



A NOTE ABOUT CONTENT

ITHRIVE SIM: LEADING THROUGH CRISIS contains themes and plot points related to gun violence, hospitalization, suspected terrorism, nuclear proliferation, and international conflict.

As you think about norms for engaging with the simulation, keep in mind that 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 conflicts between the United States and North Korea.



TEACHER CHECKLIST



PRE-SIM PREP: TEACHER (OUTSIDE OF CLASS)



45 MINUTES

- **REGISTER ON ITHRIVESIM.ORG (5 minutes):** Create a facilitator account on www.ithrivesim.org.
- **GATHER STUDENT ROSTER (5 minutes):** When setting up this simulation, you will be asked to input the first name of all students who'll be playing. This will be their **login ID**. Have your student roster available to upload names easily when the time comes.
- **SET UP THE SIMULATION (5 minutes):** [Create a class](#) and then create [a simulation session](#).
- **REVIEW CHARACTER ROLES AND MATCH STUDENTS WHERE THEY BEST FIT (15 minutes):** Review the notes and information on each role in the simulation below and determine which student would be best suited for each position.

NAME OF CHARACTER ROLE	LINK TO CHARACTER PACKET	SPECIAL NOTES FOR ASSIGNING
DEPUTY PRESS SECRETARY	bit.ly/3gmoX7q	This character is in charge of deciding what to say to the press and the public about the unfolding crisis.
SECRETARY OF DEFENSE	bit.ly/35eFvrz	This character will lead on decisions related to military actions to protect America during a crisis.
SECRETARY OF STATE	bit.ly/3gkUuX5	This character oversees relationships and negotiations with foreign nations in the midst of the crisis.
SECRETARY OF ENERGY	bit.ly/3xiAIRJ	This character will need to make decisions about key energy legislation in the midst of a crisis.
ATTORNEY GENERAL	bit.ly/3xIKvXs	This character leads the U.S. Department of Justice and oversees the Federal Bureau of Investigation (FBI). Their job is to defend and enforce the U.S. Constitution.
SECRETARY OF TRANSPORTATION	bit.ly/3gkRycW	This character will need to make decisions about transportation disruptions to ensure traveler safety during the crisis.

- **ASSIGN ROLES (5 minutes):** Using your student roster, input your students' names and assign roles. If you have access to your students' email addresses, plug those in to send invites ahead of time. Your students will receive login information that will enable to access the *iThrive Sim* platform and resources specific to their role.

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

- **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



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

- [Ask students to log in to iThrive Sim](#) then start [the simulation session](#). 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.

POST-SIM: IN-CLASS DEBRIEF AND SELF-EVALUATION



45 MINUTES

- **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.

ENRICH PLAY WITH SEL AND CIVIC LEARNING ACTIVITIES



VARIES

- Enrich the simulation for your students with these **SOCIAL AND EMOTIONAL LEARNING ACTIVITIES** and the optional **CIVIC LEARNING ACTIVITIES** packet. Both packets contain activities and lesson plans, expertly crafted to deepen connection and civic learning in your classroom.