



ithrive
SIM

FOLLOW 
THE FACTS

BREAKING NEWS

PACKET 1:

OVERVIEW,
LEARNING
OBJECTIVES,
& STANDARDS

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

iThrive Sim: Follow the Facts © 2021 by iThrive Games Foundation
is licensed under Attribution-NonCommercial-ShareAlike 4.0 International.

To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>



TABLE OF CONTENTS

FOLLOW THE FACTS AT-A-GLANCE

An overview of the purpose, core features, and implementation basics of *iThrive Sim: Follow the Facts*.

LEARNING OBJECTIVES

This guide—meant to be easy to share with administrators—outlines the simulation’s learning objectives.

STANDARDS

This guide—meant to be easy to share with administrators—outlines the national and state-level Social and Emotional Learning, Social Justice, Civics, and English Language Arts standards that this simulation aligns with.

POST-SIM STUDENT REFLECTION AND SELF-EVALUATION

Teachers and students can use this post-simulation reflection—in addition to a between-episodes version—to help students evaluate their awareness and skills in the simulation’s primary learning areas of media literacy, collaboration, and bias.



FOLLOW THE FACTS AT-A-GLANCE

WHAT IS ITHRIVE SIM: FOLLOW THE FACTS?

A storm is coming. A mysterious illness has the community on edge. Residents have questions about their safety and the state of the city's infrastructure. Officials stand by their reports. What's the truth?

In *iThrive Sim: Follow the Facts*, your high school classroom transforms into a newsroom as your students step into the role of reporters. Seeking the truth, they'll dig deep to find credible sources and collaborate to get the story out about an impending storm in this media literacy role-playing simulation.

Follow the Facts is designed to encourage "learning by doing." It provides students with the tools, techniques, resources, and motivation to decide for themselves. To do so, they use data, primary source documents, and their own values and communication skills to guide them.

Follow the Facts was designed for virtual classrooms but can also be played in person without video conferencing software. You can review all of our recommended implementation options in this [Implementation Guide](#).

ROLE OF THE TEACHER

In *iThrive Sim: Follow the Facts*, your students control the conversation and make the decisions. The role of the teacher is to:

- Prepare students to engage in and learn from the simulation.
- Launch and run the simulation from the *iThrive Sim* platform (unless iThrive Sim staff is doing this for you).
- Observe the simulation live, or if that is not possible, via a recording.
- Guide students in debriefing the simulation.
- Support students to process personal and societal connections to the scenario's content using trauma-sensitive practices.

TECHNOLOGY SPECS

The *iThrive Sim* platform is web-based and device-agnostic. It will work anywhere you have WiFi. You can use any device. It does require 1:1 devices for the teacher and each student, as well as video conferencing software, such as Zoom, if offered virtually. Players on mobile phones will need to toggle between the two applications.

TIP: For players using one screen, please advise them to size the *iThrive Sim* game window to at least half the screen size (using the other half for the video conferencing software) so they can see the whole platform.

CLASSROOM SETUP

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

HOW LONG DOES IT TAKE?

Including prep work and debrief, plan to devote four to five class periods of 45 minutes each to teaching *iThrive Sim: Follow the Facts*.

SAMPLE SCHEDULE FOR 45-MINUTE CLASS PERIODS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PREP	EPISODE 1 AND DE-ROLE	BETWEEN-EPISODES REFLECTION AND STRATEGY SESSION	EPISODE 2 AND DE-ROLE	CAMPFIRE AND SELF-EVALUATION

Allow extra time for other curricular content you choose to use to set up and extend the learning from the simulation. We offer suggested activities, or you may use whatever content best meets your needs.



LEARNING OBJECTIVES

In *iThrive Sim: Follow the Facts*, students will be able to:

- Describe how the media shapes public opinion and behavior.
- Collaborate to see the bigger picture of a situation and create accurate news.
- Successfully rank the quality and value of varying sources of information.
- Practice effectively sourcing information in a digital world.
- Become aware of and describe bias and its impact on reporting, selecting, and interpreting news.
- Demonstrate self-management while under stress.
- Practice clear communication.



STANDARDS ALIGNMENT

iThrive Sim: Follow the Facts 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: Follow the Facts 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

- Describe how external events or internal thoughts can trigger multiple emotions.
- Advocate for the rights of self and others.

SELF-MANAGEMENT

- Practice strategies for recognizing and coping with stress/distress.
- Evaluate how one's own behaviors influence the environment and society.
- Analyze if one is behaving in line with ethical values and adjust accordingly.

SOCIAL AWARENESS

- Ask questions of others to deepen understanding of the perspective of others.
- Compare multiple perspectives on an issue.
- Differentiate between the factual and emotional content of what a person says.

- Demonstrate an understanding of how stereotyping, prejudice and discrimination affect the design of institutions and social structures.
- Evaluate strategies for recognizing and opposing stereotyping, prejudice and discrimination among individuals, institutions and social structures.

RELATIONSHIP SKILLS

- Create positive group dynamics to move group efforts forward.
- Use assertive communication to get needs met without negatively impacting others.

RESPONSIBLE DECISION-MAKING

- 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.
- Identify and ask systematic questions that clarify various points of view and lead to the best solution.
- Analyze and evaluate evidence, arguments, claims, and beliefs to inform effective decisions.

LEARNING FOR JUSTICE: SOCIAL JUSTICE STANDARDS

iThrive Sim: Follow the Facts aligns to the following [Learning for Justice Social Justice Standards](#):

DIVERSITY ANCHOR STANDARD #10

Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE ANCHOR STANDARD #12

Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

JUSTICE ANCHOR STANDARD #13

Students will analyze the harmful impact of bias and injustice on the world, historically and today.

JUSTICE ANCHOR STANDARD #14

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.

ACTION ANCHOR STANDARD #17

Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

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

iThrive Sim: Follow the Facts aligns to the following [national C3 social studies standards](#) in Dimensions 1-4 for grades 9-12.

- D1.5.9-12** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

CIVICS

- D2.Civ.5.9-12** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
- D2.Civ.7.9-12** Apply civic virtues and democratic principles when working with others.
- D2.Civ.9.9-12** Use appropriate deliberative processes in multiple settings.
- D2.Civ.10.9-12** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

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.12.9-12** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

HISTORY

- D2.His.1.9-12** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.14.9-12** Analyze multiple and complex causes and effects of events in the past.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

- D3.1.9–12** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- 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.
- D3.4.9–12** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

- D4.1.9–12** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- D4.4.9–12** Critique the use of claims and evidence in arguments for credibility.
- D4.5.9–12** Critique the use of the reasoning, sequencing, and supporting details of explanations.
- D4.6.9–12** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

CALIFORNIA HISTORY—SOCIAL SCIENCE CONTENT STANDARDS

iThrive Sim: Follow the Facts aligns to **12th grade History—Social Science Content Standards for California Public Schools under the theme of Principles of American Democracy.**

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES

- HS.12.PAD.12.8.1** Discuss the meaning and importance of a free and responsible press.
- HS.12.PAD.12.8.2** Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
- HS.12.PAD.12.8.3** Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

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

iThrive Sim: Follow the Facts 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.

- ▶ ITHRIVE SIM: FOLLOW THE FACTS
STUDENT REFLECTION

BETWEEN SESSIONS: REFLECT AND STRATEGIZE

TIME: 15-45 MINUTES
(IN CLASS OR AS HOMEWORK)

OBJECTIVE:

Students reflect on how they engaged with the content and collaborated with their peers during Episode 1 of *iThrive Sim: Follow the Facts*, then strategize about how they will engage in Episode 2.

SEQUENCE:

Use this activity between Episode 1 and Episode 2.

INSTRUCTIONS:

- Say something like: “Let’s take some time to think more deeply about how you engaged and collaborated while you played *Follow the Facts*. We’re going to be playing a new episode of this simulation soon, so there will be opportunities to do things differently next time.”
- Have students complete the [Reflecting On How I Played Follow the Facts](#) worksheet on the next page. They should hold onto their responses to revisit after they play Episode 2.
- If doing the activity in class, invite students to share reflections and strategies in pairs, small groups, or a whole-class discussion. Ask students to share the strategies they heard from others that they’d like to try themselves.
- Ideally, tell students that they will not be graded on their honest self-evaluation, just on completion of the exercise.



REFLECTING ON HOW I PLAYED FOLLOW THE FACTS: EPISODE 1

STEP ONE: Fill out this **SELF-EVALUATION RUBRIC** based on your experience playing Episode 1.

HOW I HANDLED:	0	1	2	SCORE I GAVE MYSELF AND WHY:	WHAT I'LL TRY DIFFERENTLY OR ASK FOR NEXT TIME:
COLLABORATING WITH MY TEAM	I didn't talk to, engage with, or listen to my team much at all.	I spoke, listened, or engaged only when I really had to, or less than I would have liked.	I actively shared my thoughts and reactions and listened closely to others.		
MY EMOTIONS	I didn't notice how I was feeling at all, or I was shut down by difficult emotions like frustration or being overwhelmed.	I managed difficult emotions that arose sometimes, but other times they were too much.	I used strategies to handle any difficult emotions I felt and was able to engage fully.		
THE AMOUNT OF INFORMATION	There was so much information that I avoided it altogether.	I sometimes disengaged or stopped trying when there was too much to read.	I used a strategy (like focusing in one place for a while) to read what I could and kept moving forward.		
RECOGNIZING BIAS	I didn't notice bias in the simulation or myself; I wasn't looking for it.	I noticed bias in the simulation or myself but it did not really change how I made my choices.	I was aware of bias in the simulation and in myself and that awareness helped me make less biased choices.		
SOURCING INFORMATION	I chose sources randomly, or because someone else said to.	I thought about which sources seemed good, but I didn't choose them with the C.R.A..A.P. Test in mind.	I used elements of the C.R.A..A.P. Test several times to help me pick good sources.		

STEP TWO: Finally, thinking about your experience playing Episode 1 of Follow the Facts, respond to the prompts below.

1. While I was playing Episode 1, I mostly felt these emotions (use this [emotion list](#) if you'd like):
 -
 -
 -
2. One thing I learned about the news/journalism from Episode 1 was:
3. One thing I noticed about finding good sources in Episode 1 was:
4. One thing I noticed about myself while playing Episode 1 was:
5. One thing I noticed about my collaboration or communication approach in Episode 1 was:

▶ ITHRIVE SIM: FOLLOW THE FACTS
POST-SIM ACTIVITY

POST-SIM: REFLECT AND SELF-EVALUATE

TIME: 15-45 MINUTES
(IN CLASS OR AS HOMEWORK)

OBJECTIVE:

Students reflect on how they engaged with the content and collaborated with their peers during Episode 2 of *iThrive Sim: Follow the Facts* as a way to wrap up the experience and carry learning forward.

SEQUENCE:

Use this activity after finishing both episodes of the simulation.

INSTRUCTIONS:

- Say something like: “Let’s take some time to think more deeply about how you engaged and collaborated while you played Follow the Facts, especially about how playing the second time compared to playing the first time.”
- Have students complete the [Self-Evaluation Rubric](#). They should refer to their answers to the [Reflecting On How I Played Follow the Facts](#) activity as they respond.
- If doing this activity in class, invite students to share reflections in pairs, small groups, or a whole-class discussion. Ask students to share how their experience was similar to and different from their classmates’ experiences, and from the first time they played.
- Ideally, tell students that they will not be graded on their honest self-evaluation, just on completion of the exercise.



REFLECTING ON HOW I PLAYED FOLLOW THE FACTS: EPISODE 2

STEP ONE: Fill out this **SELF-EVALUATION RUBRIC** based on your experience playing Episode 2.

HOW I HANDLED:	0	1	2	SCORE I GAVE MYSELF AND WHY:	HOW THIS COMPARES TO THE FIRST TIME I PLAYED:
COLLABORATING WITH MY TEAM	I didn't talk to, engage with, or listen to my team much at all.	I spoke, listened, or engaged only when I really had to, or less than I would have liked.	I actively shared my thoughts and reactions and listened closely to others.		
MY EMOTIONS	I didn't notice how I was feeling at all, or I was shut down by difficult emotions like frustration or being overwhelmed.	I managed difficult emotions that arose sometimes, but other times they were too much.	I used strategies to handle any difficult emotions I felt and was able to engage fully.		
THE AMOUNT OF INFORMATION	There was so much information that I avoided it altogether.	I sometimes disengaged or stopped trying when there was too much to read.	I used a strategy (like focusing in one place for a while) to read what I could and kept moving forward.		
RECOGNIZING BIAS	I didn't notice bias in the simulation or myself; I wasn't looking for it.	I noticed bias in the simulation or myself but it did not really change how I made my choices.	I was aware of bias in the simulation and in myself and that awareness helped me make less biased choices.		
SOURCING INFORMATION	I chose sources randomly, or because someone else said to.	I thought about which sources seemed good, but I didn't choose them with the C.R.A..A.P. Test in mind.	I used elements of the C.R.A..A.P. Test several times to help me pick good sources.		

STEP TWO: Finally, thinking about your experience playing Episode 2 of Follow the Facts, respond to the prompts below.

1. While I was playing Episode 2, I mostly felt these emotions (use this [emotion list](#) if you'd like):

-
-
-

2. One thing I learned about the news/journalism from Episode 2 was:

3. One thing I noticed about finding good sources in Episode 2 was:

4. One thing I noticed about myself while playing Episode 2 was:

5. One thing I noticed about my collaboration or communication approach in Episode 2 was:

6. One thing I did differently the second time I played compared to the first was:

7. Overall, what I would say about this experience is: