



LEADING THROUGH CRISIS

OVERVIEW, STANDARDS AND LEARNING OBJECTIVES

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An overview of the purpose, core features, and implementation basics of *iThrive Sim: Leading Through Crisis*.

LEARNING OBJECTIVES

This guide outlines the simulation's learning objectives.

STANDARDS

This guide outlines the national and state-level Social and Emotional Learning, Social Justice, Civics, and English Language Arts standards that this simulation aligns with.

DECISION-MAKING RUBRIC

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](#).

WHAT IS ITHRIVE SIM: LEADING THROUGH CRISIS?

Groundbreaking legislation is about to be passed. An international incident is on the horizon. Then, a crisis shocks the nation. *iThrive Sim: Leading Through Crisis* invites high school students into the room where it happens. Playing the role of cabinet members and White House staff, students will respond to domestic and international incidents during a crisis situation. They will make high-stakes decisions, with the fate of the country in their hands.

This role-playing simulation 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. *iThrive Sim: Leading Through Crisis* was designed for virtual classrooms but can also be played in person without video conferencing software.

ROLE OF THE TEACHER



In *iThrive Sim: Leading Through Crisis*, 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 REMOTE PLAY: For players using one screen, please advise them to size the *iThrive Sim: Leading Through Crisis* 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: Leading Through Crisis was designed to be **played by six students, virtually or in person.**

Classes can be divided into groups of six to play.

HOW LONG DOES IT TAKE?

Including in-class prep work and debrief, plan to devote **approximately four to five class periods of 45 minutes each** to teaching *iThrive Sim: Leading Through Crisis*.

SAMPLE SCHEDULE FOR 45-MINUTE CLASS PERIODS

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------|-----------------------|---|-----------------------|------------------------------|
| PREP | EPISODE 1 AND DE-ROLE | BETWEEN-EPIISODES 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: Leading Through Crisis*, students will be able to:

- Describe the purpose of a U.S. president's cabinet.
- Describe the content and purpose of the 25th Amendment.
- Describe the content and purpose of the Presidential Succession Act of 1947.
- Understand why evolving situations cannot always be easily or directly addressed by the Constitution as it is written.
- Practice making high-stakes decisions with far-reaching consequences under time pressure.
- Demonstrate self-management while under stress.
- Collaborate with others who have different immediate goals than they do.
- Practice clear communication.
- Summarize a decision-making approach, including exploring pros and cons for a set of choices and thinking about the impact of including or omitting the perspectives of different individuals and groups.



STANDARDS ALIGNMENT



iThrive Sim: Leading Through Crisis 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: Leading Through Crisis 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.

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.
- Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions.

SOCIAL AND EMOTIONAL LEARNING (SEL) STANDARDS (CONT'D)

- 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.
- Describe and apply negotiation skills.

RELATIONSHIP SKILLS

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

LEARNING FOR JUSTICE: SOCIAL JUSTICE STANDARDS

DIVERSITY ANCHOR STANDARD #6

- Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

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.

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

iThrive Sim: Leading Through Crisis aligns to [national C3 social studies standards](#) in Dimensions 1-4 for grades 9-12.

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES

- 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.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

CIVICS

- D2.Civ.4.9-12** Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

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.

HISTORY

D2.His.3.9–12 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.14.9–12 Analyze multiple and complex causes and effects of events in the past.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

D3.3.9–12 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.

D4.2.9–12 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

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

- D4.2.9–12** 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.
- 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.
- D4.8.9–12** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

CALIFORNIA HISTORY—SOCIAL SCIENCE CONTENT STANDARDS

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

- HS.12.PAD.12.3.2** 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.12.4.4** Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
- 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: Leading Through Crisis 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.



DECISION-MAKING RUBRIC

“WHEN I MADE DECISIONS, I...”

| | 0 | 1 | 2 |
|---|--|---|--|
| CLARIFIED THE MAIN ISSUE OR QUESTION | 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 |
| EXAMINED MY OPTIONS | 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 |
| FOUND AND EVALUATED RELEVANT INFORMATION | 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.) |
| PREDICTED THE IMPACT OR CONSEQUENCES FOR MYSELF, OTHERS, AND THE WORLD | 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) |
| CHANNELED EMOTIONS IN A HELPFUL WAY | 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 |
| ADVOCATED FOR MY POINT OF VIEW WHILE CONSIDERING OTHERS' PERSPECTIVES | 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 |
| MADE AND COMMUNICATED MY DECISION AND THE THINKING BEHIND IT | 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 |