive Game Guides,

which we created to support family members in participating with and fostering connection with their video-game playing family members.

Social play requires us to practice and refine some social and emotional skills that we might not think about as much when we play alone. When we play with real people, we have to be thoughtful about how we're competing or collaborating, and we have to deal with the fallout if we're less than gracious. We also have the opportunity to share triumph and joy with others, amplifying those positive experiences. Working together toward a shared in-game goal is a powerful way to build bonds with and get to know others, and that social connection is paramount for mental health. We saw this as students from Los Angeles to Philadelphia played our civics role-playing game *iThrive Sim: Lives in Balance*—designed for virtual and in-person learning during the pandemic.

The remote learning adjustments we made to our existing classroom offerings this year, and the innovation we embraced to create new virtual learning tools, were all in service of continuing to uplift the power of play when we need it the most. Now and always.

With gratitude,
Susan E. Rivers, PhD
Executive Director and Chief Scientist

120+
ITHRIVE CURRICULUM DOWNLOADS

90+
ITHRIVE SIM PLAY SESSIONS

400+
TEEN PLAYTESTERS

130+
ITHRIVE GAME GUIDE DOWNLOADS

250+
ITHRIVE GAME DESIGN KIT DOWNLOADS

CONTINUED HOPE AND INSPIRATION.

I founded iThrive Games after becoming curious about how mixing video games with education and positive psychology could help to support the social and emotional learning of today's youth. At the time, I had no idea that in 2020 a global pandemic would invite us all to reconnect with the power of play. From video games to board games, from Discord to Twitch, teens and families around the globe this year have connected through play, often online due to physical distancing measures. While the pandemic has been a challenge for us all, it has also pushed us to embrace technology and use it to foster connection and maybe even hope.

iThrive has long advocated that play has a place in the classroom and that games meet teens where they are. We amplified research that found gameplay offered prosocial benefits to teens, and we mixed that research with in-house expertise on social and emotional learning. We have partnered with the best minds of game-based learning to explore how English Language Arts education could benefit from using video games as a narrative text. We have partnered with award-winning role-playing simulation makers to push the envelope on how mixing tech with role-playing simulations can give teens real life experience in contending with some of the challenges and benefits of being an active participant in democracy.

While those collaborations, *iThrive Sim* and *iThrive Curriculum*, were originally made for teachers and students learning together in person, the global pandemic gave us an opportunity to shift and bring these offerings to online spaces. We're pleased to be able to support teachers in their time of need as they seek highly engaging resources to interact with their students in new ways and in different environments.

iThrive was well poised to meet the educational moment in 2020, and we look forward to an outstanding year ahead as the offerings that we've shared with students and teachers in early release get a broader distribution. We look forward to continuing to collaborate with amazing teachers and meeting youth who help to steer us in the right direction in terms of making sure that the educational games we create are engaging and fascinating for them to play.

In this we find hope and inspiration. We invite you to bring iThrive's offerings to schools across the nation.

In service,
Dorothy Batten
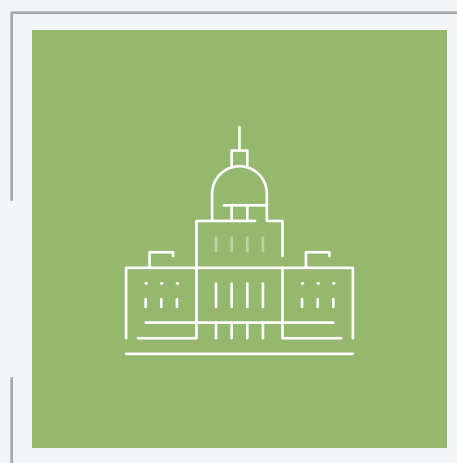**Founder of iThrive Games**
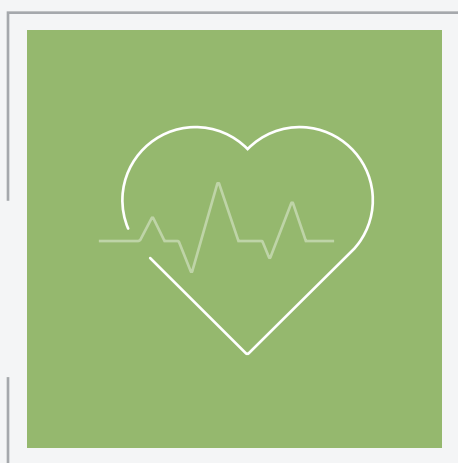**DN Batten Foundation**

TEENS WILL INHERIT THE WORLD.

HOW ARE WE PREPARING THEM?

We need environments today that prepare the leaders of tomorrow. iThrive uses games to help educators engage and connect with students, embedding social and emotional learning (SEL) in core content where teens are—in digital spaces.

NEED, MEET SOLUTION

THE NEED:

New research into the COVID-era experience of adolescents found that they are more likely to experience high rates of depression and anxiety during enforced isolation and after it ends. (Journal of the American Academy of Child & Adolescent Psychiatry)

A report by American Institutes for Research found that when educators bring an SEL "lens" to all school activities, they enable students to experience the relevance of SEL lessons in many aspects of their lives. (AIR)

According to a recent survey of civics and social studies teachers, 40% of teachers do not perceive the civic learning materials provided by their school or district to be engaging or effectively promoting students' civic development. (RAND)

A report by RAND found that "ELA teachers need clearer messages about the reading instruction approaches and practices aligned with their state standards, as well as better supports and curricular resources to engage in those approaches." (RAND)

THE SOLUTION:

Games. Embedded social and emotional learning. Engaging English Language Arts and civics curricula.
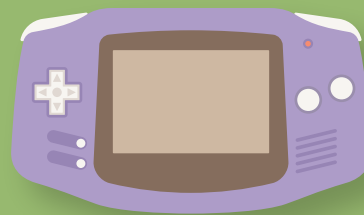
WHY **TECH-ENABLED GAMES**?

1   **MEET TEENS WHERE THEY ARE:** Teens are playing games. According to a 2018 survey by Pew Research, 90% of teens age 13 to 17 play video games, whether on a cellphone, computer, or game console.

2   **IMPACTFUL PLAY:** By designing school lessons around digital games, we drive innovative thinking and meaningful connection, inviting teens to explore who they are and the world around them in a low-stakes but thought-provoking environment.

3   **DEEP LEARNING:** We design our units around games that have rich and creative narratives and invite teens to access texts in new and inspiring ways, stoking a love of learning.

4   **PERSONAL TRANSFORMATION AND GROWTH:** Games can transport teens to new worlds, enabling their exploration of new places and, possibly, new versions of themselves. Curricular units that use games as texts can support students in writing about and reflecting on these explorations.

5   **SOCIAL AND EMOTIONAL SKILLS:** Games stand apart from other media because players of games have agency in the stories games tell. Since games can provoke feelings of frustration, pride, guilt, elation, forgiveness, and more, they're an incredible tool for supporting teens' social and emotional development.

6   **UNIVERSAL DESIGN FOR LEARNING:** Games are an excellent tool for engaging students in new and different ways in learning, which benefits all students, including those who are often left behind in the classroom due to issues of accessibility in more traditional learning approaches.
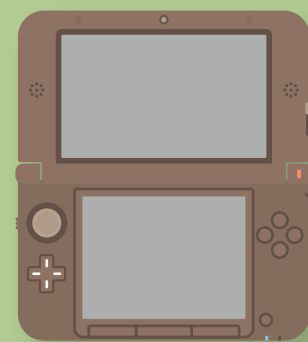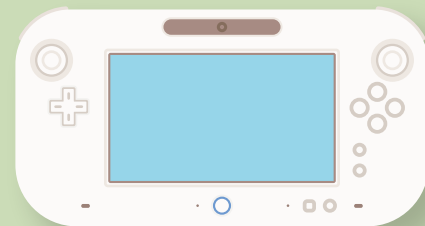
SEL

SOCIAL EMOTIONAL LEARNING

WHY EMBEDDING IT IN ACADEMICS WORKS:

Because integrating SEL teaches teens that social and emotional skills are life skills. And because it assists teachers in teaching to the whole teen as they cover core content. Here are three reasons we embed social and emotional learning into core content:

1. **The SEL framework provides a solid scaffold for academic content.** Whether educators are discussing relationship skills, self-awareness, and self-management in the context of characters and their decisions in an English Language Arts class, or social awareness and responsible decision-making in a civics course, social and emotional competencies have a natural alignment with core academic content.

2. **Students find core content more relevant when SEL is embedded.** Students who have experienced our game-based learning units in their humanities classes have said that the types of discussions they've had in class are like no other in terms of making them think about relationships, communication, and identity. The meaningful conversations in class have stood out for them as highlights of their classroom experience.

3. **Educators are more likely to employ SEL when they don't see it as an "add-on."** Educators find that SEL can be even more relevant and meaningful when it's woven into how they teach core content. The inclusion of social and emotional learning within content that meets academic standards raises its profile from that of a "soft skill" to an educational priority.

GAMES AS INTERACTIVE TEXT:

ITHRIVE CURRICULUM SERVES ENGLISH LANGUAGE ARTS TEACHERS.

Identity exploration and character development are not limited to analyzing the pages of a book or the words on a page. Video games, mobile games, and other forms of interactive media can take teens to new modes of thinking. Our iThrive Curriculum units, **Museum of Me** and **Sam's Journey**, pair with games to create an interactive experience that supports their academic and social-emotional development.

A HIGH SCHOOL SOPHOMORE SHARED:

"I THINK THAT GAMES ARE IMPORTANT IN LEARNING AS THEY ALLOW SOMEONE TO EXPLORE KNOWLEDGE IN A WAY THAT ISN'T JUST READING FROM A TEXTBOOK OR WATCHING A VIDEO. I FIND IT VERY INTERESTING TO BE ABLE TO LEARN INTERACTIVELY IN FACT I FIND THAT I ABSORB MORE KNOWLEDGE IN A GAME THAN IN A TEXTBOOK."

Museum of Me was downloaded **77 times** this year.

Sam's Journey was downloaded **45 times** this year.

Dozens of teachers attended iThrive Curriculum **webinars**.

ITHRIVE CURRICULUM: MUSEUM OF ME

In *iThrive Curriculum: Museum of Me*, a game-based, social and emotional learning curriculum for high school English Language Arts classes, students explore their identities and reflect on how they tell the stories of their lives, all while learning core literary concepts and engaging in deep social and emotional learning. Teachers use the video game *What Remains of Edith Finch* as a rich text to guide students through crucial questions about identity.

ITHRIVE CURRICULUM: SAM'S JOURNEY

iThrive Curriculum: Sam's Journey, is a rich, concise unit that can be used with 11th and 12th graders to explore self-expression in relationships through the lens of digital and non-linear narratives. Using the game *A Normal Lost Phone* as a text, students undertake a narrative investigation, piecing together what happened to the game's main character, Sam. At the same time, students encounter rich opportunities to reflect on and discuss how they express their identity in their own relationships using contemporary communication tools.

GAME-BASED LEARNING. SEL. CONNECTION.
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GAME-BASED LEARNING. SEL. CONNECTION.

A STUDENT FROM AN NYC SCHOOL HAD THIS TO SAY ABOUT HER EXPERIENCE WITH ITHRIVE CURRICULUM:

"IN PLAYING THE GAME, WHAT I FOUND SO INTERESTING ABOUT MY REACTIONS WERE MY ORIGINAL ASSUMPTIONS BEING SUBVERTED BY THE LATER CONTEXT THAT I GAINED, WHICH I REALLY LOVED, ESPECIALLY AS SOMEONE WHO IS PART OF THE LGBTQ+ COMMUNITY.

SEEING SAM IN A DIFFERENT LIGHT, LATER ON, FROM WHAT I HAD ORIGINALLY SAW—IT JUST COMPLETELY CHANGED MY UNDERSTANDING OF THE CHARACTER AND THE STORY. **IT MADE ME FEEL A CERTAIN WAY,** THINK A CERTAIN WAY, AND WE HAD THIS GREAT DISCUSSION ABOUT OUR PERCEPTIONS OF CHARACTERS AND OF PEOPLE. WE HAD THE DISCUSSION ABOUT HOW DO PEOPLE SEE ME AND WHAT WOULD THEY THINK IF THEY WENT THROUGH MY PHONE AND SAW MY PICTURES AND THE DISCUSSIONS I HAVE WITH MY FRIENDS?

FOR MOST OF THE CURRICULUM, I FOUND MYSELF JUST REFLECTING A LOT, ON WHAT I WOULD DO AS A WRITER OR A GAME DESIGNER AND HOW I WOULD CONTINUE THIS STORY, AND WANTING TO MAKE SOMETHING MORE WITH IT. I LOVED THE WAY IT ENDED. IT THOUGHT IT WAS GOING TO BE A SAD STORY, A HEARTBREAKING STORY, AND AT POINTS IT WAS, BUT THAT WASN'T ALL. A LOT OF GAMES I'VE PLAYED WITH SIMILAR THEMES JUST KIND OF ENDED UP HURTING IN THE END. **BUT I FOUND A BIT OF HAPPINESS IN THIS GAME,** AND I LIKED IT."

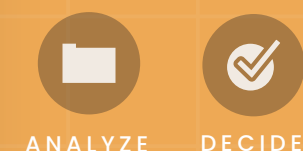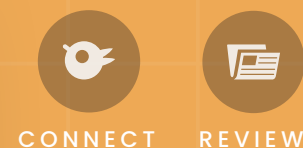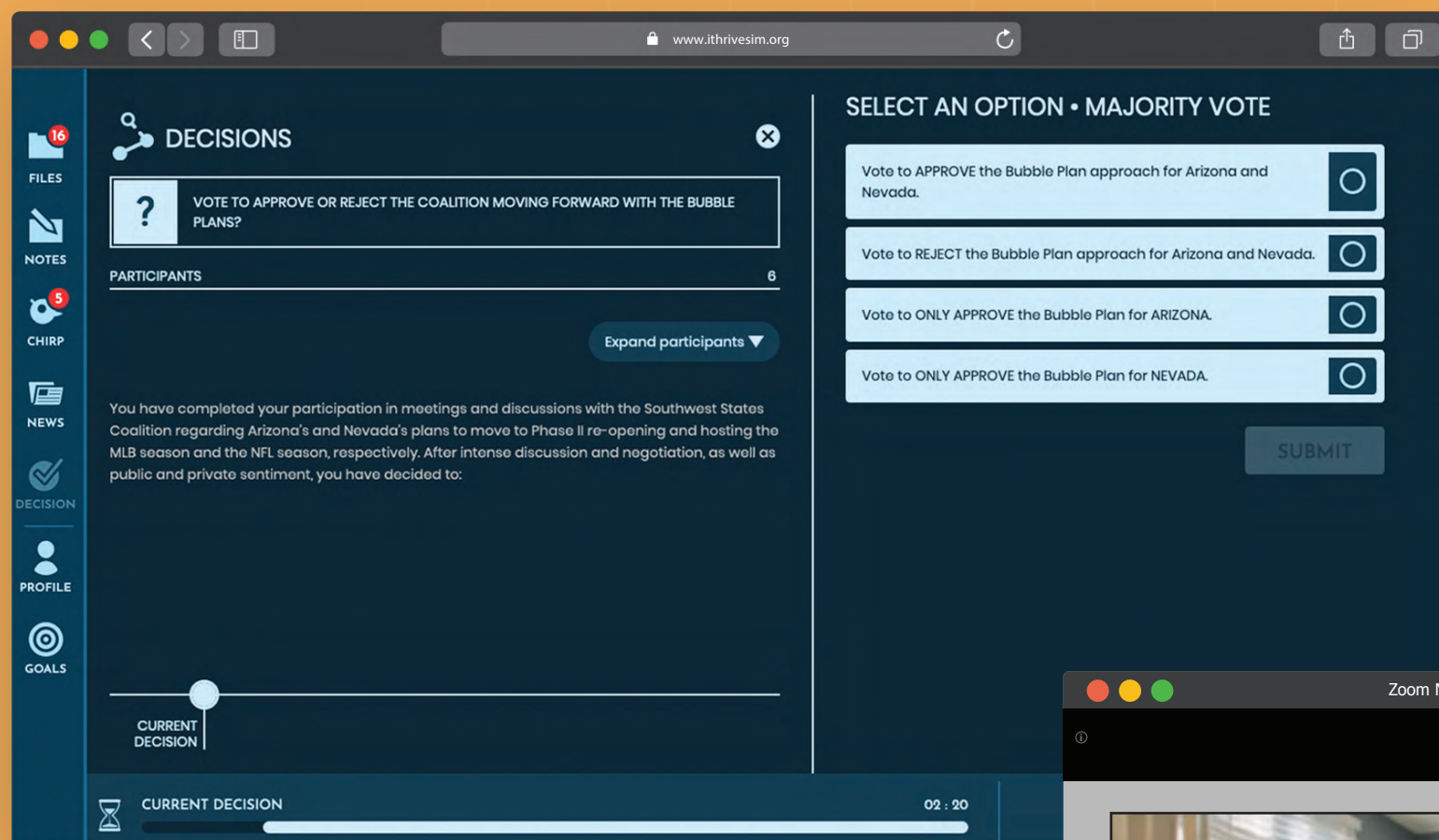We are pleased to see students and teachers engaging with the curriculum and finding new ways to learn deeply and engage with core content. Next year we plan to release additional units to expand the options for teachers to use this game-based learning approach.

ITHRIVE SIM SUPPORTS CIVICS EDUCATORS WITH ENGAGEMENT.

www.ithrivesim.org

FILES 16
NOTES
CHIRP 5
NEWS
DECISION
PROFILE
GOALS

DECISIONS

? VOTE TO APPROVE OR REJECT THE COALITION MOVING FORWARD WITH THE BUBBLE PLANS?

PARTICIPANTS   6

Expand participants ▼

You have completed your participation in meetings and discussions with the Southwest States Coalition regarding Arizona's and Nevada's plans to move to Phase II re-opening and hosting the MLB season and the NFL season, respectively. After intense discussion and negotiation, as well as public and private sentiment, you have decided to:

CURRENT DECISION

CURRENT DECISION   02 : 20

SELECT AN OPTION • MAJORITY VOTE

Vote to APPROVE the Bubble Plan approach for Arizona and Nevada.   ○

Vote to REJECT the Bubble Plan approach for Arizona and Nevada.   ○

Vote to ONLY APPROVE the Bubble Plan for ARIZONA.   ○

Vote to ONLY APPROVE the Bubble Plan for NEVADA.   ○

SUBMIT

CONNECT   REVIEW

ANALYZE   DECIDE

PUBLIC SATISFACTION   81%

⚠ **URGENT:** YOU HAVE **1:30** UNTIL THE NEXT DECISION.

Zoom Meeting

Principal Deputy Director, CDC

Governor of New Mexico

Mute   Stop Video   Participants   Chat   Record   Share Screen   End

"I GOT THE CHANCE TO STAND AS SOMEONE WHO IS IMPORTANT IN THE DECISION-MAKING PROCESS FOR A NATIONAL CRISIS. IT WAS FUN AND I WOULD DEFINITELY DO IT AGAIN."

This reflection comes from one of over 400 students who playtested **iThrive Sim: Lives in Balance,** one of our civics-centered role-playing simulation games. Played on our proprietary robust web-based platform, Lives in Balance was created in partnership with the makers of the award-winning Situation Room Experience, and was made in response to the COVID-19 pandemic. What better way for teens to continue making meaning to the changes brought by the pandemic than by playing decision makers who make choices that impact all of our lives.
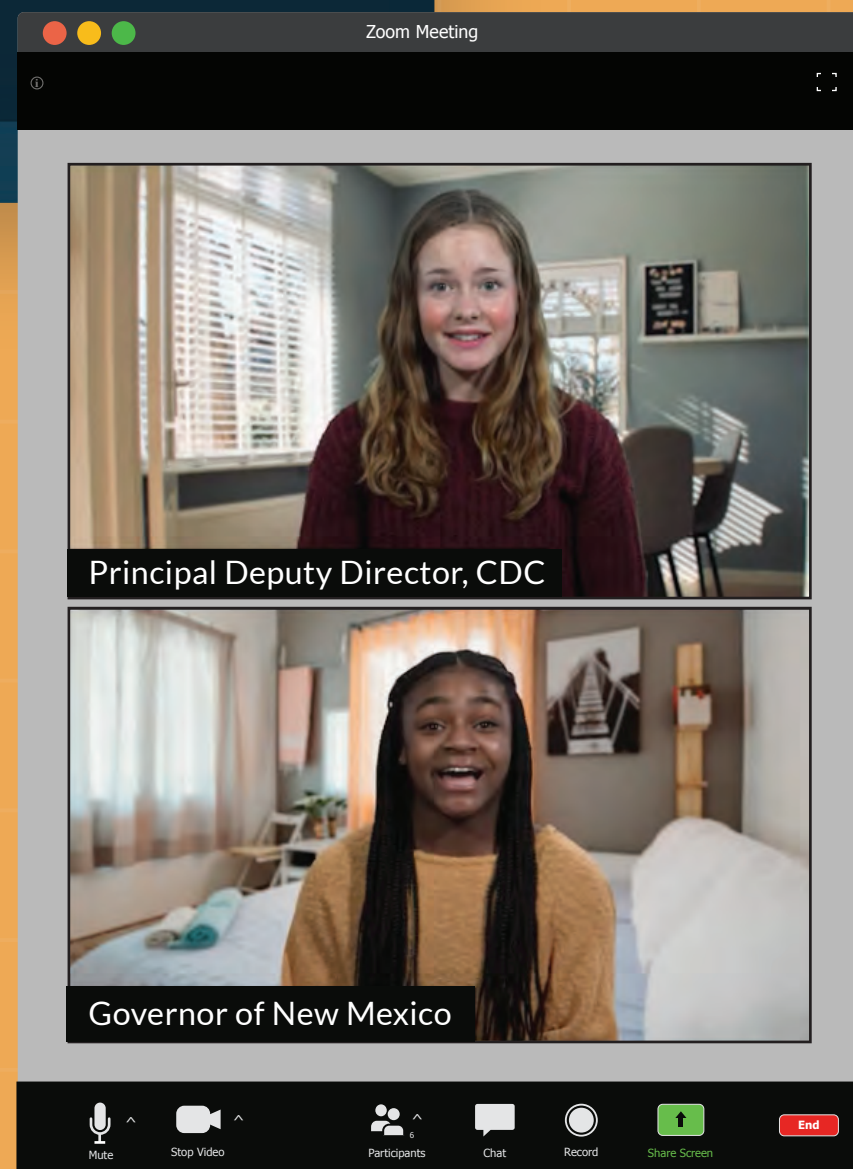
During this initial release, students said that they found Lives in Balance to not only be fun and engaging, but also educational and thought-provoking. When asked what they'd tell their parents about playing Lives in Balance, students shared the following:

"IT PREPARES STUDENTS FOR REAL-LIFE SITUATIONS/ISSUES."

"IT'S AN EDUCATIONAL GAME THAT SHOWED ME DIFFERENT PERSPECTIVES ON THE TOPIC AND EXPANDS ONE'S ABILITY TO REASON AND DEBATE AN IDEA."

"IT WAS REALLY BENEFICIAL AND A GREAT WAY TO LEARN MORE ABOUT THE GOVERNMENT AND HOW IT FUNCTIONS AND MAKES DECISIONS."
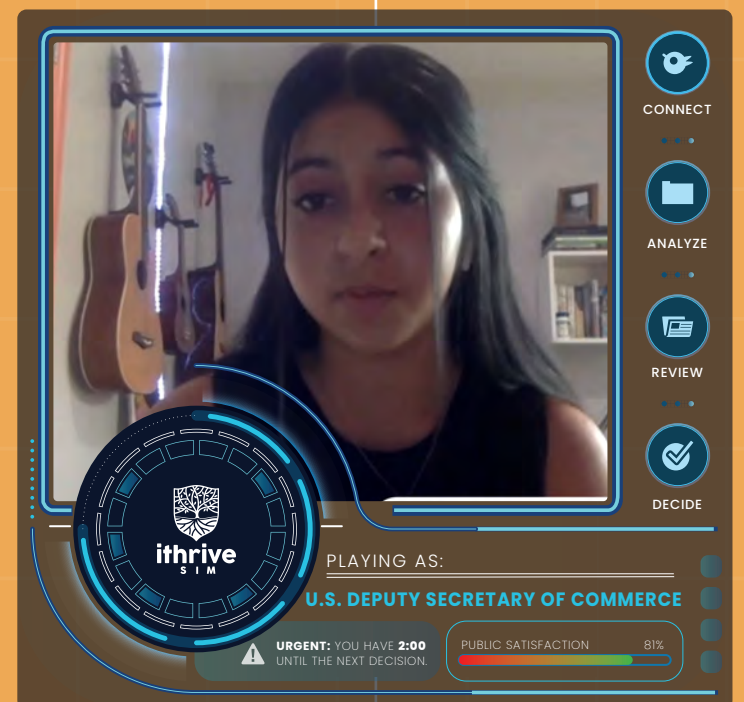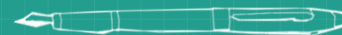
"IT WAS A FUN EXPERIENCE WORKING AS A TEAM."
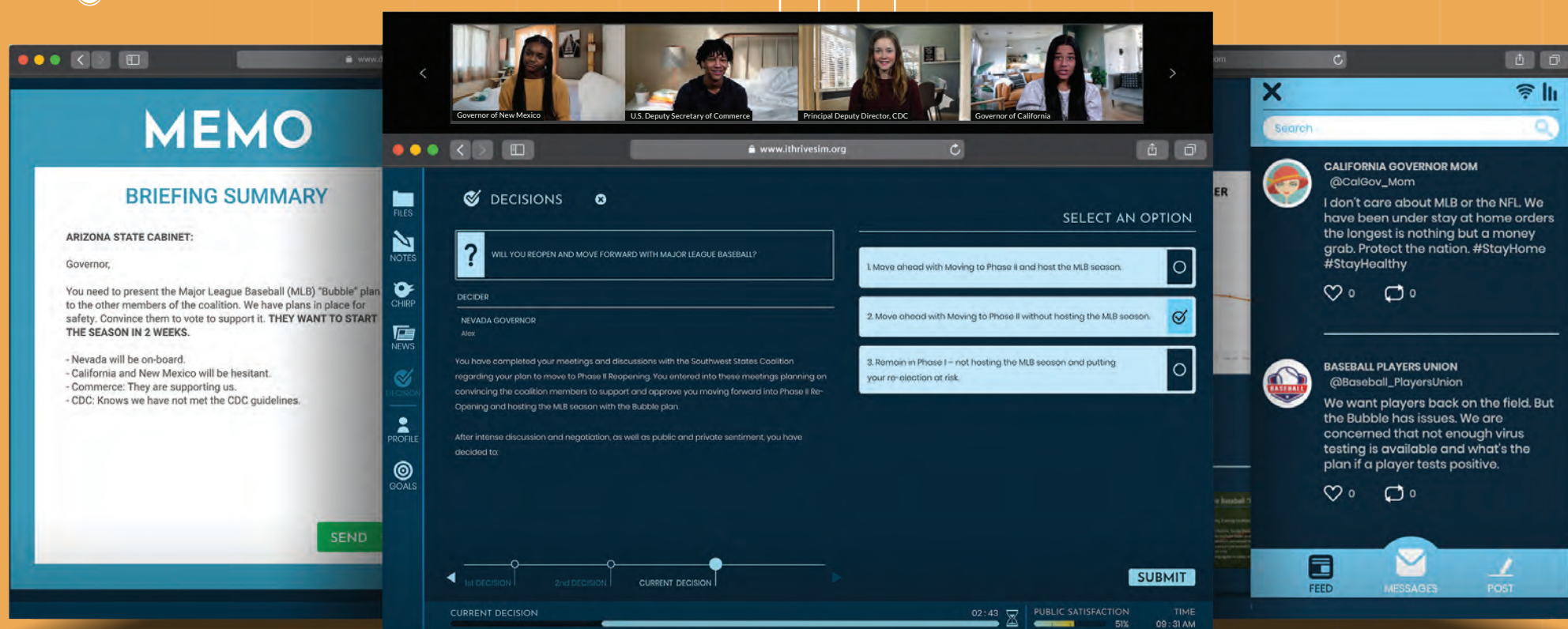
We know that virtual learning makes it harder for students to connect as they would in the physical classroom and in the hallway between classes. The main highlight of playing **Lives in Balance** was how interpersonal it was—many students shared how much they enjoyed the discussions and debates with their peers in different roles.

PLAY IS LEARNING AND LEARNING IS POWER.

Next year, two new scenarios will receive wider releases: **Leading Through Crisis**, in which students play government officials who need to work together to consult and interpret the U.S. Constitution during a national crisis, and **Follow the Facts**, in which students take on the role of journalists trying to get the story right while applying and strengthening their media literacy skills.

LEADING THROUGH CRISIS

FOLLOW THE FACTS

CONNECT

ANALYZE

REVIEW

DECIDE

ithrive SIM

PLAYING AS:
U.S. DEPUTY SECRETARY OF COMMERCE

URGENT: YOU HAVE **2:00** UNTIL THE NEXT DECISION.

PUBLIC SATISFACTION 81%

CONNECT

ANALYZE

REVIEW

DECIDE

ithrive SIM

PLAYING AS:
ARIZONA GOVERNOR

URGENT: YOU HAVE **2:00** UNTIL THE NEXT DECISION.

PUBLIC SATISFACTION 81%

CONNECT

ANALYZE

REVIEW

DECIDE

ithrive SIM

PLAYING AS:
CALIFORNIA GOVERNOR

URGENT: YOU HAVE **1:00** UNTIL THE NEXT DECISION

PUBLIC SATISFACTION 68%

ITHRIVE STUDIO:

DESIGNING WITH YOUTH

iThrive's Game Design Studio program combines a supportive space where teens examine the issues they face with play and design—resulting in tools to help them bring their experiences to others. During Game Design Studios, teens share personal experiences through facilitated dialogue, learn about game mechanics, and of course play lots of different kinds of games. Groups produce game prototypes and share what they have created with their peers and community stakeholders, shaping a shared space for dialogue, spurring important conversations about the lives of youth, and generating solutions to issues youth face.

In addition to our **Juvenile Justice System Project**, moving forward in partnership with **Transition HOPE**, this year we had the opportunity to host game design studios with **Stronger Together**, a Georgia-based coalition of youth and adults committed to racial justice in Atlanta schools, and **Urban Assembly**, a non-profit organization that creates and serves a family of 23 New York City public secondary schools.

STRONGER TOGETHER
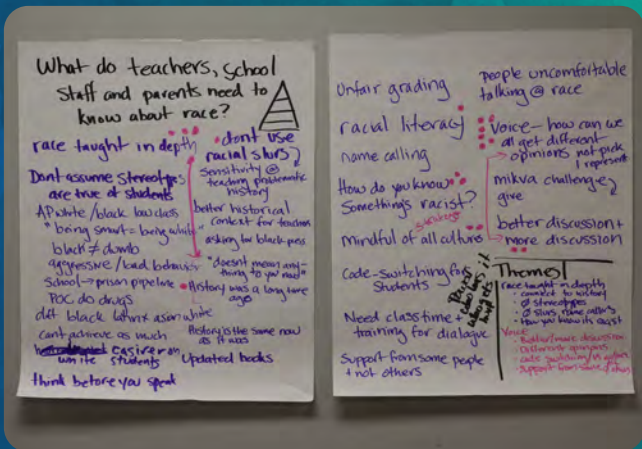
With the **Stronger Together** collaboration, eight Black middle and high school students who attend Atlanta schools came together at the Marietta Museum of History for three days over their winter break to design games that would offer a window into their perspectives on the injustice that impacts them on a daily basis.

Black students still report facing shocking levels of discrimination at school, and games provide a unique framework for teens to break down why it happens, express what it means to them, and invite adults to interact in a new way with reflections about how teens need to be supported.

Facilitators guided students through our "Surfacing, Coping, Acting" co-design cycle. The goal of this approach is to invite teens to raise up (surface) and work productively (cope and act) with the experiences that make adolescence both an incredible and vulnerable developmental stage. The teens designed three game prototypes and shared them with their community to continue the conversation.

URBAN ASSEMBLY
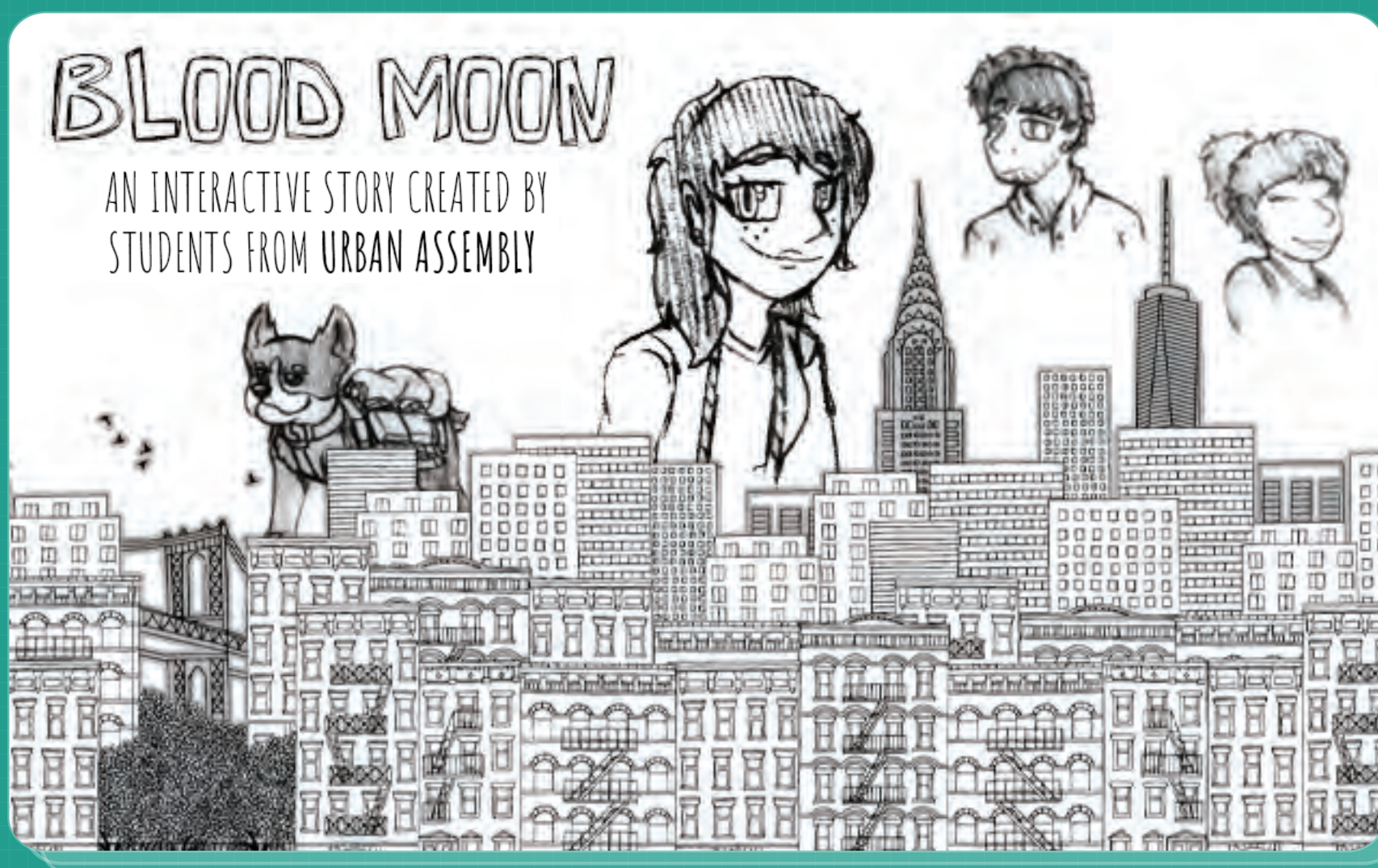
Over the course of six sessions, iThrive staff and students from across the **Urban Assembly** schools brainstormed ideas for a game that would share the perspective of teens living through the COVID-19 pandemic.

The end result was an interactive story game called Blood Moon. The main character was Brooklyn teen Artemis, who wakes up from a long nap during the COVID-19 shelter-in-place orders. Her parents, hospital workers across town in Manhattan, should have returned from their shift by now. Where are they? Artemis must strike out of quarantine and into the streets of New York in search of her parents. Along the way she encounters helpers on her journey, runs into trouble both with the law and the locals, and even meets a super-sleuth delivery dog named Issac who won't leave her side until she is safely reunited with her family.

In order to track down her missing parents she will have to use all the tools in her social and emotional toolbox—she'll need self-management and self-awareness to keep herself strong, while her social awareness, relationship skills, and responsible decision-making will help her make connections and collaborate to solve the mystery.

The interactive story applies social and emotional skills to the challenges teens face maintaining relationships during COVID, navigating family ties in stressful times, and managing the social upheaval of this year. Talking together provided the teens with space to learn together and to practice the tools that would help save Artemis. In practicing those tools, the social and emotional skills are there for them when the game is over.

CONTRIBUTING TO SYSTEMIC CHANGE

Staff use iThrive's co-design approach, Game Design Studio, to authentically engage with youth while exploring opportunities and barriers to supporting their mental health. In 2019, with a grant from **William T. Grant Foundation**, iThrive began setting the groundwork for a project to increase understanding of the lived experiences of youth of color within juvenile detention centers.

Racial disparities in the juvenile justice system continue to grow even as youth arrest rates decline overall, and Black youth face particularly egregious disparities. Inequity in the provision of mental health services on the basis of race before, during, and after incarceration negatively impacts the health, well-being, employment opportunities, educational attainment, and relationships of individuals of color who are or were system-involved.

COVID-19 restrictions forced the shut down of the original project, but fortunately after a few months of exploring other potential partners, we found an excellent collaborator in Janelle Ridley. Bringing over 15 years of expertise to the project, Ms. Ridley currently sits on Massachusetts Governor's Juvenile Justice Advisory Board and is founder of **Transition HOPE**, a program intentionally designed for youth who are or have been system-involved.

With her partnership, iThrive is working with youth stakeholders who are designing games to reflect their lived experiences. The designers share, with each other and us, their experiences in the system. They create and iterate on game designs that represent their lived experiences, and game designs that imagine how the systems that impacted their lives could be better designed to meet and support their learning, health, and wellness needs. They learn how to facilitate conversations and gameplay sessions with adult stakeholders to make systemic changes. The youth designers recently released their first game, The Run Around (featured above).

LOOKING AHEAD

Throughout 2021, this important work will generate research about best practices around the mental health of Black youth involved in the system. Additionally, we plan to release an open source manual for educators to support them in right sizing the activities for their classroom.

ITHRIVE RESEARCH:
AMPLIFYING THE SCIENCE OF PLAY

Our roots are in science. iThrive Research aims to contribute to the evidence base that supports the power of play. We do this in two ways: our peer-reviewed journal and our research in the field.

CONTRIBUTING TO SCHOLARSHIP

Journal of Games, Self, & Society, a peer-reviewed journal created and edited by iThrive Games and published by ETC Press, publishes original research and scholarship examining the benefits to humans and to society when games include humanity as a core design element. We encourage interdisciplinary research, community, and conversation focused on how games, game design, and gameplay contribute to a deeper understanding of learning, health, and humanity.

Previous issues of the journal have spanned fields of study from political science to interpersonal violence to mental health and wellness, and have shared learning and insights in the realms of education, game development, physical health, relationship safety, and regulating emotions. Our upcoming volume's theme is "Games as fuel for connection and transformation for teens."

With help from the Oread Fund, we continue to publish original works that push the boundaries of what we know—or what we think we know—about the qualities of games that can benefit our lives emotionally and socially.

> "If you're goal is to make a game, delaying the "making" part for the sake of a deeper understanding of its subject can be unsettling and anxiety inducing. It is thus frequently shortchanged. I want to create some room for this here and hope it will get designers' creative juices flowing."
>
> DORIS RUSCH, PhD
> Existential, Transformative Game Design

> "Deepening this knowledge of awareness for teens in the future, through methods such as game design, may lead to better self-expression and allow teens a substantial outlet for public awareness regarding issues that matter to them."
>
> MATTHEW FARBER, EdD, MIA KIM WILLIAMS, PhD, LETHA MELLMAN and XUN YU
> Systems at Play: Game Design as an Approach for Teen Self-Expression

> "We see our foundational work as a starting point to systematically address issues in design accessibility to improve the player experience for many under-served gamer demographics."
>
> SASHA SORAINE, MASc, and JACQUES CARETTE, PhD
> Mechanical Experience, Competency Profiles, and Jutsu

POWER OF PLAY, IN THEIR OWN VOICE

In 2020, iThrive Games connected with students from a Philadelphia area high school English class to explore how games make a difference in their lives. The 'Power of Play' series of reflections was born. Students shared their thoughts on questions such as, "How do games help you deal with life? What games are meaningful to you and how do they help you better understand yourself or the world? How do games help you question the way things are in the world?"

Their explorations ranged from gameplay for managing social anxiety to play offering insight into possible career paths. From board games to video games, card games to role-playing games, the power of play is felt deeply by these Philadelphia teens.

"'The Game of Life' was the life I grew up always wanting, but I realized that what I want in life is to succeed the right way. No loopholes, no handouts. I want to make it through life knowing I earned it. This game changed my life but it changed it for the better."

– E.B. PHILADELPHIA-AREA HIGH SCHOOL

"My favorite part [of Minecraft] is the views of the world players can get. It shows a little window of the massive world that is called the Universe. Another thing Minecraft helps me do is to think outside of the box and create materials with resources I never thought of using. Minecraft helps me to cope with the bad events that occur in my days and takes my stress out."

– F.T. PHILADELPHIA-AREA HIGH SCHOOL

"I do not know why I get anxious about meeting new people, but it always helps if there is something to help with the awkward first few minutes. CNUNO helped make an uncomfortable situation easy. I should never underestimate the strength that something so small has. It can help beyond belief and I am glad the game was there for me."

– E.M. PHILADELPHIA-AREA HIGH SCHOOL

"Destiny was a gateway for me to play other games and get to know people I have not met in person. Games, in my opinion, are crucial so you can see how people work and the lessons you will learn in life. I'm glad I was able to expand my perspective on the world while having fun in a never-ending game."

– A.C. PHILADELPHIA-AREA HIGH SCHOOL

WITH GRATITUDE TO OUR FUNDERS...

Hundreds of students were able to practice their social and emotional learning skills while also exploring core civics and English Language Arts content using *iThrive Sim* and *iThrive Curriculum*. Established and burgeoning researchers were able to add to the body of knowledge about the power of games through the *Journal of Games, Self, & Society*.

These contributions to students' thriving and deepening research on the power of play were made possible through generous grants and donations from our funders.

The D.N.Batten FOUNDATION

for wholehearted support of all of
iThrive's endeavors.

William T. Grant FOUNDATION

for supporting the Juvenile Justice
System project.

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**

for CARES Act funding that supports staff in creating
and bringing *iThrive Sim* into educational spaces.

The Oread Fund
Strengthening our moral compass

for supporting the *Journal of Games,
Self, & Society*.

... AND OUR MANY
GENEROUS SUPPORTERS WHO CONTRIBUTED TO
OUR ANNUAL FUND.

...AND APPRECIATION FOR OUR PARTNERS

iThrive had the good fortune to partner with some amazing organizations this year, organizations with similar missions who strive to impact the world around them. We appreciate our work this year with organizations who used *iThrive Sim* with their audiences.

WORLD AFFAIRS COUNCIL

The **World Affairs Council of Philadelphia** is a private, nonprofit, nonpartisan educational organization dedicated to informing and engaging people of all ages on matters of national and international significance. The Council provides its members and the greater Philadelphia community with access to influential figures in the global arena as well as opportunities to visit fascinating destinations through its unique travel program. With the support of individual and corporate members, the Council's global education program enhances the education of area students who are the citizens, workforce, and leaders of the future.

We appreciate the World Affairs Council for offering *iThrive Sim* to their network of schools as an activity they can use while students are remote learning.

HIGH RESOLVES

High Resolves is a not-for-profit educational organization dedicated to the activation of human responsibility to help address the world's intractable challenges. High Resolves has engaged nearly 500,000 young people in its learning experiences across the world. Through these deeply engaging experiences, young people learn to look at themselves and others in different ways and make conscious choices about whether to act in their own self-interest or the longer-term interest of their communities. High Resolves facilitates experiences directly with students as well as provides professional development and resources for teachers in schools across the world primarily focused in Australia, Brazil, Canada, Mexico and the US.

We appreciate High Resolves for being a founding provider of Composer, a place for educators to access the top citizenship education resources from around the world and integrate learning science into curriculum planning. *iThrive Sim* and *iThrive Curriculum* are featured on Composer.

TRANSITION HOPE

Transition HOPE serves youth within the Department of Youth Services and advocates for justice that aims to dismantle the school-to-prison pipeline, unearth the potential of a new generation of global citizens, and ensure all students have access to equitable educational opportunities for college, career and life pathways.

We appreciate Transition HOPE for partnering on using game design studio to understand the lived experiences of system involved youth and to engage with on making games that help others to understand how best to support their wellbeing.

RONALD REAGAN PRESIDENTIAL LIBRARY AND MUSEUM

The **Ronald Reagan Presidential Library and Museum** sits on a 300 acre site that stands in for the "shining city on a hill" often referenced by President Reagan. In addition to the Museum, the Reagan Library, as a Presidential library administered by the National Archives and Records Administration (NARA) under the authority of the Presidential Records Act, is the repository of presidential records for President Reagan's administration. The Library's holdings include over 60 million pages of documents, over 1.6 million photographs, a half million feet of motion picture film and tens of thousands of audio and video tapes. Additionally, the Library houses personal paper collections including documents from Ronald Reagan's eight years as governor of California.

The Reagan Presidential Library offers research support to scholars and students alike, curates many special exhibits, manages the collections, and provides robust educational programming for students of all ages including the Situation Room Experience with live role-playing simulations.

We appreciate working with the makers of the Situation Room Experience at the Reagan Presidential Library to bring their engaging and interactive in-museum experience to the classroom. It has been a joy to collaborate with them on the scenarios for *iThrive Sim*.

YOUR SUPPORT

Whether students learn from home or onsite at school, iThrive Games' goal remains the same—to provide transformative learning experiences to as many students as possible, regardless of their schools' ability to pay. Please join us in making cutting-edge educational tools available to everyone.

DONATE