The complexity of pandemic simulations often makes them opaque and difficult to understand for the general public. Critical thinking is essential for understanding the results of these simulations, but the current methods are lacking in this regard. They commonly leave people skeptical and unable to comprehend the implications of the simulations. This thesis aims to design an interactive pandemic simulation that encourages critical thinking and implement a prototype of it. Through this simulation design, we can illustrate how future models can be made more socially beneficial and how they can be used to educate the public.