



LIVES IN BALANCE

**OVERVIEW,  
STANDARDS,  
AND  
LEARNING  
OBJECTIVES**

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## LIVES IN BALANCE AT A GLANCE

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An overview of the purpose, core features, and implementation basics of ***Lives in Balance***.

## LEARNING OBJECTIVES & STANDARDS

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This guide—meant to be easy to share with administrators—outlines the simulation’s learning objectives, plus the national and state-level Social and Emotional Learning, Social Justice, Civics, and English Language Arts standards with which it aligns.

## EVALUATION: DECISION-MAKING RUBRIC

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A rubric that teachers and students can use to evaluate and build awareness of key civic and social and emotional skills students practice during the simulation.

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



# LIVES IN BALANCE AT-A-GLANCE



## WHY ITHRIVE SIM: LIVES IN BALANCE?

**iThrive Sim: Lives in Balance** is designed to engage your students in an empowering civic and social and emotional learning experience. Our scaffolding approach encourages “learning by doing” in the form of role-play simulation. We provide students with the tools, techniques, resources, and motivation to advocate for themselves. To do so, they use data, primary source documents, and their own values and communication skills to guide them. This role-playing simulation was designed for virtual classrooms but can also be played in person without video conferencing software. You can review all recommended implementation options in this [Implementation Guide](#).

### ROLE OF THE TEACHER

In **iThrive Sim: Lives in Balance**, students control the conversation and make the decisions. The teacher’s role is to 1) prepare students to engage in and learn from the simulation, 2) launch and run the simulation from the *iThrive Sim* platform (**unless iThrive Sim staff is facilitating for you**), 3) observe the simulation live or via recording if possible, and 4) guide students in debriefing the simulation.

### TECHNOLOGY SPECS

The **iThrive Sim** platform is device-agnostic and web-based. It will work anywhere you have WiFi. You can use any device. It does require 1:1 devices for you and students, and you will need video conferencing software, such as Zoom.

**TIP:** For players using one screen, please advise them to size the *iThrive Sim: Lives in Balance* game window to at least half the screen size so they can see the whole platform. If players can use two screens to play, they can use one for video conferencing software and one for the *iThrive Sim* platform. Players on mobile phones will need to toggle between the two applications.

### CLASSROOM SETUP

**iThrive Sim: Lives in Balance** was designed to be played by six students, virtually or in person. Classes can be divided into groups of six to play. Consult our [Implementation Guide](#) for different set-up options that can accommodate various scheduling needs and class sizes.

### HOW LONG DOES THIS TAKE?

In addition to prep time, teachers should plan to devote at least three class periods of 45 minutes each to teaching with **iThrive Sim: Lives in Balance**: one period to prepare for the simulation with students, one period to play and one period to debrief.

Teachers should allow extra time for extension activities of their choice, including our [suggested activities](#). Not including optional activities, students should plan to spend about 45 minutes outside of class preparing for the simulation.



# LEARNING OBJECTIVES AND STANDARDS



## IN ITHRIVE SIM: LIVES IN BALANCE, STUDENTS WILL BE ABLE TO:

- Articulate states' vs federal powers as granted by the 10th Amendment to the Constitution.
- Describe the balance of individual rights and responsibilities in an organized society.
- Describe how federal and state government officials influence and negotiate with one another, especially in a time of crisis.
- Practice negotiating and compromising with people who don't share their point of view.
- Practice responsible decision-making.
- Advocate for their own and others' interests.
- Demonstrate self-management while under stress.
- Practice clear communication.

**ITHRIVE SIM: LIVES IN BALANCE** meets the standards outlined below, including CASEL-aligned Social and Emotional Learning (SEL) standards; Learning for Justice Social Justice Standards; national College, Career, and Civic Life (C3) Framework standards; California's History-Social Science content standards; and Common Core English Language Arts (ELA) Standards for History/Social Studies. We begin with Social and Emotional Learning standards because grounding learning experiences in SEL enhances relationships and engagement, ultimately supporting mastery of content.

## SOCIAL AND EMOTIONAL LEARNING (SEL) STANDARDS

*ithrive Sim: Lives in Balance* aligns to standards for each of the [Core SEL Competencies](#): self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. Specific standards language is from the [Minnesota K-12 SEL Standards](#).

### SELF-AWARENESS

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- Advocate for the rights of self and others.

### SELF-MANAGEMENT

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- Practice strategies for recognizing and coping with stress/distress.

## SOCIAL AWARENESS

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- Express understanding of those who hold different opinions.
- Ask questions of others to deepen understanding of the perspective of others.
- Differentiate between the factual and emotional content of what a person says.

## RESPONSIBLE DECISION-MAKING

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- Demonstrate ability to consider personal responsibility, social norms, safety concerns and ethical standards in making decisions.
- Assess lessons learned from past experiences and mistakes when making decisions.
- Analyze and evaluate evidence, arguments, claims, and beliefs to inform effective decisions.
- Describe and apply negotiation skills.

## RELATIONSHIP SKILLS

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- Use assertive communication to get needs met without negatively impacting others.

## LEARNING FOR JUSTICE SOCIAL JUSTICE STANDARDS

<b>DIVERSITY ANCHOR STANDARD #10:</b>	Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
<b>JUSTICE ANCHOR STANDARD #12:</b>	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
<b>JUSTICE ANCHOR STANDARD #14</b>	Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

## COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK SOCIAL STUDIES STANDARDS

*Lives in Balance* aligns to [national C3 social studies standards](#) in Dimensions 2-4 for grades 9-12.

### DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

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#### CIVICS

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|-----------------------|---|
| <b>D2.Civ.1.9-12</b>  | Distinguish the powers and responsibilities of local, state, tribal, national and international civic and political institutions. |
| <b>D2.Civ.6.9-12</b>  | Critique relationships among governments, civil societies, and economic markets.  |
| <b>D2.Civ.9.9-12</b>  | Use appropriate deliberative processes in multiple settings.  |
| <b>D2.Civ.13.9-12</b> | Evaluate public policies in terms of intended and unintended outcomes, and related consequences.                                  |

## ECONOMICS

- D2.Eco.8.9–12** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

## GEOGRAPHY

- D2.Geo.2.9–12** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
- D2.Geo.8.9–12** Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

## DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

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- D3.3.9–12** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

## DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

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- D4.7.9–12** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

# CALIFORNIA HISTORY—SOCIAL SCIENCE CONTENT STANDARDS

*iThrive Sim: Lives in Balance* aligns to [12th grade History—Social Science Content Standards for California Public Schools under the theme of Principles of American Democracy](#).

- HS.12.PAD.12.3** Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
- HS.12.PAD.12.3.2** Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
- HS.12.PAD.12.7** Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- HS.12.PAD.12.7.1** Explain how conflicts between levels of government and branches of government are resolved.
- HS.12.PAD.12.7.2** Identify the major responsibilities and sources of revenue for state and local governments.
- HS.12.PAD.12.7.3** Discuss reserved powers and concurrent powers of state governments.

**HS.12.PAD.12.7.4**

Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.

## COMMON CORE ENGLISH LANGUAGE ARTS (ELA) STANDARDS FOR HISTORY/SOCIAL STUDIES

*iThrive Sim: Lives in Balance* aligns to [11th-12th grade Common Core English Language Arts \(ELA\) Standards for History/Social Studies](#).

**CCSS.ELA-LITERACY.RH.11-12.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**CCSS.ELA-LITERACY.RH.11-12.3**

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**CCSS.ELA-LITERACY.RH.11-12.7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**CCSS.ELA-LITERACY.RH.11-12.8**

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**CCSS.ELA-LITERACY.RH.11-12.9**

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.



## “WHEN I MADE DECISIONS, I...”

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<b>CLARIFIED THE MAIN ISSUE OR QUESTION</b>	I didn't clarify the main issue or question at hand	I clarified the main issue or question but didn't challenge assumptions I had about it to be sure I understood it fully	I clarified the main issue or question and addressed any assumptions I had about it to be sure I understood it fully
<b>EXAMINED MY OPTIONS</b>	I didn't identify or examine my options	I identified some options but I didn't compare them	I identified my options and thought through the pros and cons of each of them
<b>FOUND AND EVALUATED RELEVANT INFORMATION</b>	I didn't find relevant information, including my teammates' perspectives, to guide my decision	I found relevant information, including my teammates' perspectives, but I didn't critically evaluate its usefulness (accuracy, quality, bias, etc.)	I found relevant information, including my teammates' perspectives, and I critically evaluated its usefulness (accuracy, quality, bias, etc.)
<b>PREDICTED THE IMPACT OR CONSEQUENCES FOR MYSELF, OTHERS, AND THE WORLD</b>	I didn't predict how my decision would impact me, my team, other people, or the world	I predicted how the decision would impact people in a limited way (ex: how it would impact me only)	I predicted and described the impact of the decision on people from multiple viewpoints (ex: mine, people in groups I'm a part of, people in groups I'm not a part of, the greater good)
<b>CHANNELED EMOTIONS IN A HELPFUL WAY</b>	I didn't notice my emotional reactions at all, or they caused me to shut down or disengage	I noticed my emotional reactions, and I overrode them to make decisions	I noticed my emotional reactions and channeled them into working with others and making decisions I felt good about
<b>ADVOCATED FOR MY POINT OF VIEW WHILE CONSIDERING OTHERS' PERSPECTIVES</b>	I did not advocate for my point of view	I advocated for my point of view but I dismissed others in the process or disengaged and made one-sided decisions	I advocated for my point of view and stayed engaged with others in a positive way even when we disagreed
<b>MADE AND COMMUNICATED MY DECISION AND THE THINKING BEHIND IT</b>	I didn't make a decision or I didn't communicate the decision I made	I made a decision but didn't communicate it or didn't share why I chose it	I communicated my decision and described the relevant information and considerations I relied on to make it