

## IMPLEMENTATION GUIDE

*iThrive Sim: Leading Through Crisis* was designed to be experienced virtually or in person by **six players** across **four to five class periods of 45 minutes each**.

The simulation plays out across **two episodes of 30 minutes each**. If you have a window of 60 minutes available, you can play the simulation in a single session (not including prep and debrief time). For the purposes of this guide, we assume 45-minute class periods and give instructions for scheduling two play sessions of 30 minutes each.

This guide offers a few ways to implement the simulation, including in-person and hybrid options (see pages 6 to 8), depending on your class size and teaching schedule. It also offers pros and cons of each implementation approach.

## OPTION #1: ONE GROUP OF SIX

### GAME ROOM #1



**EPISODE 1: MONDAY, 9:00 AM**

### GAME ROOM #1



**EPISODE 2: WEDNESDAY, 9:00 AM**

### USE THIS APPROACH IF:

- You are working with a small class or section of six or are offering a club or enrichment activity for a group of six students.

### STEPS:

- Schedule your two simulation sessions and video conferencing calls, one each for Episode 1 and Episode 2 (30 minutes each).
- Assign the six roles to your students using the [Role Assignment Sheet](#).
- Observe the sessions using video conferencing software and the *iThrive Sim* platform.

### VARIATIONS:

- If you have five students in a group, you can still play the simulation. Just don't assign anyone to the Secretary of Transportation role.

## OPTION #1: ONE GROUP OF SIX (CONT'D)

### PROS OF THIS APPROACH

- It's the most straightforward logistically.
- The teacher can observe each session in its entirety.
- Every student plays one of the six character roles.

### CONS OF THIS APPROACH

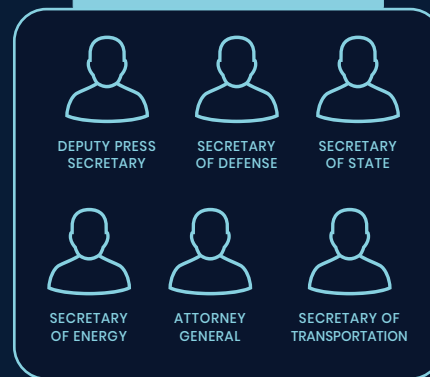
- It won't work for groups larger than six students.

## OPTION #2: SOME STUDENTS OBSERVE

### GAME ROOM #1



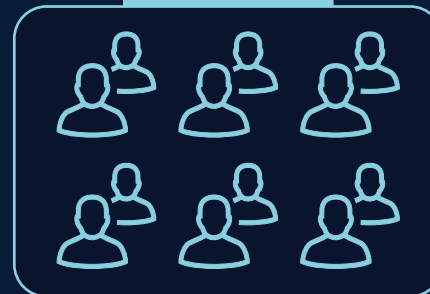
### GAME ROOM #1



### OBSERVERS



### OBSERVERS



**EPISODE 1: MONDAY, 9:00 AM**

**EPISODE 2: WEDNESDAY, 9:00 AM**

### USE THIS APPROACH IF:

- You are working with a full class.
- Options 3-4 below are not possible for you but you still want to use *iThrive Sim*, even if not every student gets to play one of the six character roles.

## OPTION #2: SOME STUDENTS OBSERVE (CONT'D)

### STEPS:

- Schedule your two simulation sessions and video conferencing calls, one each for Episode 1 and Episode 2 (30 minutes each)
- Identify and recruit six of your students to play.
- Assign the six roles to your students who will be playing using the [Role Assignment Sheet](#).
- Have the six students play their roles while the rest of the class observes via the video conferencing software.
- We recommend giving observing students a task to support engagement. For example, you might ask observers to use the [Decision-Making Rubric](#) to analyze how different characters are demonstrating aspects of that decision-making process.

### PROS OF THIS APPROACH

- A class that wouldn't otherwise be able to participate in *iThrive Sim* can still get a taste of the experience.
- Six students get to play character roles.
- Scheduling and logistical setup are straightforward.
- The teacher can observe each session in its entirety.

### CONS OF THIS APPROACH

- Many/most students don't get to play a character role.
- If you choose to run the simulation again with the same class, those who observed will already know what happens in the scenario.

**NOTE:** We don't recommend that observing students login to the *iThrive Sim* platform using the **Observer** login. A primary reason is that the Observer role in the platform allows chirping and direct messaging, but is anonymous, so the platform won't be able to tell you which person wrote which material.

## OPTION #3: MULTIPLE GROUPS OF SIX, ONE AT A TIME

### GAME ROOM #1



**EPISODE 1: MONDAY, 9:00 AM**  
**EPISODE 2: WEDNESDAY, 9:00 AM**

### GAME ROOM #2



**EPISODE 1: TUESDAY, 9:00 AM**  
**EPISODE 2: THURSDAY, 9:00 AM**

### GAME ROOM #3



**EPISODE 1: WEDNESDAY, 11:30 AM**  
**EPISODE 2: FRIDAY, 11:30 AM**

## OPTION #3: MULTIPLE GROUPS OF SIX, ONE AT A TIME (CONT'D)

### USE THIS APPROACH IF:

- You are working with a full class.
- You want each of your students to play one of the six roles written for the simulation.
- Your schedule allows for multiple groups of six to play at different times or on different days.

### STEPS:

- Divide your students into groups of six.
- Schedule as many simulation sessions and video conference calls as you need (two per group of six) for different days/times.
- Assign the six roles to students in each group using the [Role Assignment Sheet](#).
- Plan to join and observe each session.

### VARIATIONS:

- If you have five students in a group, you can still play the simulation. Just don't assign anyone to the Secretary of Transportation role. If that role is unfilled, the game will make the decisions for it automatically.

#### PROS OF THIS APPROACH

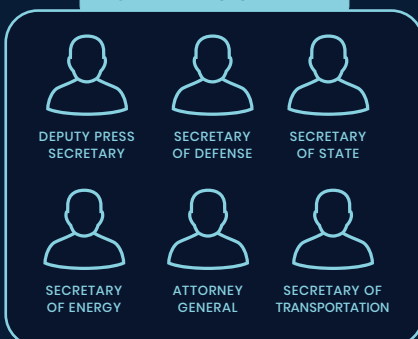
- Every student plays one of the six character roles.
- The teacher can observe each session in its entirety.

#### CONS OF THIS APPROACH

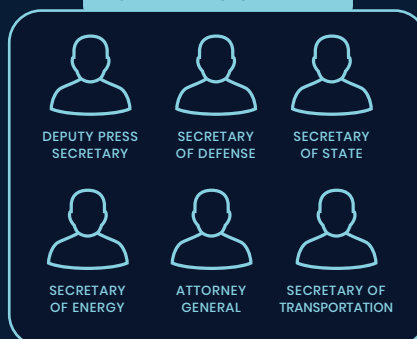
- It requires you to devote more than two class sessions to the simulation.

## OPTION #4: MULTIPLE GROUPS OF SIX, ALL AT ONCE

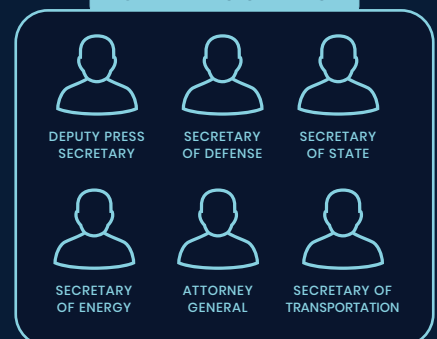
### GAME ROOM #1



### GAME ROOM #2



### GAME ROOM #3



**EPISODE 1: MONDAY, 9:00 AM**

**EPISODE 2: WEDNESDAY, 9:00 AM**

## OPTION #4: MULTIPLE GROUPS OF SIX, ALL AT ONCE (CONT'D)

### USE THIS APPROACH IF:

- You are working with a full class.
- You want each of your students to play one of the six roles written for the simulation.
- All the groups of six must play the two episodes at the same time on the same days.

### STEPS:

- Divide your students into groups of six.
- Schedule as many game sessions as you need (two per group of six) for the same days and times.
- Assign the six roles to students in each group using the [Role Assignment Sheet](#).
- Give each group their own virtual space for the simulations. Do this by setting up a video conference call with breakout rooms (if allowed at your school) for each play session, or schedule multiple video calls that you can launch at the same time.

### VARIATIONS:

- If you have five students in a group, you can still play the simulation. Just don't assign anyone to the Secretary of Transportation role. If that role is unfilled, the game will make the decisions for it automatically.
- If you have one group remaining that's smaller than five and you can't identify other volunteers (TAs, other teachers, etc.) to play roles, consider having those remaining students observe the simulation. Give them a specific task to do while they watch.
- If it is available to you, recruit other teachers or teacher assistants to help you observe and supervise groups.
- Some teachers use a browser extension or an app that splits their screen to observe multiple virtual groups of students in different sessions at once.

#### PROS OF THIS APPROACH

- Every student plays one of the six character roles.
- Teachers can drop into each breakout room to observe the sessions.

#### CONS OF THIS APPROACH

- It is possible, but logistically more challenging, to create breakout rooms or multiple video conferencing sessions and to launch multiple game sessions in different game rooms at the same time.
- The primary teacher of the class cannot observe each session in its entirety.

## OPTION #5: IN-PERSON IMPLEMENTATION

Any of the implementation approaches described above can also be used in an in-person classroom setting.

### USE THIS APPROACH IF:

- You are offering the simulation in a classroom where students are physically present.

### STEPS:

- Select your implementation approach from the options above.
- Assign the six roles to the students in each group using the [Role Assignment Sheet](#).
- Divide your class into groups of six as needed.
- Schedule as many simulation sessions as you need (two per group of six).
- Implement the scenario in the classroom using 1:1 devices for access to the *iThrive Sim* platform and no video conferencing software.

### ROOM SET-UP:

- Physically group students by role-play teams. Each student should have their own device so they can view the *iThrive Sim* platform.
- Create clusters of desks for each group, as far apart from other clusters as possible to reduce noise/distractions.
- Make sure all students have headphones so students can hear the videos that play automatically without worrying about background noise. If that is not an option designate one person in each team to play the videos from the platform.
- Float from cluster to cluster to observe each group's play. Recruit help from another teacher or teacher assistant if possible to better observe all groups.

### VARIATIONS:

- If you don't have a group of six, you can play with a group of five by leaving the Secretary of Transportation role unassigned.
- If you have one group left over that's smaller than five and you can't identify other volunteers (TAs, other teachers, etc.) to play roles, consider having those remaining students observe the simulation. Give them a specific task to do while they watch.

### MATERIALS TO HAVE ON HAND:

- [Teacher Observation Log](#)
- Backup Headphones (if available)
- Leading Through Crisis Synopsis and Decisions [Part 1](#) and/or [Part 2](#)
- [Links to any in-game video file](#) in the unusual case they don't automatically play. Click the link and share your screen with students to display the video.

## OPTION #6: HYBRID IMPLEMENTATION

### USE THIS APPROACH IF:

- You are working with a full class in a hybrid model in which one class of students is split into in-person and online groups for the same period.

**NOTE:** If you use another type of hybrid model, you may be able to use either the in-person or virtual implementation options as they are written in this Implementation Guide. Please contact us at [contact@ithrivegames.org](mailto:contact@ithrivegames.org) for troubleshooting help if you use a hybrid model that is not addressed here.

### STEPS:

- Divide your students into groups of six, grouping in-person students with other in-person students and online students with other online students.

**NOTE:** We recommend that you don't place in-person and online students in the same group. This is primarily to avoid issues related to background noise/feedback and device sharing.

- Schedule as many simulation sessions as you need (two per group of six).
- Assign the six roles to the students in each group using the [Role Assignment Sheet](#).

#### FOR YOUR IN-PERSON STUDENTS:

- Physically group students by role-play teams. Each student should have their own device so they can view the *iThrive Sim* platform.
- Create clusters of desks for each group, as far apart from other clusters as possible to reduce noise/distractions.
- Make sure all students have headphones so students can hear the videos that play automatically without worrying about background noise. If that is not an option, designate one person in each team to play the videos from the platform.

#### FOR YOUR ONLINE STUDENTS:

- Give each online group their own virtual space for the two simulation sessions. Do this by setting up video conference calls with breakout rooms (if allowed at your school), or schedule multiple video calls that you can launch at the same time.

## OPTION #6: HYBRID IMPLEMENTATION (CONT'D)

- Decide how you will observe gameplay.

If it is available to you, recruit other teachers or teacher assistants to help you observe and supervise the in-person and online groups.

Ideally, ensure someone can observe the online students to encourage participation. Some teachers use a browser extension or an app that splits their screen to observe multiple virtual groups of students in different sessions at once.

Whoever is observing the in-person students should float from cluster to cluster to observe each team's play.

### VARIATIONS:

- If you don't have a group of six, you can play with a group of five by leaving Secretary of Transportation role unassigned.
- If you have one group left over that is smaller than five and you can not identify other volunteers (TAs, other teachers, etc.) to play roles, consider having those remaining students observe the simulation. Give them a specific task to do while they watch.

### MATERIALS TO HAVE ON HAND:

- [Teacher Observation Log](#)
- Backup headphones for in-person students
- [Tech Troubleshooting Guide](#) for online students
- Leading Through Crisis Synopsis and Decisions [Part 1](#) and/or [Part 2](#)
- [Link to any in-game video file](#) in the unusual case they don't automatically play. Click the link and share your screen with students to display the video.