



LIVES IN BALANCE

# TEACHER CHECKLIST

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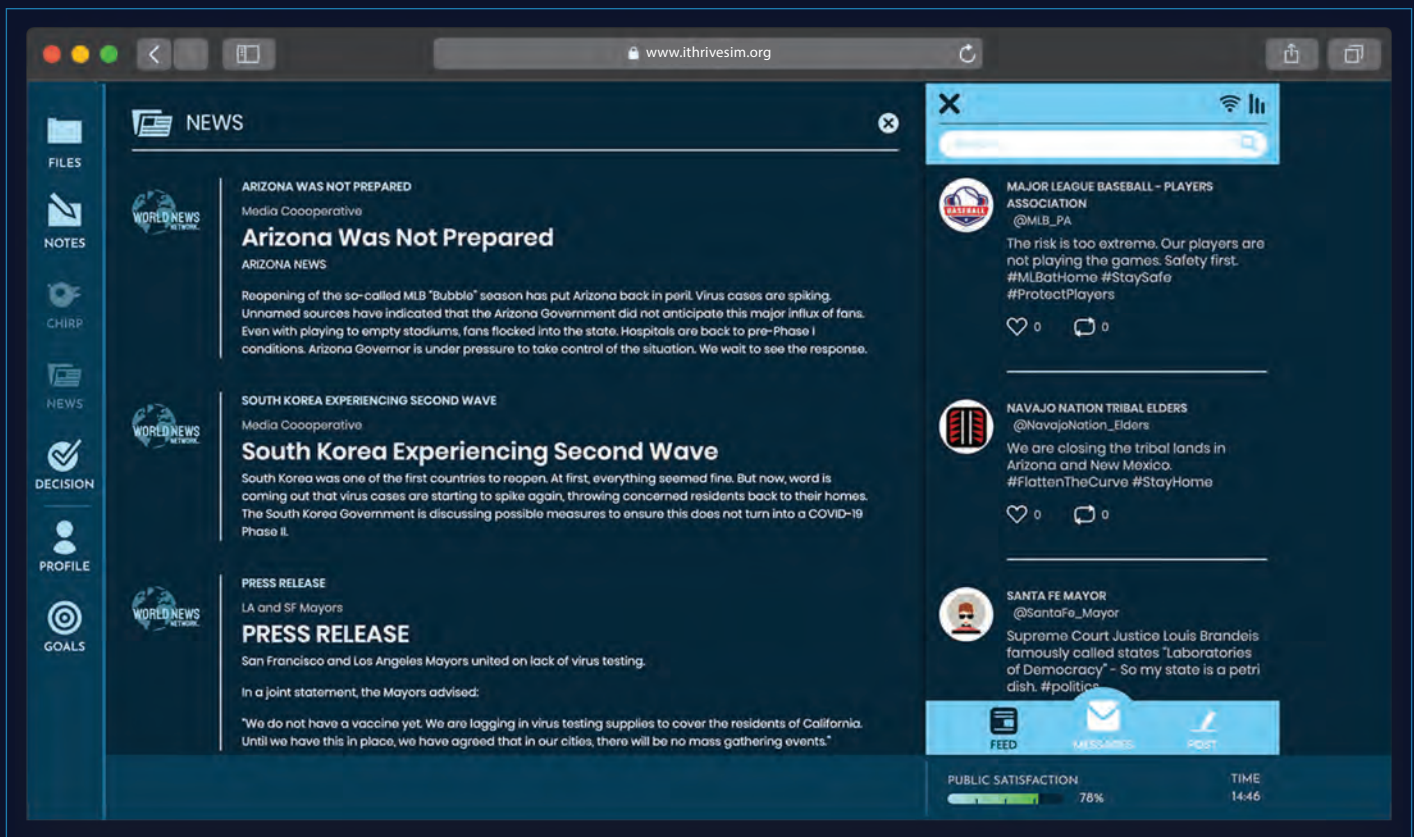
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# A NOTE ABOUT CONTENT

As you think about norms for engaging with this scenario, remember that it centers on a pandemic and includes themes of infection and loss of life, unemployment, stay-at-home orders, and systemic marginalization and disproportionate suffering of communities of color.

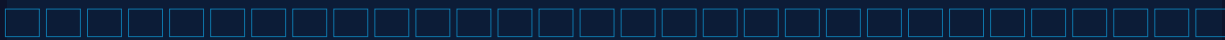
These issues may trigger unpleasant or even traumatic experiences for students that may impact their participation. Consider offering alternatives, one-to-one check-ins, and/or extra support (including access to counseling staff) for students who may find this content especially difficult. You may also want to offer some type of journaling or reflection prompt related to how students have coped with a pandemic prior to playing.



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



# LIVES IN BALANCE TEACHER CHECKLIST



## PRE-SIM PREP: TEACHER (OUTSIDE OF CLASS) 🕒 45 MINUTES

- **REGISTER ON ITHRIVESIM.ORG (5 minutes):** Complete the teacher registration form on [ithrivesim.org](http://ithrivesim.org) to use the simulation.
- **CHOOSE YOUR IMPLEMENTATION APPROACH (5 minutes):** Review the [Implementation Guide](#) and select the set-up option that works best for your classroom.
- **SCHEDULE VIDEO CALLS AS APPLICABLE (10 minutes):** See [Implementation Guide](#) for guidance and schedule video calls with students as you normally would.
- **ASSIGN ROLES (10 minutes):** Complete the [Lives in Balance Role Assignment Sheet](#) and email the completed sheet to [support@ithrivegames.org](mailto:support@ithrivegames.org).
- **EMAIL ROLE PREP INFORMATION TO STUDENTS (10 minutes):** Send the link to the PDF of each role-playing preparation packet to the student playing that role, based on your role assignment sheet.



CALIFORNIA GOVERNOR

LINK TO CHARACTER PACKET

<https://bit.ly/3rzpOES>



NEW MEXICO GOVERNOR

LINK TO CHARACTER PACKET

<https://bit.ly/3t8DCX0>



NEVADA GOVERNOR

LINK TO CHARACTER PACKET

<https://bit.ly/3bwfzeQ>



ARIZONA GOVERNOR

LINK TO CHARACTER PACKET

<https://bit.ly/3bwODf9>



U.S. DEPUTY SECRETARY OF COMMERCE

LINK TO CHARACTER PACKET

<https://bit.ly/3qy8AGC>



PRINCIPAL DEPUTY DIRECTOR, CDC

LINK TO CHARACTER PACKET

<https://bit.ly/3clJoxM>

- **REVIEW PRE-SIMULATION POWERPOINT (5 minutes):** Look over the slides of the [Pre-Simulation PowerPoint](#) to familiarize yourself with the content before walking students through it.

## PRE-SIM PREP: STUDENTS (OUTSIDE OF CLASS) 🕒 45 MINUTES

Copy and send these steps and links to your students:

- **REVIEW ROLE PREP INFORMATION AND COMPLETE ROLE REFLECTION EXERCISE (40 minutes):** See instructions in the role-playing preparation packet for your character.

- **WATCH SIMULATION TRAILER (3 minutes)**: Watch [the trailer](#) for Lives in Balance to get familiar with the scenario you'll be playing.
- **WATCH ITHRIVE SIM TUTORIAL VIDEO (2 minutes)**: Watch [this tutorial video](#) to preview how to navigate the *iThrive Sim* platform.

## PRE-SIM PREP: IN CLASS



**45 MINUTES**

- **PRESENT THE PRE-SIM POWERPOINT (25 minutes)**: Discuss the concepts presented and answer questions. You can view a PDF version of the PowerPoint [here](#).
- **INTRODUCE VOCABULARY LIST (5 minutes)**: Share the simulation [vocabulary list](#) and go over any unfamiliar terms.
- **OVERVIEW DECISION-MAKING RUBRIC (15 minutes)**: Introduce components of [the rubric](#) and answer questions. Tell students they'll have a chance to evaluate themselves using this rubric after the simulation.

## DURING SIM (USE AS NEEDED)



**45 MINUTES**

- Use this [TEACHER OBSERVATION LOG](#) to record your impressions as you watch the simulation unfold (if you are able to observe).
- Consult this [SYNOPSIS AND DECISIONS](#) guide (contains spoilers) for an outline of the plot of the scenario and the decisions your students will face. This is especially helpful if you're not able to observe all groups.
- You and your students can refer to this [TECH TROUBLESHOOTING GUIDE](#) for help addressing issues related to using video conferencing software alongside the *iThrive Sim* platform.

## POST-SIM: IN CLASS DEBRIEF & EVALUATION



**45 MINUTES**

- **DE-ROLE (5 minutes)**: Use [this short process](#) directly after the simulation to help students separate from the roles they played.
- **CAMPFIRE (25 minutes)**: Lead a class debrief discussion using the process outlined [here](#).
- **EVALUATION (15 minutes)**: Optionally, as a growth opportunity, ask students to evaluate their decision-making behaviors during the simulation using the [Decision-Making Rubric](#).