



A NOTE ABOUT CONTENT

ITHRIVE SIM: LIVES IN BALANCE centers on a pandemic and includes themes of infection, loss of life, unemployment, stay-at-home orders, and systemic marginalization and disproportionate suffering of communities of color.

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. You may also want to offer journaling or reflection prompts related to how students have coped with a pandemic before playing.





TEACHER CHECKLIST

PRE-SIM PREP: TEACHER (OUTSIDE OF CLASS)

25 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
CALIFORNIA GOVERNOR	bit.ly/3rzpOES	This character is ambitious, measured, and a natural leader. Which of your student(s) may be able to give Arizona a run for their money?
NEVADA GOVERNOR	bit.ly/3bwfzeQ	This character is written as a risk-taker and someone who will 'stretch the truth.' They are instructed to 'ride the coattails' of Arizona to meet their shared goal.
U.S. DEPUTY SECRETARY OF COMMERCE	bit.ly/3qy8AGC	This character is motivated to keep the money flowing and is written as 'knife-like' in their communication style. Analytically-minded students may enjoy this role.
NEW MEXICO GOVERNOR	bit.ly/3t8DCX0	This character is thoughtful and determined but not rushing to get into the fray. Less vocal students may feel more comfortable here.
ARIZONA GOVERNOR	bit.ly/3bwODf9	This character is instructed to jump in and lead the meeting and to advocate strongly for the Bubble Plan. Placing a more vocal student in this role isn't required but can help keep the discussion going.
PRINCIPAL DEPUTY DIRECTOR, CDC	bit.ly/3clJoxM	This character is people-oriented and 'dead-serious' about protecting people's health. Analytically-minded students may enjoy this role.

- **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: Lives in Balance** so that your [students can log in to the platform](#) prior to the simulation, review the character sheet for their assigned role, watch an *iThrive Sim* tutorial, 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-SIMULATION PREP: IN CLASS



45 MINUTES

- **PRESENT THE PRE-SIM POWERPOINT (25 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 (15 minutes):** Introduce components of [the rubric](#) and answer questions. Tell students they'll have a chance to evaluate themselves using this rubric after the simulation.

DURING SIM



45 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 this **SYNOPSIS AND DECISIONS** guide (contains spoilers) for an outline of the plot of the scenario and the decisions your students will face. This is especially helpful if you're not able to observe all groups.

POST-SIM: IN CLASS DEBRIEF & 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](#).

- **EVALUATION (15 minutes)**: Optionally, as a growth opportunity, ask students to evaluate their decision-making behaviors during the simulation using the [Decision-Making Rubric](#).

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.