



**LEADING THROUGH CRISIS**

# TEACHER CHECKLIST

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# A NOTE ABOUT CONTENT



As you think about norms for engaging with *iThrive Sim: Leading Through Crisis*, keep in mind that it contains plot points related to gun violence, hospitalization, suspected terrorism, nuclear proliferation, and international conflict.

These topics 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.

Also look out for evidence that students need more support understanding and addressing misinformation, prejudices, or assumptions around domestic and international topics raised, including terrorism and the history of conflicts between the U.S. and North Korea.

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

## TEACHER CHECKLIST

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



25 MINUTES

- **REGISTER ON ITHRIVESIM.ORG (5 minutes):** Create a facilitator account on [ithrivesim.org](https://ithrivesim.org).
- **SET UP THE SIMULATION (5 minutes):** [Create a class](#) and then [a simulation session](#).
- **ASSIGN ROLES (5 minutes):** Use the platform to easily assign roles to your students. Once you input your students' email addresses, they will receive login information that will enable them to access *iThrive Sim* and the resources specific to their assigned role. You can also use your own email service to share this information.

We recommend that you assign roles at least two days before playing *iThrive Sim: Leading Through Crisis* so that your students can 1) review the character sheet for their assigned role, 2) watch a brief tutorial on how to navigate the *iThrive Sim* platform, and 3) complete the role reflection exercise.

- **REVIEW STUDENT MATERIALS (5 minutes):** Familiarize yourself with the character sheets, resources, and role reflection exercise that your students will see once logged into the platform:



DEPUTY PRESS SECRETARY

LINK TO CHARACTER PACKET

[bit.ly/3gmoX7q](https://bit.ly/3gmoX7q)

SECRETARY OF ENERGY

LINK TO CHARACTER PACKET

[bit.ly/3xiAIRJ](https://bit.ly/3xiAIRJ)

SECRETARY OF DEFENSE

LINK TO CHARACTER PACKET

[bit.ly/35eFvrz](https://bit.ly/35eFvrz)

ATTORNEY GENERAL

LINK TO CHARACTER PACKET

[bit.ly/3xlKvXs](https://bit.ly/3xlKvXs)

SECRETARY OF STATE

LINK TO CHARACTER PACKET

[bit.ly/3gkUuX5](https://bit.ly/3gkUuX5)

SECRETARY OF TRANSPORTATION

LINK TO CHARACTER PACKET

[bit.ly/3gkRycW](https://bit.ly/3gkRycW)

- **REVIEW PRE-SIMULATION POWERPOINT (5-10 minutes):** Look over the slides of the [Pre-Simulation PowerPoint](#) to familiarize yourself with the content before walking students through it.

## PRE-SIM PREP: IN CLASS



25 MINUTES

- **DEBRIEF ROLE REFLECTION EXERCISE (5 minutes):** Invite volunteers to share questions or reflections about their characters based on their prep work.

## PRE-SIM PREP: IN CLASS



45 MINUTES

- **DEBRIEF ROLE REFLECTION EXERCISE (5 minutes)**: Invite volunteers to share questions or reflections about their characters based on their prep work.
- **PRESENT THE PRE-SIM POWERPOINT (20 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 and WORKSHEET (10 minutes)**: Introduce components of the rubric. Let students know they will have a chance to evaluate their own decision-making with this rubric a couple of times during and after the simulation sessions.
  - **ASSIGN** the [Presidential Decision-Making Worksheet](#) as homework to help students get more familiar with using the rubric before the simulation.
- **(Optional) PLAY VIDEO (5 minutes)**: [Why Is It So Hard to Make Decisions?](#)

## DURING SIM SESSIONS 1 AND 2 (30 MIN EACH)



60 MINUTES

- Use this [TEACHER OBSERVATION LOG](#) to record your impressions as you watch the simulation unfold (if you are able to observe).
- Consult the SYNOPSIS AND DECISIONS guide for [PART 1](#) and [PART 2](#) of the game (they contain spoilers), for outlines of the plot of each episode of the scenario and the decisions your students will face. This is especially helpful if you're not able to observe all groups.

## IMMEDIATELY AFTER SIM SESSION 1



5 MINUTES

- **DE-ROLE (5 minutes)**: Use [this short process](#) directly after the simulation to help students separate from the roles they played.

## BETWEEN SIM SESSIONS 1 AND 2



15-45 MINUTES

- **DECISION-MAKING: REFLECT, PREDICT, STRATEGIZE ACTIVITY (15-45 minutes depending if the worksheet is done in or outside of class)**: Introduce the activity in class and have students complete the accompanying [worksheet](#) in class or as homework to reflect on the first session and prepare for the next one.



- **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](#).
- **DECISION-MAKING DEBRIEF ACTIVITY (15 minutes)**: Overview the activity and have students complete the accompanying [worksheet](#) as a final self-evaluation in or outside of class.
- **(Optional): INTRODUCE AND ASSIGN** the [25th Amendment: Who's In Charge?](#) activity as homework. You may want to set aside 20–30 minutes to debrief this activity in the following class period depending on your learning goals.