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LEADING THROUGH CRISIS

SOCIAL AND EMOTIONAL LEARNING ACTIVITIES

TABLE OF CONTENTS

NORM SETTING

Use this activity to help your role-playing teams create and agree on norms for interacting and communicating before playing *Leading Through Crisis*.

SUPPORTING RESPONSIBLE DECISION-MAKING

Use this sequence of one pre-sim activity, one between-episodes activity, and one post-sim activity to help students reflect on and assess their decision-making behaviors in *Leading Through Crisis*.

SUPPORTING VIRTUAL CONNECTION

Use this sequence of one pre-sim and one post-sim activity to practice noticing how different behaviors impact everyone's learning in a virtual experience like *Leading Through Crisis*.

SUPPORTING EMOTIONAL AWARENESS

Use this sequence of one pre-sim and one post-sim activity to help students build awareness of how emotions impact interactions and decisions, both within and outside of *Leading Through Crisis*.

To view a black and white, printer-friendly version of this packet, click here.

NORM SETTING

OBJECTIVE	The role-playing team(s) create and agree on norms for communication and behavior during the simulation to support everyone's enjoyment and learning. If your class has already established norms, this can be a great opportunity to revisit and refine them.
TIME	25 minutes
SEQUENCE	Set norms before playing the simulation. Teams of six can decide on norms for their own role-play, or you may choose to do this activity all together as a class.
INSTRUCTIONS	**NOTE:** As you think about norms for engaging with this scenario, 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. **STEP ONE** Faclitate a discussion using the following prompts: • (If teaching virtually): What's different for you in your experience of learning when we are together in the classroom compared to when we are together virtually? • What do you know you need to do to stay alert and engaged as we play the simulation?

PRE-SIM ACTIVITY **NORM SETTING**

INSTRUCTIONS (CONT'D)

- How will we signal to each other that something isn't okay and needs to change?

- What do we each commit to doing to support a simulation where we can all participate and learn?

- How will we notice and respond to the feelings that come up when we disagree and still need to work together, both as characters in the simulation and as ourselves?

- During the simulation, what should someone do if they feel upset or anxious, or if they need to stop participating for some reason?

STEP TWO

As a class, vote on and rank the most important norms.

STEP THREE

Make a list of the key behaviors, strategies, and signals the class has agreed are most important.

Consider "pinning" this list in the chat box of your video conferencing software or other shared online or physical space so everyone can revisit it regularly during the simulation.

DECISION-MAKING FROM A PRESIDENT'S POINT OF VIEW

OBJECTIVE	Students will get familiar with the *iThrive Sim Decision-Making Framework and Scoring Rubric*. They will map quotations from presidents to the sections of the rubric to support critical thinking about decision-making approaches.
TIME	30 minutes
SEQUENCE	Use this activity before the simulation, in class, or as homework.
MATERIALS	• *iThrive Sim* Decision-Making Framework and Scoring Rubric for reference (an abbreviated version is in the worksheet)
INSTRUCTIONS	• Share this editable version of the worksheet with your students and have them complete it. **CLICK HERE TO ACCESS THE PRESIDENTIAL DECISION-MAKING WORKSHEET (GOOGLE DOC VERSION)** **OPTIONAL** • Show or have students watch on their own the 4-minute video, Why Is Making Decisions So Hard? Ask students to reflect and journal or collectively discuss: What's one of my greatest challenges when it comes to making decisions? Why?

"No one makes the right decision every time, but a structured approach can improve the odds." – John Coleman on presidential decision-making.

1. Review the steps of the decision-making process in the rubric on **Page 2** and the presidential quotes on **Page 3**.

2. Next, plot any five of the quotes below (your choice) onto the rubric by filling in the table below. Number the quote clearly next to the corresponding step of the decision-making process.

3. Finally, briefly describe why you placed the quote where you did.

4. **OPTIONAL:** If doing this activity in class, compare your responses with a partner or in a small group. Why were they similar or different?

Notes:
- There's no one right or wrong answer. The important thing is to describe why you placed the quote where you did.

- More than one quote may correspond with the same step of the decision-making process, and that's fine. List the numbers for each quote together next to that step and describe your reasoning for including each one. You don't have to choose a quote for each step of the process, just 5 quotes total.

DECISION-MAKING STEP **When I made decisions, I..**	QUOTE #	WHY I PLACED THIS QUOTE/THESE QUOTES HERE:
EXAMPLE: Identified the main issue or question	8	Obama is talking about making sure he actually understands the issue he is being asked to decide about. He wants to make sure he is clear on the issue before taking action.
Clarified the main issue or question		
Examined my options		
Found and evaluated relevant information		
Predicted the impact or consequences for myself, others, and the world		
Channeled emotions in a helpful way		
Advocated for my point of view while considering others' perspectives		
Made and communicated my decision and the thinking behind it		

QUOTE #1

"The most dangerous course a president can follow in a time of crisis is to defer making decisions until they are forced on him and thereupon become inevitable decisions."
- Former President Harry S. Truman

QUOTE #2

"If I had set up a good process in which I could get all the information, all the data, all perspectives, if I knew that I had around the table all the angles...then I could feel confident that even if I didn't get a perfect answer, that I was making the best decision that anybody in my situation could make."
- Former President Barack Obama, as quoted in Business Insider

QUOTE #3

"A president ought not to worry whether a decision he knows he has to make will prove to be popular. The question is not whether his actions are going to be popular at the time but whether what he does is right. And if it is right in the long run it will come out all right."
- Former President Harry S. Truman

QUOTE #4

"Do not worry about the politics. Do the right thing. I will take the heat."
- Former President George W. Bush, as quoted by a former staffer in Forbes

QUOTE #5

"As a leader, your instincts matter a lot. But if the goal is to have people around to make you look good, you will fail. If your goal is to have experts there to lend their knowledge, then you'll make good choices."
- Former President George W. Bush, as quoted in Forbes

QUOTE #6

"Your judgment is only as good as your facts."
- Former President Lyndon B. Johnson, see Forbes

QUOTE #7

"In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing."
- Former President Theodore Roosevelt

QUOTE #8

"I always would say to somebody, if they're talking about a really complicated issue, 'I don't understand what you're saying. Explain it to me in English.' I think one of the problems with people who are in big jobs is they start feeling as if they have to project that 'I have every answer' when, in fact, most of the time, you may not."
- Former President Barack Obama, as quoted in Business Insider

QUOTE #9

"You always put yourself in the other person's position, and then also to understand where they're coming from, whether it's a major foreign leader or a friend whom you have a disagreement with."

- President Joseph Biden, as quoted in Inc.com

QUOTE #10

"Let us never negotiate out of fear. But let us never fear to negotiate."

- Former President John F. Kennedy, 1961 inaugural address

SIM ACTIVITY

DECISION-MAKING: REFLECT, PREDICT, STRATEGIZE

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OBJECTIVE	Students reflect on how they approached making decisions in the first session of *iThrive Sim: Leading Through Crisis*, then make predictions and strategize about decision-making in the next session.
TIME	30 minutes, in class and/or as homework
SEQUENCE	Use this activity between Episode 1 and Episode 2.
MATERIALS	• *iThrive Sim* Decision-Making Framework and Scoring Rubric • *iThrive Sim* Decision-Making Map • *iThrive Sim: Leading Through Crisis* Synopsis and Decisions Part 1
INSTRUCTIONS	• **Say something like:** "I'd like us to take some time to think more deeply about how you all made decisions while you played *Leading Through Crisis*. We're going to be playing a new section of this game soon, so there will be opportunities to do things differently next time." • Orient students to the Decision-Making Framework and Scoring Rubric, Decision-Making Map, and Synopsis and Decisions Part 1. • Have students engage in the individual work and discussions outlined in the worksheet on the next page. **CLICK HERE TO ACCESS THE DECISION-MAKING: REFLECT, PREDICT, STRATEGIZE WORKSHEET (GOOGLE DOC VERSION)** • Make sure students keep their work; they'll revisit it after the next play session. **OPTIONAL** • Show students the 4-minute video, Why Is Making Decisions So Hard?

DECISION-MAKING:
REFLECT, PREDICT, STRATEGIZE

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STEP ONE: Look over the Decision-Making Framework and Scoring Rubric and the *Leading Through Crisis* Decisions Summary from the part(s) of the game you just played.

STEP TWO: Choose one of the decisions you had to make that you remember well. Score your decision-making approach using the Decision-Making Framework and Scoring Rubric. Copy your scores into the table below. Also share your reasoning for choosing each score. Remember, this isn't for a grade, just for your own reflection.

DECISION-MAKING STEP **When I made decisions, I…**	SCORE I GAVE **MYSELF** (0-2)	WHY I GAVE MYSELF THIS SCORE:
Clarified the main issue or question		
Examined my options		
Found and evaluated relevant information		
Predicted the impact or consequences for myself, others, and the world		
Channeled emotions in a helpful way		
Advocated for my point of view while considering others' perspectives		

Communicated my decision and the thinking behind it		

Now, discuss with a partner or in a small group:

- What were your strengths and challenges in making decisions during this section of *Leading Through Crisis*?

- What do you think you'll try or do differently next time?

STEP THREE: Think about how much weight you put on other people's approval while you made decisions and answer the following questions:

- How did your teammates' opinions impact your decisions? Why?

- How much did you pay attention to the public approval rating while you played? Why?

- What's one example of a time that the public's reaction surprised you? How did that change your behavior or thinking process going forward?

- In general, how much do you let others' opinions influence your behavior? Why?

STEP FOUR (PREDICT): Now, make a prediction about a challenge you think you'll face in the next session you play then discuss your responses with a partner or in a small group.

- I predict that one of my biggest challenges in making decisions in the next session of *Leading Through Crisis* will be:

- I predict this because:

STEP FIVE (STRATEGIZE): Now, look over the [Decision-Making Map](). Pay special attention to the strategies at each section on the map. Consider the challenges and predictions you identified in Steps 1-2 above. Knowing what these are, what's one

relevant strategy that you'll try to use when you're facing a tough decision in the next session? Pick one from the map or come up with your own.

- One specific behavior I'll try when I feel challenged by a decision I have to make is:

- This strategy will help because:

Discuss your responses with a partner or in a small group.

DECISION-MAKING DEBRIEF

OBJECTIVE	Students reflect on the decisions they made in *iThrive Sim: Leading Through Crisis* and how that relates to their decision-making approach in other areas of their lives.
TIME	30 minutes
SEQUENCE	Use this activity after the simulation.
MATERIALS	• *iThrive Sim* Decision-Making Framework and Scoring Rubric • *iThrive Sim* Decision-Making Map • *iThrive Sim: Leading Through Crisis* Synopsis and Decisions Part 2
INSTRUCTIONS	• Have students complete the worksheet on the next page in class or as homework. **CLICK HERE TO ACCESS THE DECISION-MAKING DEBRIEF WORKSHEET (GOOGLE DOC VERSION)** • Discuss responses and learnings as a class. **OPTIONAL** • For classes with multiple people playing the same role across different games, have classmates who played the same role pair up and compare the decisions they made. Why were their choices the same or different? What factors influenced each of them in selecting these options?

DECISION-MAKING DEBRIEF

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STEP ONE: Review one of the (individual or group) decisions you just made using the Synopsis and Decisions Summary from the part of the game you played most recently. Why did you make that decision?

STEP TWO: Score your decision-making approach from your most recent play session using the *Decision-Making Framework and Scoring Rubric*. Copy your scores into the table below. Also share your reasoning for choosing each score. Remember, this isn't for a grade, just for your own reflection.

DECISION-MAKING STEP **When I made decisions, I...**	SCORE I GAVE MYSELF (0-2)	WHY I GAVE MYSELF THIS SCORE:
Clarified the main issue or question		
Examined my options		
Found and evaluated relevant information		
Predicted the impact or consequences for myself, others, and the world		
Channeled emotions in a helpful way		

Advocated for my point of view while considering others' perspectives		
Communicated my decision and the thinking behind it		

- Do you think your classmates would have rated you differently than you did in any of the categories above? Why or why not?

- Were there times during the simulation when you felt misunderstood? Describe your experience.

STEP THREE: Think about how much weight you put on other people's approval while you made decisions and answer the following questions:

- How did your teammates' opinions impact your decisions? Why?

- How much did you pay attention to the public approval rating while you played? Why?

- What's one example of a time that the public's reaction surprised you? How did that change your behavior or thinking process going forward?

- In general, how much do you let others' opinions influence your behavior? Why?

STEP FOUR: Review your work from the decision-making exercises we did between simulation sessions (Decision-Making: Reflect, Predict, Strategize) and answer the following questions:

- You made a prediction about what would be challenging about making decisions in the next session. Looking at your prediction now, how does it compare with the experience you just had?

- You chose a strategy that you planned to use when facing a challenging decision in the next session. How did your plan play out? Why?

STEP FIVE: Answer these two questions.

- What's one primary aspect of making decisions that you discovered or deepened your knowledge about through the process of playing *iThrive Sim: Leading Through Crisis*?

- Think about a decision you have to make in your own life, big or small. What's one decision-making strategy from the framework or map that you can try? How do you think it will help you?

SUPPORTING VIRTUAL CONNECTION

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OBJECTIVE	Students and teachers in virtual classrooms reflect on what supports authentic connection in the virtual classroom and play a simple game called Mute-iny to practice paying attention to each other before engaging in the simulation. This can help to focus attention on how each class member can contribute to an inclusive and engaging virtual space where everyone experiences warmth, belonging, and respect.
TIME	25 minutes (for each group of six)
SEQUENCE	You can use this activity prior to any *iThrive Sim* scenario.
INSTRUCTIONS	**STEP ONE** **Reflect and discuss.** Share with students that to stay connected from a physical distance in the virtual classroom, you might need to use some different strategies than you use when you're together in person. Ask students to reflect and share: • What does feeling connected mean to you? • During periods of stay-at-home orders or social distancing, what are/were some ways you stayed connected to people you care about? **STEP TWO** **Tune in through play.** Introduce the lip-reading game Mute-iny and orient students to it with something like, "Let's see how closely we can pay attention to one another." Play Mute-iny, a simple game that works with any video conferencing software with video and chat functions. Have each student who'll be playing prepare one sentence that they will say on mute while others try to guess what they are saying.

SUPPORTING VIRTUAL CONNECTION

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INSTRUCTIONS (CONT'D)

TIP: You may want to have each role-play group of six play this game together in breakout rooms (if that is allowed in your school). If you want to play as a whole class, ask six students to volunteer to say sentences while the rest of the class guesses what they're saying.

Directions (Source: www.zoomjam.org)

- Everyone is muted, and the volume is turned down. Pick an order for people to go (for instance, number each person 1, 2, 3, 4....).

- One person starts by counting down from 3, then says a sentence really slowly.

- Everyone else - type and send your response to the group chat and see what everyone else said.

- Have the next person signal or post in the chat that they're starting, and repeat steps 3-5 until everyone has had a chance.

- Once everyone has finished their turn, unmute yourselves and reveal your sentences.

STEP THREE

Briefly discuss. Ask students to reflect and share: What did you notice about how we connected and tuned into each other while we played Mute-iny?

STEP FOUR

Set the stage for play. As we play *iThrive Sim,* pay attention to what we're doing when we feel connected, and what things prevent us from feeling connected.

SUPPORTING VIRTUAL CONNECTION

OBJECTIVE	Students and teachers who played *iThrive Sim* virtually reflect on the factors that supported and prevented connection among class members during the simulation and work together to develop norms that foster connection in the virtual classroom going forward.
TIME	45 minutes
SEQUENCE	You can use this activity after any *iThrive Sim* scenario.
INSTRUCTIONS	**STEP ONE** **Reflect and discuss.** Ask students to think about how connected they were to each other during the simulation. Ask them to consider moments when they felt really connected to others, and also to consider moments when they did not feel connected. Then, pose some discussion questions to raise up their reflections through sharing: • What does feeling connected mean to you? • When we played *iThrive Sim*, what did you notice was happening when you felt connected to the group? • When we played *iThrive Sim*, what did you notice was happening when you did NOT feel connected to the group? **TIP:** To promote authenticity, offer different sharing options: students can discuss verbally, write in the chat, and message you directly.

SUPPORTING VIRTUAL CONNECTION

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INSTRUCTIONS
(CONT'D)

STEP TWO

Co-create norms that support connection going forward. Using the behaviors and factors that came up in discussion, create together a list of norms (things we agree to do, things we agree not to do) to support feeling connected in the virtual classroom.

Invite students to vote on and rank behaviors they think are most important, and to explain why.

Determine a list of norms that you all agree are a good fit for your class at this moment, recognizing that they may need to be flexible as circumstances change.

STEP THREE

Strategy time. Brainstorm together about how you will keep the norms alive. Discuss the following questions:

- How will we remind ourselves of the norms we created? (For example, by pinning them in the chat window for every class meeting.)

- What's our signal to each other that norms for feeling connected are slipping?

- What are 2-3 strategies we can use to reset when problems arise?

SUPPORTING EMOTIONAL AWARENESS

OBJECTIVE	Students and teachers practice building awareness of how they experience emotions in the body, and how emotions impact their interactions and decision-making in the simulation and beyond.
TIME	15 minutes
SEQUENCE	You can use this activity prior to any *iThrive Sim* scenario.
INSTRUCTIONS	**STEP ONE** **Introduce "emotions as information."** Share with students that we often think of emotions as good or bad depending on how they feel. But all emotions are really just information – important information. **STEP TWO** **Invite students to notice and name emotions.** Share with students that emotions show up pretty consistently in different places of the body. Ask students to notice and share in the chat how they feel right now. • Anger tends to show up in the upper back, neck and jaw. • Fear tends to show up in the belly. • Sadness tends to show up in the throat. • We usually feel joy all over. **STEP THREE** **Briefly discuss:** • How do emotions impact your interactions with other people? • How do emotions impact the decisions you make?

PRE-SIM ACTIVITY

SUPPORTING EMOTIONAL AWARENESS

iTHRIVE SIM

INSTRUCTIONS (CONT'D)

STEP FOUR

Set the stage for play. Orient students towards noticing emotions as they play the simulation. Say something like: As we play *iThrive Sim*, pay attention to your emotions and how they're changing and where you notice them in your body.

OPTIONAL

The teacher or faciltator can pause the gameplay anytime during an *iThrive Sim* scenario. For this lesson, pause the game at a couple of key moments and remind students to notice how they feel and jot down a note for themselves.

Places to consider pausing for an emotional check-in: before making a big decision, after making a big decision, after a lively or tense debate, after players make a significant compromise or come to an agreement.

EXTENSION RESOURCES

Emotion Word List. Share this word list with students to encourage building accuracy and specificity in naming emotions.

ANGRY	SAD	ANXIOUS
GRUMPY	DISAPPOINTED	AFRAID
FRUSTRATED	MOURNFUL	STRESSED
ANNOYED	REGRETFUL	VULNERABLE
DEFENSIVE	DEPRESSED	CONFUSED
SPITEFUL	PARALYZED	BEWILDERED
IMPATIENT	PESSIMISTIC	SKEPTICAL
DISGUSTED	TEARFUL	WORRIED
OFFENDED	DISMAYED	CAUTIOUS
IRRITATED	DISILLUSIONED	NERVOUS

SUPPORTING EMOTIONAL AWARENESS

EXTENSION RESOURCES (CONT'D)

HURT	EMBARASSED	HAPPY
JEALOUS	ISOLATED	THANKFUL
BETRAYED	SELF-CONSCIOUS	TRUSTING
ISOLATED	LONELY	COMFORTABLE
SHOCKED	INFERIOR	CONTENT
DEPRIVED	GUILTY	EXCITED
VICTIMIZED	ASHAMED	RELAXED
AGGRIEVED	REPUGNANT	RELIEVED
TORMENTED	PATHETIC	ELATED
ABANDONED	CONFUSED	CONFIDENT

Source: "3 Ways to Better Understand Your Emotions" by Susan David, Harvard Business Review.

POST-SIM ACTIVITY

SUPPORTING EMOTIONAL AWARENESS

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OBJECTIVE	Students and teachers reflect on emotions that arose while playing *iThrive Sim* and learn a strategy for managing emotions.
TIME	15-20 minutes
SEQUENCE	You can use this activity after any *iThrive Sim* scenario.
INSTRUCTIONS	**STEP ONE** **Reflect and discuss.** Ask students to think and/or write about the following prompts. They could write reflections individually and then share observations with the group. • What emotions did you notice while we played *iThrive Sim*? • How did emotions impact your interactions? • How did emotions impact the decisions you made? **STEP TWO** **Acknowledge that emotions are always present.** Tell students that you are aware that as you go through this class, semester, or year together, a whole range of emotions will come up. Those emotions will tell you all important information, and they will impact how you interact and make decisions. **STEP THREE** **Strategy time.** Tell students that science shows that naming an emotion actually helps to manage it. Let them know that in this class, you're going to practice this strategy together, **Pause, Breathe, & Name**:

POST-SIM ACTIVITY
SUPPORTING EMOTIONAL AWARENESS

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INSTRUCTIONS (CONT'D)	• **Pause:** Take a pause from whatever we're doing in the moment. • **Breathe:** Take a couple of breaths and notice how we feel and where it shows up in the body. • **Name:** Name the feeling in our heads or out loud before we move on. **TIP:** You can keep the Pause, Breathe, & Name strategy alive in your classroom by weaving it into an existing routine, or by assigning a different student to lead the activity once per class period and as needed.
EXTENSION RESOURCES	**Why Does Naming Emotions Help Us Manage Them?** • Read "That Tarantula Is Terrifying!": The Power of Naming Emotions to Reduce Anxiety". • Listen to "Got Anger? Try Naming It To Tame It".